



SCHOOL OF PHARMACY



STUDENT HANDBOOK 2022–2023

Rev. August.2022

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NONDISCRIMINATION AND AFFIRMATIVE ACTION POLICY

True and Correct Statement

AUHS makes every effort to ensure accuracy of the information contained in this student handbook. Some policies, rules, procedures, and regulations may change and therefore alter the information during this handbook period. The University reserves the right to change policies, regulations, fees, and course of instruction upon the direction of the AUHS Administration and its Chief Executive Officer. The most current and complete information on any changes is available online through the AUHS website <http://auhs.edu/>.

Program or Policy Changes

AUHS has the right, at its discretion, to make reasonable changes in program content, class schedules, policies, procedures, materials, and equipment, as it deems necessary in the interest of improving the students' educational experience. When class size or curriculum warrant, classes may be combined. When federal, state, accreditation, or professional changes occur that affect students currently in attendance, the institution will make the appropriate changes and notify the students accordingly.

MISSION OF THE AMERICAN UNIVERSITY OF HEALTH SCIENCES

The American University of Health Sciences, a private Christian-based minority-serving university of higher education, welcomes students of diverse backgrounds and prepares them to make a positive impact on society through the provision of exceptional quality patient-centered care within the context of a global perspective of the human condition. This mission is accomplished through the creation of a strong and caring academic environment where excellence, diversity, and the development of the entire person—mind, body and spirit—is addressed and where teaching/learning, research, service and scholarship is valued and supported. Inspired by a strong belief in God and the Christian values of love and caring for humankind, and of justice and respect, the University's core values include a holistic approach to education, promotion of the intellectual, analytical and critical thinking abilities of its students, evidence-based knowledge, service to our fellow man, and a commitment to life-long learning.

AMERICAN UNIVERSITY OF HEALTH SCIENCES INSTITUTIONAL LEARNING OUTCOMES (ILOs)

1. Performance. (Academic Excellence/ Research/ Scholarship). Students will demonstrate academic, practical, social, and philosophical knowledge of their profession/career pathway.
2. Cultural Competence (Diversity). Students will deliver culturally competent, sensitive care that is evidence-based in the appropriate health career service area.
3. Critical Thinking (Academic Preparation or Excellence/ Education). Students will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career profession to build a solid foundation to drive the profession forward.
4. Social Responsibility (Service). Students will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate

health career profession.

5. Christian Values. Students will be able to affect positive patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate patient needs and rights.

STATEMENT OF FAITH

American University of Health Sciences recognizes that there is a body of knowledge with which the humanities, the natural sciences, the social sciences, theology, and professional studies are to be differently but compatibly concerned.

1. We pursue truth in order to glorify the God and Father of our Lord Jesus Christ: praying for the continual outpouring of the Holy Spirit and the return of our Savior, the Lord Jesus Christ; remembering the promise of Scripture and tradition; keeping our hearts faithfully attuned to the voice of God; and being thoughtfully, acutely, and critically engaged.
2. American University of Health Sciences affirms a statement of faith that defines its doctrinal convictions as follows:
3. We believe in one God, Creator of all things, holy, infinitely perfect, and eternally existing in a loving unity of three equally divine Persons: the Father, the Son and the Holy Spirit. Having limitless knowledge and sovereign power, God has graciously purposed from eternity to redeem a people for Himself and to make all things new for His own glory.
4. We believe that the Old Testament and the New Testament Scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.
5. We believe that God created Adam and Eve in His image, but they sinned when tempted by Satan. In union with Adam, human beings are sinners by nature and by choice, alienated from God, and under His wrath. Only through God's saving work in Jesus Christ can we be rescued, reconciled and renewed.
6. We believe that Jesus Christ is God's incarnate, fully God and fully man, one Person in two natures. Jesus—Israel's promised Messiah—was conceived through the Holy Spirit and born of the Virgin Mary. He lived a sinless life, was crucified under Pontius Pilate, arose bodily from the dead, ascended into heaven and sits at the right hand of God the Father as our High Priest and Advocate.
7. We believe that Jesus Christ, as our representative and substitute, shed His blood on the cross as the perfect, all-sufficient sacrifice for our sins. His atoning death and victorious resurrection constitute the only ground for salvation.
8. We believe that the Holy Spirit, in all that He does, glorifies the Lord Jesus Christ. He convicts the world of its guilt. He regenerates sinners, and in Him they are baptized into union with Christ and adopted as heirs in the family of God. He also indwells, illuminates, guides, equips and empowers believers for Christ-like living and service.
9. We believe that God's justifying grace must not be separated from His sanctifying power and purpose. God commands us to love Him supremely and others sacrificially, and to live out our faith with care for one another, compassion toward the poor and justice for the oppressed. With God's Word, the Spirit's power, and fervent prayer in Christ's name, we are to combat the spiritual forces of evil. In obedience to Christ's commission, we are to make disciples among all people, always bearing witness to the gospel in word and deed.
10. We believe in the personal, bodily and glorious return of our Lord Jesus Christ with His holy angels when He will bring His kingdom to fulfillment and exercise His role as Judge of all. This coming of Christ, at a time known only to God, demands constant expectancy and, as our blessed hope, motivates the believer to godly living, sacrificial service and energetic mission.
11. We believe that God commands everyone everywhere to believe the gospel by turning to Him in repentance and receiving the Lord Jesus Christ. We believe that God will raise the dead bodily and judge the world, assigning the unbeliever to condemnation and eternal conscious punishment and the believer to eternal blessedness and joy with the Lord in the new heaven and the earth, to the praise of his glorious grace.
12. We believe that from the beginning of God's revelation to humankind. He revealed his order of creation and his purpose in creating man and woman. God ordain that traditional family is between a man and a woman.

APPROVALS AND ACCREDITATIONS

WASC SENIOR COLLEGE AND UNIVERSITY COMMISSION (WSCUC)

American University of Health Sciences (AUHS) is accredited by the WASC Senior College and University Commission (WSCUC), located at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, Tel: 510.748.9001. WSCUC is a regional accrediting body recognized by the U.S. Department of Education (USDOE) and the Council on Higher Education Accreditation (CHEA). www.wascsenior.org.

TRANSNATIONAL ASSOCIATION OF CHRISTIAN COLLEGES AND SCHOOLS (TRACS)

AMERICAN UNIVERSITY OF HEALTH SCIENCES (AUHS) is a member of Transnational Association of Christian Colleges and Schools (TRACS), located at 15935 Forest Road, Forest VA 24551, Tel: 434.525.9539, email: info@tracs.org, having been awarded accredited status as a category III institution by the TRACS Accreditation Commission. TRACS is recognized by the US Department of Education (USDOE), and the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQSSHE). info@tracs.org.

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION (ACPE)

American University of Health Sciences School of Pharmacy's Doctor of Pharmacy program has been granted Candidate status by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 2850, Chicago, IL 60603-3499, 312/644-3575; FAX 866/228-2631, web site www.acpeaccredit.org."

Candidate Status

With respect to clarification of the meaning of Candidate status, graduates of a program so designed would, in the opinion of ACPE, have the same rights and privileges of those graduates from a fully accredited program. The Candidate status denotes a developmental program that is expected to mature in accord with stated plans within a defined time period. It should be underscored, however, that decisions concerning eligibility for licensure by examination or reciprocity reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules. Should Candidate status be awarded to a program, ACPE would, however, make its position known and make recommendations consistent with that position.

NONDISCRIMINATION AND AFFIRMATIVE ACTION POLICY

AUHS, in accordance with applicable Federal and State Laws and University Policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (including pregnancy, childbirth, post- partum period and medical conditions related to pregnancy and childbirth), disability, age, medical condition (cancer- related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

The University Provost/Chief Academic Program is the coordinator of Title IX-the Educational Amendments Act of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. All inquiries or complaints under the sex discrimination provisions of Title IX should be directed to the University Provost. The University Provost/Chief Academic Program must act equitably and promptly to resolve complaints and should provide a response within seven working days. American University of Health Sciences supports Equal Opportunity for all people regardless of their race, religion, sex, or disability.

Inquiries regarding the University's student-related nondiscrimination policies may be directed to the Office of the Student Services. Students may complain of any action which they believe discriminates against them on the ground of race, color, national origin, marital status, sex, sexual orientation, disability or age and may contact the Office of Student Services, 1600 East Hill Street Building 1, Signal Hill, CA 90755, (562) 988 -2278. For further clarification of such policies including discriminatory practices and sexual harassment, students are invited to view the AUHS Website and review the general catalog.

CAMPUS SERVICES

STUDENTS WITH DISABILITIES

AUHS is dedicated to providing opportunities for all students to participate fully in the academic environment. AUHS is committed to making reasonable accommodations for students with disabilities. The policy may be found in the University Catalog. Please see below policy on *AUHS POLICY AND PROCEDURE REGARDING: RESPONDING TO STUDENT COMPLAINTS THAT A PROFESSOR IS NOT IMPLEMENTING AN APPROVED ACADEMIC ADJUSTMENT*.

STUDENTS COUNSELLING SERVICES

Sometimes students find themselves in need of assistance to learn how to deal with various psychological and social issues. AUHS provides a safe and confidential place to talk with a professional about concerns or problems, no matter how minor or serious, which might interfere with personal growth or academic achievement. To schedule an appointment, contact the Counseling Services Office at (562) 988-2278 extension 2030.

STUDENTS NEEDING WRITING ASSISTANCE

Writing workshops are periodically scheduled for students needing assistance with grammar, sentence structure, APA format, and other writing needs. Referrals can be made by a faculty member or through self-referral. For more information, contact Student Services.

CENTER FOR ACADEMIC SUCCESS (CAS)

The CAS is available for all students needing additional resources leading towards successful completion of academic programs. This will include services such as writing, reading and math assistance. Pharmacy students will receive remediation and learning enhancement at the center.

COMPUTER RESOURCES

AUHS has a Computer Lab located on the first floor for the use of pharmacy students and pharmacy faculty. Some pharmacy courses and skills labs may be scheduled there. Students may use the

Computer Lab when other classes are not scheduled. Eating or drinking in the Computer Lab is not permitted.

The computer lab is fully equipped with networked computers, which are also available for printing. Students may not save documents to the hard drive of the computer (but are encouraged to bring their own USB device). These documents will be automatically deleted by the lab personnel. Students may not load any programs on to the computers in the lab.

LIBRARY SERVICES

The AUHS Library provides access to a robust collection, physical space for studying and research, reference, instruction, and various services to support AUHS faculty, students, and staff. The collection contains books, journals, audio/video resources, models, etc. which are available for circulation, or reference books may be checked out in the library. The AUHS Library subscribes to electronic databases such as CINAHL full-text, Medline full-text, Ovid, Pharmacist Letter, CEImpact, and JSTOR for students to access on or off campus. The 2,027 square foot library space provides a quiet and comfortable reading area. Wireless internet access is available throughout the library.

A primary objective of the library is to support the university's curriculum and the user needs of AUHS students, faculty, and staff with reference and instruction. The librarian conducts reference and individual instruction in-person and virtually through email, phone, or content management Canvas software. The library assistant is also trained to provide reference help to AUHS users. The librarian provides course-specific instruction in various classes throughout the quarter in classes such as Research, Communication, and general education classes.

AUHS STUDENT PORTAL

The AUHS Student Portal allows students to access information such as academic records (grades) as well as syllabi, schedule, class announcements, and educational resources. To log on to the student portal, visit <https://elearn.auhs.edu/>.

UNIVERSITY EMAIL

As part of your enrollment at AUHS, students are provided with a University email address. The email account provided will be used as your primary email account for communication with the University and for password verification on Canvas.

ADVISING AND TUTORIAL ASSISTANCE

Faculty Advising

AUHS is dedicated to helping students remove obstacles to achieving success. While Student Services Representatives are available to all students to assist in such areas as problem-solving, setting goals, attending class, academic success, financial concerns, or personal issues. Students in the SOP are assigned a faculty advisor. The faculty advisor meets with students at a minimum once per quarter and before beginning their first experiential encounter. One-on-one meetings give students the chance to seek assistance with direct feedback from their advisor.

Tutorial Assistance

The University has established a multi-level approach to offer to students in support of their academic and personal needs. Staff and faculty are available to assist students in academic guidance. The School of Pharmacy in collaboration with the Office of Student Affairs and Admission and the University Student Services Office is responsible for addressing students' academic concerns. In addition, AUHS offers peer mentoring programs that provide students the opportunity to connect with currently attending students. These peer-to-peer relationships can be great networking opportunities as well as a chance to learn about the student experience from another student's perspective.

To ensure that the student has adequate academic support from the beginning of their program, the Admissions Committee identifies the interventions students may need based on the admissions scaling rubric for the writing assessment. The Chair of the Admissions Committee submits a Beginning Learning Enhancement Plan (BLEP) to the Office of Student Affairs / Center for Academic Success. Current students who experience difficulty in their coursework and have a need for academic support should first contact their faculty and their faculty advisor to create a Learning Enhancement Plan (LEP) to be submitted to the Office of Student Affairs / Center for Academic Success. Faculty tutoring is available for SOP courses. The SOP will try to accommodate students' schedules in determining tutoring sessions, but students should realize that they may need to adjust their schedules to receive the kind of remedial or tutoring support required. SOP students on a LEP will need to attend tutoring according to the schedule mandated by the Office of Student Affairs / Center for Academic Success. The Student Success Coordinator will monitor student progress. The plan is completed when the student successfully completes the course indicated on the LEP.

Stress Management Resources

The SOP has several resources to help students' better deal with program stressors effectively.

- **Faculty Advisement:** Advisors play an important role in helping students find appropriate assistance. Advisors are available to assist in personal matters in addition to academic and career interests.
- **Counseling Services:** A licensed counselor is available to help with any emotional issues, including dealing with stress, handling a crisis, time management, or coping with the transition to the university. Counseling is provided individually, in groups, and through workshops. Contact the Counseling Services Office for appointment scheduling.
- **Health Promotion:** AUHS supports student well-being and academic success by building a healthy campus culture. See posted events around campus.
- **Life and Learning Workshops:** Whether you need help adjusting to life at AUHS, you want to learn new leadership skills, or you need practical advice for managing your time, a Life and Learning Workshop can help you succeed. Contact the Office of Student Affairs and Admission.

MISSION AND VISION OF THE SCHOOL OF PHARMACY

MISSION

To instill in our students' strong Christian values, to prepare them to practice evidence-based patient care, to educate them in pharmacy research and scholarship, and to enable them to meet the health care needs of diverse patient populations.

VISION

To send out pharmacy students who can help reduce health care disparities and render health care to the underprivileged and underserved.

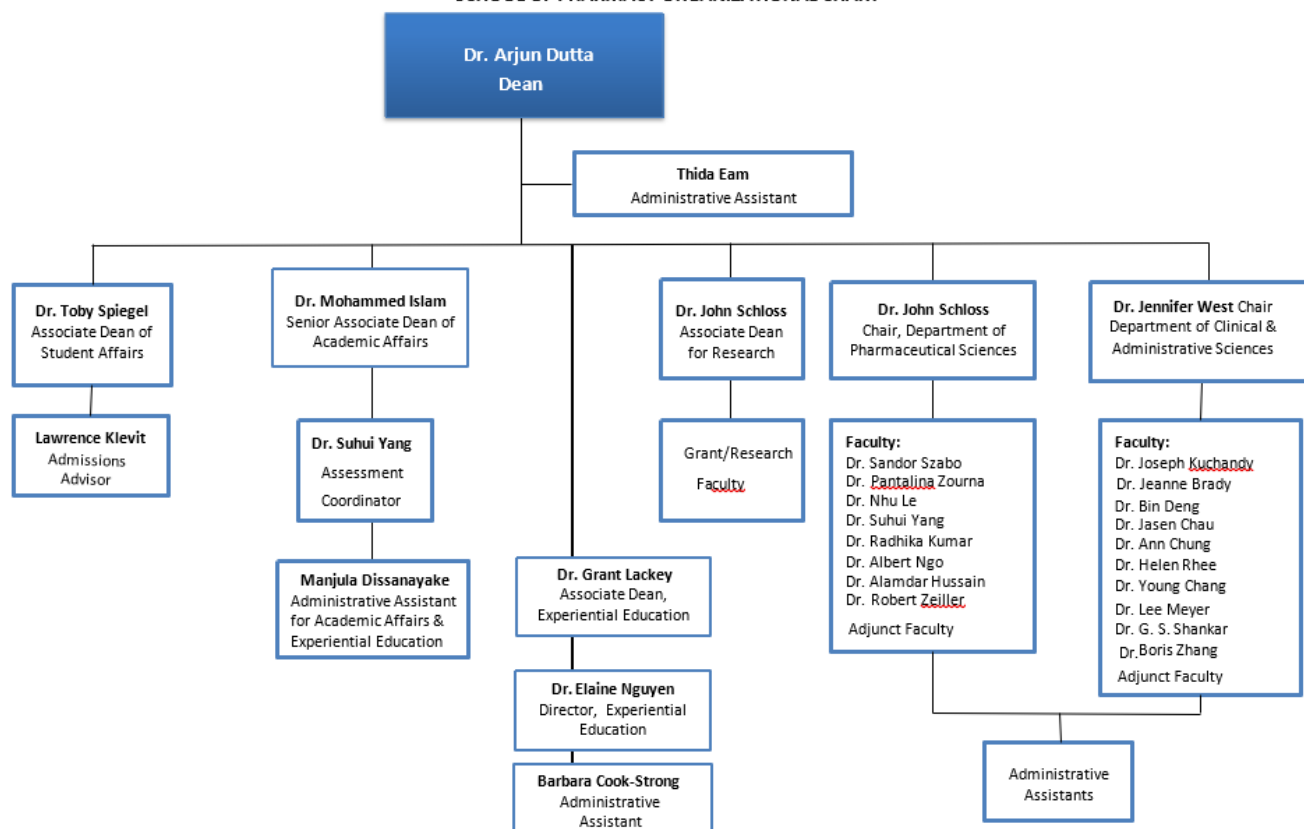
ORGANIZATION AND ADMINISTRATION OF THE SCHOOL OF PHARMACY

THE FACULTY OF THE SCHOOL OF PHARMACY

The Faculty of the School is comprised of members in the **Department of Pharmaceutical Science** and the **Department of Clinical and Administrative Sciences**. A brief biography of each faculty member is available on the school website. The School Administration consists of the Dean, Senior Associate Dean of Academic Affairs, Associate Dean of Student Affairs and Admission, Directors of Experiential Education, and two Department Chairs. The Organizational chart for the School of Pharmacy is shown below:



SCHOOL OF PHARMACY ORGANIZATIONAL CHART



Revised: 02.10.22

CURRICULAR PHILOSOPHY OF THE SCHOOL OF PHARMACY

The PharmD Program aims to graduate culturally competent practitioners, researchers, and educators who will increase diversity within the healthcare professions by overcoming health disparities and improve the health care of the underserved. The PharmD Program faculty recognize that contemporary pharmacy students not only require specialized knowledge and discipline-specific skills but also sustainable skills medication therapy management to keep pace in an increasingly competitive and global society.

The PharmD curriculum equips students with critical thinking, problem-solving, opportunities to collaborate across disciplines, and to demonstrate leadership through action and influence. The curriculum aims to foster advocacy, entrepreneurship, and self-awareness among our students. Our learning process is continuous, incremental, integrated, and aligned with University values. The process involves the student, faculty, preceptors, academic institution, and professional community. The curriculum introduces and synthesizes content in a progressive manner from foundational sciences to clinical sciences interwoven with applications from current practice.

Faculty are viewed as facilitators of learning, who serve as resources, share their content expertise in their area of specialization, and thus allowing intra- and inter-disciplinary instruction. These principles and values shape the curriculum which is designed in alignment with the University's Institutional Learning Outcomes which are centered around five core guiding pillars:

1. Performance. (Academic Excellence/ Research/ Scholarship). Students will demonstrate academic, practical, social, and philosophical knowledge of their profession/career pathway.
2. Cultural Competence (Diversity). Students will deliver culturally competent, sensitive care that is evidence-based in the appropriate health career service area.
3. Critical Thinking (Academic Preparation or Excellence/ Education). Students will apply critical thinking as the theoretical and scientific underpinnings to the appropriate health career profession to build a solid foundation to drive the profession forward.
4. Social Responsibility (Service). Students will develop social and personal responsibility for ongoing professional growth and development including higher education in the appropriate health career profession.
5. Christian Values. Students will be able to affect positive patient outcomes by sharing their Christian Values of love, caring, justice and respect, as an advocate patient needs and rights.

THE DOCTOR OF PHARMACY GENERAL DESCRIPTION AND PROGRAM OUTCOMES

The AUHS Doctor of Pharmacy curriculum has been designed around the School of Pharmacy's mission to instill in students strong Christian values, to prepare them to practice evidence-based patient care, to educate them in pharmacy research and scholarship, and to enable them to meet the health care needs of diverse patient populations.

AUHS School of Pharmacy offers a three (3) calendar-year entry-level Doctor of Pharmacy program that supports the School's mission and prepares students to meet educational outcomes in preparation to render excellence in pharmacist patient-centered care. With this in mind, the curriculum fulfills recommendations provided by accreditation standards and professional guidelines including the ACPE Standards 2016, JCPP Pharmacists' Patient Care Process, CAPE Educational Outcomes 2013, IPEC Core Competencies 2016 Update, OSCEs, and licensure examination content outlines. Graduates of the program are eligible to take the North American *Pharmacist* Licensure Examination® (NAPLEX) to become a registered pharmacist (RPh).

The three-year curriculum consists of the equivalent of 12 quarters (four quarters per year). The first, second, and third years of our professional doctoral program are referred to as P1, P2, and P3, respectively. Each quarter is 11-weeks and is followed by a quarter break before the next quarter begins. The minimum credit units required for program completion is 183.

CURRICULUM OF THE SCHOOL OF PHARMACY

CORE REQUIREMENTS

The School of Pharmacy accepts a new cohort every Summer Quarter. The program requires twelve quarters of full-time study over a three-year period. A minimum of 183 quarter units is required for program completion. The PharmD graduate who has demonstrated competency in all of the didactic and clinical courses is eligible to sit for the NAPLEX examination to obtain licensure as a registered Pharmacist.

**AMERICAN UNIVERSITY OF HEALTH SCIENCES SCHOOL OF PHARMACY DOCTOR
OF PHARMACY CURRICULUM SCHEDULE
2021-2022**

YEAR 1							
P1 SUMMER	CR	P1 FALL	CR	P1 WINTER	CR	P1 SPRING	CR
PS 714: Biochemistry	5.0	PS 731: Immunology & Medical Microbiology	3.0	PS 741: Pathophysiology	3.0	PS 735: Extemporaneous & Sterile Compounding with Lab	3.0
CS 712: Patient Care Process: Health and Drug Information	3.0	CS 713: Self-Care Pharmacotherapy & Alternative Therapy	4.0	PS 743: Introduction to Medicinal Chemistry	3.0	AS 711: Professional Ethics	2.0
PS 715: Pharmaceutical Calculations	3.0	PS 722: Pharmaceutics & Biopharmaceutics with Lab	5.0	CS 724: Pharmacy Practice: Medication Use Systems Management	3.0	PS 733: Basic Pharmacokinetics	3.0
AS 736: Professional Communications	3.0	CS 734: Physical Assessment and Pharmacy Practice Lab*	2.0	PS 725: Natural Products	2.0	AS 745: Biostatistics & Research Design	3.0
AS 723: Pharmacy and US Healthcare Systems	2.0	PS 744: Medical Illustration I*	3.0	AS 854: Medical Illustration II*	3.0	EE 746: IPPE I – Community	2.0
AS 716: Judeo-Christian Values in Patient Care-Old Testament I	1.0	AS 726: Judeo-Christian Values in Patient Care-Old Testament II	1.0	AS 737: Judeo-Christian Ethics- Old Testament III	1.0	AS 747: Judeo-Christian Leadership-Old Testament IV	1.0
				PS 742: Introduction to Pharmacology & Toxicology	4.0	PS 721: Pharmacogenomics & Genetics	2.0
Total Credits	17.0	Total Credits	18.0	Total Credits	19.0	Total Credits	16.0
YEAR 2							
P2 SUMMER	CR	P2 FALL	CR	P2 WINTER	CR	P2 SPRING	CR
CS 732: Health Informatics & Patient Safety	2.0	AS 863: Epidemiology, Public Health & Policy	3.0	AS 873: Pharmacy Law & Regulatory Affairs	2.0	AS 883: Psychosocial Aspect of Health Care*	3.0
CS 851: Integrated Pharmacotherapy I: Fluids, Electrolyte & Hematology with Lab	5.0	AS 864: Pharmacy Practice Management	2.0	CS 871: Integrated Pharmacotherapy V: Neurology & Psychiatry with Lab	5.0	CS 881: Integrated Pharmacotherapy VII: Oncology & Nutrition with Lab	5.0
CS 852: Integrated Pharmacotherapy II: Cardiology with Lab*	5.0	CS 861: Integrated Pharmacotherapy III: Pulmonary & Nephrology with Lab*	5.0	CS 872: Integrated Pharmacotherapy VI: Infectious Disease with Lab	5.0	CS 882: Integrated Pharmacotherapy VIII: Urology & Reproductive System with Lab	5.0
EE 855: IPPE II – Hospital	2.0	CS 862: Integrated Pharmacotherapy IV: Gastroenterology & Endocrinology with Lab	5.0	EE 874: IPPE IV - Transitions of Care	2.0	PE 914: Elective II	2.0
AS 912: Pharmacoeconomics	2.0	EE 865: IPPE III – Ambulatory Care	2.0	PE 913: Elective I	2.0	PE 884: Elective III	2.0
AS 856: Judeo-Christian Values in Patient Care-New Testament I	1.0	AS 866: Judeo-Christian Values in Patient Care-New Testament II	1.0	AS 875: Judeo-Christian Ethics- New Testament III	1.0	AS 885: Judeo-Christian Leadership-New Testament IV	1.0
Total Credits	17.0	Total Credits	18.0	Total Credits	17.0	Total Credits	18.0
YEAR 3							
P3 SUMMER	CR	P3 FALL	CR	P3 WINTER	CR	P3 SPRING	CR
CS 911: Integrated Pharmacotherapy IX: Dermatology & Rheumatology with Lab	3.0	EE 922: APPE II – Health Systems/ Institution	6.0	EE 932: APPE IV – Advanced Community	6.0	EE 942: APPE VI – Elective II	6.0
CS 915: Practice Readiness with Lab *	4.0	EE 931: APPE III – Ambulatory Care	6.0	EE 941: APPE V – Elective I	6.0		
EE 921: APPE I – Acute Care/ General Medicine	6.0						
Total Credits	13	Total Credits	12.0	Total Credits	12.0	Total Credits	6.0

Minimum units for graduation from the Pharm.D. Program: 183 UNITS

*denotes an Interprofessional Education course

STUDENTS' PARTICIPATION IN INTERPROFESSIONAL EDUCATION (IPE) ACTIVITIES

AUHS provides a multitude of Interprofessional Education (IPE) learning and skill building opportunities through a variety of curricular learning opportunities within the institution with other healthcare discipline (i.e., nursing) and external partnership with Charles Drew University (CDU). The first and second-year pharmacy students participate in IPE simulations at CDU during each academic year focusing on communication, collaboration, teamwork, and conflict resolution. Pharmacy students participate in various clinical scenarios with nursing and medical students during IPE Simulations days at CDU. At AUHS, pharmacy and nursing students collaborate to promote health and wellness to the surrounding community through university hosted health fairs and community events. Pharmacy students attend events at An Lanh Free Clinic and collaborate with medical students to provide comprehensive healthcare including physical exam, preventative screenings, medication counseling, and lifestyle modification education. Participation in IPE activities are mandatory for pharmacy students for graduation.

STUDENTS' PARTICIPATION CO-CURRICULAR EXPERIENCES

Aligned with the American University of Health Sciences (AUHS) mission of serving underprivileged and underserved populations, the SOP has developed collaborations with the AUHS Foundation, the local City Council (Long Beach and Signal Hills), An Lanh Clinic (a student-run free clinic), the Second Samoan Church in Long Beach, and the Long Beach Rescue Mission to engage pharmacy students in meaningful co-curricular activities. The SOP has established an outreach program, Educate and Care for the Homelessness Outreach (ECHO), to serve the homeless congregation at the Second Samoan Church in Long Beach. Pharmacy students assist underserved patients to improve their health and wellness through patient health screenings, immunizations, health education, and medication therapy management. Students are provided with the **Co-Curricular Syllabus** that outlines number of required events, expectations, and assignments related to their co-curricular activities. Co-curricular requirements are mandatory for graduation.

GRADUATION REQUIREMENTS (Core Courses, Electives, and Activities)

A student will be recommended for the degree of Doctor of Pharmacy upon completion of the following requirements:

1. Has successfully completed three years in the School of Pharmacy; and
2. Is not on academic probation, has completed all prescribed courses with a grade of 2.0 or higher, has completed all prescribed academic requirements with a cumulative GPA of 2.0 or higher, has no incomplete (I) grade and has a passing grade for all clinical rotations; and
3. Has performed and behaved in a manner which is ethical, professional, and consistent with the practice of pharmacy; and
4. Has satisfactorily passed prescribed exams; and
5. Has completed 100 hours of community service; and
6. Has completed all programmatic co-curricular and non-credit requirements (including but not limited to interprofessional activities, outreach events, PCOA, student portfolios, course and program surveys); and

7. Has completed all degree requirements within seven and a half (7.5) years following initiation of the matriculation process; and
8. Has met all AUHS financial requirements and obligations.

TECHNICAL STANDARDS FOR ADMISSIONS, PROGRESSION, AND COMPLETION OF THE PHARM.D. PROGRAM

American University of Health Sciences (AUHS) School of Pharmacy (SOP) program technical standards:

The AUHS SOP is an accelerated program that prepares students with the requisite knowledge, skills and attitudes to enter the practice of pharmacy. The technical standards describe the Intellectual, Conceptual, Integrative and Qualitative abilities, Communication, Behavioral, Ethical and Professional Attributes, Visual/Auditory, and Motor coordination and function that are required for pharmacy education and practice. These competencies are not only necessary to successfully complete the course of study, but they are also essential for ensuring the health and safety of patients, other healthcare professionals, faculty, staff and fellow students. In these policies, the term "students" will refer to students seeking admission to the school, as well as those already enrolled and progressing to graduation. In order to admit, evaluate, promote and graduate any person, it is the obligation of the graduate to meet these minimum technical standards. The Admissions committee oversees adherence to the technical standards.

Responsibilities of this committee are:

1. Interpret, review, and recommend revision of the SOP Technical Standards for pharmacy education.
2. Review situations where accommodations are needed for students to be able to meet the SOP Technical Standards.
3. Determine whether recommended accommodations can be provided in a reasonable manner.

Students who seek reasonable accommodations for a disability, medical condition or temporary injury/condition must contact the Office of Student Affairs.

Applicants for admission to the PharmD program must possess certain abilities and skills, which are categorized below as observational, communication, sensory/motor, intellectual, conceptual, integrative, and quantitative, behavioral and social. In addition to these abilities and skills, a candidate for admission must also:

- Provide an up-to-date record of all required immunizations, which needs to be on file with the Office for Student Affairs and Admission in the School of Pharmacy.
- Have a criminal background check that raises no concerns.
- Have access to transportation.
- Provide proof of healthcare insurance.

Admitted pharmacy students: Due to the interactive and technical nature of the PharmD program and the pharmacy profession, there are additional skills and abilities that a student must possess in order to participate in the program. To successfully progress, and to be approved for graduation, students must satisfactorily perform the abilities and skills outlined below during the course of their

pharmacy education. The school will make efforts to work with admitted pharmacy students who are identified as demonstrating technical skill deficiencies. Students requesting reasonable accommodations to perform the technical skills must contact the Office of Student Affairs.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

- Critical and logical thinking ability sufficient to engage in clinical judgment and problem solving to address issues and problems within all learning environments.
- Multi-task and to perform work in a logical and sequential manner.
- Memorize, perform scientific measurements and calculations, reason, analyze, and synthesize information.
- Demonstrate ability to retrieve (electronically and manually), read, understand, and interpret medical, scientific, and professional information and literature.
- Demonstrate the intellectual and reasoning abilities required to develop critical thinking, problem-solving, and decision-making skills.
- Demonstrate the ability to learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussions, practice lab, individual study of materials, preparation and presentation of written and oral reports, and use of computers and other technology.
- Demonstrate ability to prioritize and complete tasks in laboratory, clinical, and patient care setting with time constraints.
- Perform a variety of duties accurately, often changing from one task to another without loss of efficiency or composure.
- Accurately and independently evaluate his/her own performance and formulate strategies for addressing deficiencies and improving professional skills.

Communication

- Read, write, speak, and comprehend English with sufficient mastery to communicate clearly (understanding and being understood) and professionally with faculty, preceptors, administrators, staff, peers, patients and other health care professionals in a mature, sensitive and professional manner that reflects the primary traits and the core values of the college.
- Communication includes both verbal and non-verbal expression, reading, writing, and computer skills essential to complete didactic and clinical curricular requirements.
- Retain, recall and deliver information in an efficient and timely manner.
- Participate in class discussions/group projects/practice labs for the purpose of delivery and receipt of medical information.
- Recognize both verbal and non-verbal communication including facial expression and body language.
- Demonstrate awareness of and appropriately communicate verbally and non-verbally.
- Record accurately and legibly in patients' records, demonstrating the knowledge of the meaning and spelling of words, rules of composition and grammar.
- Explain to other health care professionals, to patients, and/or to caregivers reason for treatment, preventative measures, disease process and need for referral.
- Use computers and other technology to accurately record information and convey critical health-related documentation.

Behavioral, Ethical and Professional Attributes

- Recognize and show respect for differences in cultures, values, and ethics among patients, faculty, peers, preceptors, staff, and administrators.
- Demonstrate maturity, integrity, compassion, and respect for others.
- Identify and demonstrate appropriate behaviors to protect the safety and well-being of patients, faculty, peers, preceptors, staff, and administrators.
- Demonstrate and possess the emotional health required to fully and appropriately use intellectual abilities, exercise good judgment, and promptly complete all responsibilities in the academic setting.
- Identify and take responsibility for actions during academic and experiential rotations.
- Demonstrate the ability to handle situations appropriately and professionally that may be physically, emotionally, and intellectually stressful, including situations that must be handled promptly and calmly.
- Demonstrate flexibility and adaptability to changing situations and uncertainty in the classrooms, laboratories, and experiential settings with appropriate coping responses.
- Appropriately adapt and be able to accept appropriate suggestions and constructive criticism in a mature, acceptable, and professional manner.
- Comply with the professional code of conduct that is part of, but not limited to, the experiential component of the pharmacy curriculum.
- Display compassion and concern for others in accordance with the mission of the college and the vision of the Doctor of Pharmacy Program.

Visual/Auditory

- Observe demonstrations, lectures, practiced-based activities, and experiments in the basic and clinical sciences and other essential curricular exercises.
- Gather data from written reference material, computer-based programs, and oral presentations.
- Utilize various types of physical assessment skills required for patient-centered care including reading digital or analog representations of physiologic phenomena.
- Have vision sufficient to read and interpret prescriptions, prescription labels, and medication labels.
- Observe patient activity and behavior at a distance and close-hand, noting non-verbal and verbal signals.

Motor coordination and function

- Elicit patient information through palpation, auscultation, and other diagnostic maneuvers and perform emergency procedures such as CPR in a clinical setting.
- Operate educational equipment and technology to fully participate in lectures, practice, and other laboratory experiences; including preparing an intravenous (IV) product, giving an intramuscular (IM) injection or subcutaneous (SQ) injection and dispensing pharmaceutical dosage forms such as capsules or tablets.
- Possess the manual dexterity sufficient to accurately compound and prepare pharmaceutical products for dispensing to patients.
- Transport oneself to a variety of off-site settings and experiential rotations in a timely manner.
- Consistently, quickly, and accurately integrate all information received by whatever senses are

employed, along with the intellectual ability to learn, integrate, analyze, and synthesize data.

Applicants are required to certify that they have reviewed and meet these technical standards at the time of application. Students will be expected to continue to meet these standards over the course of the program. No person will be denied admission or graduation on the basis of any disability, provided that the person demonstrates the ability to meet the minimum standards set forth in this document. Reasonable accommodations, that do not alter the fundamental nature of the curriculum, may be made when documented and requested by a graduate, in advance through official university channels, in accord with standards and requirements of the Americans with Disabilities Act. Final determination of a reasonable accommodation is an interactive process that involves input from the student, the program's faculty, Admissions committee, and administration in conjunction with the Office of Student Affairs **prior to and during** the pharmacy education program.

Individuals with questions or concerns or who feel unsure about their ability to meet these standards should contact The American University of Health Sciences School of Pharmacy Office of Student Affairs.

AUHS POLICY AND PROCEDURE REGARDING: RESPONDING TO STUDENT COMPLAINTS THAT A PROFESSOR IS NOT IMPLEMENTING AN APPROVED ACADEMIC ADJUSTMENT

AUHS is committed to a fair process for the resolution of student complaints that a Professor is not implementing an approved academic adjustment.

The following process may be used by students with disabilities to resolve complaints that a Professor is not implementing an approved academic adjustment.

A student who believes that his or her Professor is not implementing the student's approved academic adjustment(s) is encouraged to seek resolution through the office of the Director of Student Affairs. Students are encouraged not to discuss any disagreement with the Professor regarding academic adjustments directly with the Professor. If the Professor initiates such a conversation, the student is encouraged to refer the Professor to the office of the Director of Student Affairs.

A student who believes that his or her Professor is not implementing the student's approved academic adjustment(s) should promptly inform the Office of the Director of Student Services so that an investigation can take place and corrective action, if necessary, can be taken to prevent recurrence and to correct its effects. Complaints that a Professor is not implementing the student's approved academic adjustments generally cannot be resolved until the student informs the office of the Director of Student Affairs of the situation.

While it is recommended that the student promptly inform the office of the Director of Student Services, all complaints must be filed no later than 60 calendar days after the event giving rise to the complaint, or within 30 calendar days after the end of the quarter, whichever is longer. The time period for filing a complaint may be extended for good cause as determined by the Provost or his/her designee. Students are encouraged to use the Student Grievance Form for Claims of Discrimination, Harassment and Retaliation ("Complaint") but it is not required, and submit it to the Director of Student Services, or a designee of the Director of Student Services. If a Complaint is presented in another written format, such as a letter, the University may ask the student to provide additional information for completeness and clarity. If a student is unable to complete the complaint form due to a disability, a designee of the Director of Student Affairs will assist the student. A copy of the Complaint form can be found at www.auhs.edu/resources.

A student may choose to participate in an Optional Informal Managed Resolution Process, or the Formal Resolution Process, described below. While a student is encouraged to begin with an informal resolution, a student may choose to start with formal resolution.

1. Handling of a Complaint and Interim Measure

- 1.1 After a complaint is received, AUHS's Director of Student Services or the Director's designee will either assign him or herself the role of Investigator, or select an impartial staff member from the office of the Director of Student Affairs who has received training in the University's obligations with regards to Section 504 of the Rehabilitation Act of 1973 and the University's policies and procedures regarding the implementation of students' approved academic adjustments. The Investigator may have access to legal counsel as determined by the Director of Student Affairs or the Provost.
- 1.2 After a complaint is received, the Investigator shall determine whether interim measures are necessary to protect the student involved. Any interim measures will be implemented in a manner that attempts to minimize the burden on the student.

2. Optional Informal Managed Resolution Process

- 2.1 Within two school days of receiving the complaint, the Investigator shall notify the student of the option to proceed with an informal managed resolution process. This is an optional process that the student may terminate at any time. The student is not required to participate in this process or meet directly with the Professor.
- 2.2 If the student accepts the option to proceed with an informal managed resolution process, the Investigator and the Dean of Students shall promptly confer with the Professor regarding implementing the student's approved academic adjustment. In conferring with the Professor, the Investigator and the Dean of Students shall respect the privacy of the student regarding his or her disability and will not disclose to the Professor what the student's disability is. Once approved, the Professor must promptly and immediately implement a student's approved academic adjustments, upon notice. If the Professor has questions or concerns about how to properly implement the approved academic adjustment, the Investigator and the Dean of Students will guide the Professor in implementing the adjustment.

In the event that the Professor disagrees with the student's approved academic adjustments, an interactive process will be engaged between the student, professor, Office of Student Services, and the Dean of Students to determine any appropriate changes to the students' approved academic adjustments. Students denied a requested accommodation may appeal the decision through the University's informal and formal dispute resolution process. AUHS has adopted and published grievance procedures providing for appropriate due- process procedures and for prompt and equitable dispute resolution. If the Professor continues to dispute the appropriateness of an accommodation for a particular course, the Investigator and the Dean of Students will refer the disagreement to the Provost. The Provost will confer with the Investigator and the Dean of Students regarding an alternate accommodation, or agree that no accommodation is appropriate, or agree that the current approved academic adjustment

is to be honored by the Professor. The professor is legally obligated to provide the approved academic adjustments to the student until the interaction and appeal process to change them have been completed. The student is not responsible for managing disagreements between the administration and a Professor regarding the appropriateness of an approved academic adjustment.

The results of the determination by the administration will be memorialized in an Optional Informal Resolution Agreement that is sent to the student. If the student accepts the proposed informal resolution, the matter will be closed. The Professor shall sign the Optional Information Resolution Agreement, if accepted by the student, affirming that the Professor will abide by its terms and implement all approved adjustments. The Investigator will follow up with the student within 30 calendar days of acceptance of the Optional Informal Resolution Agreement to see if there have been new incidents or retaliation for making a complaint.

- 2.3 If the student does not accept the Optional Informal Resolution Agreement, the Complaint will be processed using the Formal Resolution Process.

3. Formal Resolution Process

3.1 Investigation into Complaint:

An investigation into a Complaint will commence within five school days from receiving the complaint, unless Section 1 above is applicable, or the student withdraws the complaint.

The Investigator will investigate the Complaint and document his or her efforts and findings. The investigation shall include, but not be limited to, review of records, notes, or statements related to the complaint; interviewing witnesses (if applicable); interviewing the student; and interviewing the Professor. At no time will the student and the Professor be interviewed together.

The Investigator will make reasonable efforts to protect the privacy of the student and the Professor. In the course of the investigation, it may be necessary to reveal the names of the parties involved to witnesses. If this occurs, the investigator will stress to the witness(es) that this is a confidential matter and ask that it not be discussed outside the investigation. Unfortunately, because the investigation may involve third parties who are not under the control of AUHS, AUHS cannot ensure confidentiality in connection with any investigation.

The student and the Professor will have an equal opportunity to present relevant witnesses and evidence to the Investigator. Each party shall have the opportunity to comment to the Investigator, either in writing or in person, on the information learned in the investigation.

A student's refusal to provide the Investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in other acts to hinder the investigation may result in the dismissal of the Complaint because of a lack of evidence to support the allegations. Similarly, the

Professor's refusal provide the Investigator with documents or other evidence related to the allegations in the complaint, failure to participate in the investigation, or engagement in other acts to hinder the investigation may result in a finding that the Professor automatically violated his or her obligation to implement all approved academic adjustments to the student.

The investigation must be completed within 30 calendar days after receiving a Complaint. This time period maybe extended by the Provost upon a showing of good cause that additional time is necessary to conduct a fair investigation. However, it is AUHS's policy to make reasonable efforts to complete the investigation within the 30-calendar-day time period. If an extension is needed, the Provost will notify the student and the Professor in writing of the extension and the reason for the extension.

3.2 Written Report

Within 10 calendar days after the completion of an investigation, the Investigator will provide a written report of the investigation to the Provost and, if applicable, the Dean in charge of the Professor. The written report will include a summary of the allegations, a description of the investigation, a description of the relevant information gathered, and a determination of whether or not the Professor improperly failed to implement the student's approved academic adjustments.

3.3 Response to Complaint

Within seven calendar days after receiving the report from the Investigator, the Provost must determine a response to the Complaint. In reaching a decision as to how to respond, the Provost may take into consideration the following:

- a. The report and recommendation of the Investigator;
- b. The effect of the misconduct on the student;
- c. The type, frequency, and duration of the misconduct;
- d. Other incidents of alleged misconduct by the Professor;
- e. Advice of legal counsel or other professionals;
- f. Whether an Optional Informal Resolution Agreement was violated; and
- g. Any other information the Provost deems as relevant.

If the Provost determines that the Professor improperly failed to implement the student's approved academic adjustment, the Provost will also determine the steps that will be taken to prevent recurrence of this, and to correct its effects on the student, and others.

Within eight calendar days after receiving the report from the Investigator, the Provost will provide a written notice to the student (Complainant Notice) concerning the outcome of the investigation. The Complainant Notice shall state that an investigation was performed, the outcome of the investigation, and any remedies provided to the student. In order to maintain privacy rights, the Provost is not required to disclose every detail about the nature of any corrective action taken against the Professor. However, the Complainant Notice will include the consequences imposed on the Professor that relate directly to the subject of the complaint.

The Complainant Notice shall advise the student that if he or she continues to be denied approved academic adjustments he or she should immediately report such incidents to

the Investigator. Further, the Investigator will follow up with the student within 30 calendar days of the Provost's Complainant Notice to see if there have been new incidents or retaliation for making a complaint. The Investigator will keep a record of his or her findings and promptly investigate any further allegations and will notify the Provost in writing of the further allegations and investigation within 10 calendar days of learning of the further allegations.

If the outcome of the investigation is that there was no failure to implement an approved academic adjustment, the Complainant Notice will also include the student's right to appeal the decision of the Provost within 15 calendar days of the date of the Provost's Complainant Notice. The Complainant Notice will include the procedures for initiating such an appeal.

Within eight calendar days after receiving the report from the Investigator, the Provost will send a separate notice of the outcome to the Professor (Accused Notice). The Accused Notice shall state the outcome of the investigation, whether the allegations were substantiated and what, if any, corrective action will be taken to prevent recurrence of the issue and to correct its effects. The Professor will have the opportunity to appeal any finding that he or she violated the obligation to implement approved academic adjustments by filing an appeal within 15 calendar days of the date of the Accused Notice. The Accused Notice will include the procedures for initiating such an appeal.

Should no request for an appeal be initiated within the time to appeal, the decision of the Provost will be final and binding.

4. Appeal Process

To appeal a decision of the Provost, the appealing party must provide written notice ("Notice of Appeal") to the Dean of Students of his or her intent to appeal within 15 calendar days of the date of the Complainant or Accused Notice by the Provost. The Notice of Appeal must include the specific reasons for the appeal and any evidence the appealing party would like considered as part of the appeal. Within three school days of receiving the Notice of Appeal, the Dean of Students will provide notice to the non-appealing party of the appeal and the basis for the appeal. The non-appealing party will have 15 calendar days to respond to the statements in the appeal.

The appeal process will be limited to determining (1) whether the decision was supported by a preponderance of evidence; (2) whether the findings of the Investigator as to whether or not the incidents occurred are supported by a preponderance of the evidence; and (3) whether the investigation was conducted in a fair and impartial manner.

The appeal will be decided by an impartial panel selected by the President. The panel shall consist of three impartial persons who have received training in the legal obligations of Section 504 of the Rehabilitation Act. The President will appoint one person to chair the panel. The panel will receive and review the Notice of Appeal, a copy of the investigation notes, the report by the investigator, and the Complainant and Accused Notices. The chairperson will arrange meetings of the panel to discuss the appeal and render a decision.

The written appeal decision shall include a summary of the issues raised on appeal, a summary of the evidence considered, a decision as to the appeal, what evidence supports the decision, and what additional remedies, if any, are necessary. The panel will provide a written appeal decision of its findings to the student, the Professor, the Provost, and the Investigator within 50 calendar days of receipt of the Notice of Appeal.

The decision of the panel is final and will conclude the complaint process.

The following link provides access to the Implementation of Approved Reasonable Accommodations Form:

[Implementation of Approved Reasonable Accommodations.pdf](#)

GENERAL ACADEMIC POLICIES AND PROCEDURES FOR THE SCHOOL OF PHARMACY

In addition to the policies found in this handbook that are specific to the School of Pharmacy, the student should obtain and keep an electronic copy of the AUHS University Catalog which contains policies that apply to all programs of the university.

GRADING POLICY

AUHS School of Pharmacy grading scale with Letter and Grade Points

The School of Pharmacy at AUHS has a general policy concerning acceptable grades. In the School of Pharmacy, any grade less than C is considered a failing grade. It is policy that students may not progress in the program until the failed course has been successfully repeated. A Pharmacy class may be repeated only once in the program. Please consult individual course syllabus for specifics concerning each course.

Students at the school receive grades based on classroom participation, laboratory and project work, written examinations, as well as externship evaluation. Students are given a grade record for each course registered in. The School of Pharmacy uses the following grading system:

Letter Grade	Percent Score	Grade value on 4.0 scale
A	92 – 100	4.0
A-	89 – 91	3.7
B+	86 – 88	3.3
B	82 – 85	3.0
B-	79 – 81	2.7
C+	76 – 78	2.3
C	70 – 75	2.0 (passing)

F	<70	0.0
I	NA	Incomplete
W	NA	Withdrawal
L	NA	Leave of absence
U	NA	Unauthorized withdrawal

Please note that C or 70% is the lowest score that a student may earn that is considered a “pass” in any pharmacy course.

Grade Explanations

Incomplete grade (I) in a course is given only for circumstances beyond a student’s control. It will not be granted as a remedy for course overload, failure on a final examination, absence from a final examination for reasons other than an emergency, or a low grade to be raised with extra work.

To receive an incomplete, the student is responsible for initiating a request to receive a grade of “I” by contacting both the course coordinator and Office of Academic Affairs. If the request is approved, the course coordinator reports an “I” as well as the grade the student would have received if the deficiency is not removed within the time limit. An “I” notation must be changed to an earned letter grade before the end of the following term. Failure to complete course requirements will cause the incomplete work to be counted as zero and factored in with the existing grade to calculate the final grade for the course.

The grade of W indicates withdrawal from a course. Students wishing to withdraw from a course must meet the following requirements:

Within the first seven calendar days of the quarter, students may withdraw from any course with no record of the individual course withdrawal on their permanent academic record. After the “no-record drop” deadline, students may withdraw with a “W” grade from any course, but only for serious and compelling reasons. Please refer to the financial aid section of the catalog for further information regarding tuition.

After the deadline for withdrawal (last day of the seventh week - refer to the calendar), a student may request permission to be allowed to withdraw from all of her/his classes because of a medical emergency or extraordinary circumstance by submitting a withdrawal form to the Dean of the School of Pharmacy. The W designation carries no connotation of quality of student performance and is not calculated in the grade point average. See the University Catalog for more information.

INCOMPLETE GRADE

The notation “I” (incomplete) in a course is given only for circumstances beyond a student’s control. It will not be granted as a remedy for course overload, failure on a final examination, absence from a final examination for reasons other than an emergency situation, or a low grade to be raised with extra work.

To receive an incomplete the student is responsible for initiating a request to receive a grade of “I” by contacting both the course coordinator and Senior Associate Dean of Academic Affairs. If the request is approved, the course coordinator reports an “I” as well as the grade the student would have received if the deficiency is not removed within the time limit. An “I” notation must be changed to an earned letter grade before the end of the following quarter. Failure to complete course requirements will cause the incomplete work to be counted as a zero and factored in with the existing grade to calculate the final grade for the course.

GRADE APPEALS

At some time in their academic career a student may question how they were graded on an exam, in an academic course or in a clinical service or course. All course coordinators are expected to publish their grading criteria at the beginning of their course and to notify students if there are changes during the course. If students are unsure of how their grade was determined they should follow the specified policy and procedures for reconsideration of the disputed grade.

Grade Appeals: Policy and Procedure for Didactic Courses

In the case of an EXAM or COURSE GRADE APPEAL for a non-IPPE/APPE course, unless due to unforeseen circumstances, the student must do all of the following:

- Within TWO (2) business days of grade posting, student first need to contact with the Course Coordinator and request to review the examination / course grade. If the outcome is accepted, the process ends here.
- If the student feels their answer(s) were correct but not accepted by the Course Coordinator or course grade is incorrect after this review, the student may file a written appeal with course coordinator, within TWO (2) business days, documenting why their answer(s) were correct or course grade is incorrect. The Course Coordinator will respond to the student’s grade appeal in writing within TWO (2) business days of receipt of the appeal. If the outcome is accepted, the process ends here.
- If the student still is not satisfied with the response from the Course Coordinator, the student should appeal in writing to the Course Coordinator’s Department Chair. The Course Coordinator’s Department Chair will respond to the appeal in writing within TWO (2) business days of receipt of the appeal. If the outcome is accepted, the process ends here.
- If the student is not satisfied with the response from the Course Coordinator’s Department Chair, he/she may appeal to the Senior Associate Dean within TWO (2) business days. The Senior Associate Dean will only review appeals for potential policy violations and respond to the student’s appeal in writing within TWO (2) business days of receipt of the appeal. The decision of the Senior Associate Dean is FINAL.
- In the event the Course Coordinator is the Senior Associate Dean for Academic Affairs, the student may appeal the decision directly to the Dean.

Grade Appeals: Policy and Procedure for Experiential Courses (IPPE/APPE)

In the case of a GRADE APPEAL for an IPPE/APPE course, the student needs to do all of the following:

- If the student feels that their performance was “meets expectations” or “passing,” but not

accepted by the preceptor or course grade is incorrect after this review, the student may file a written appeal with the preceptor and Director of Experiential Education, within TWO (2) business days, documenting why course grade is incorrect. Within SEVEN (7) business days, the Director of Experiential Education (with input from the preceptor) will render a decision in writing.

- If the student is not satisfied with the response from the Director, he/she may appeal to the Senior Associate Dean of Academic Affairs within TWO (2) business days. The Senior Associate Dean of Academic Affairs will respond to the student's appeal in writing within TWO (2) business days of receipt of the appeal. The decision of the Senior Associate Dean is FINAL. All appeals of disputed grades must include documentation supporting the appeal. This could include, but not be limited to, class notes/power point presentations, literary citations on the topic in question, published grading criteria for the course in question, and witnesses supporting the student's appeal. If the grading criteria included attendance and/or the taking of examinations on time, and the student wishes to appeal a grade due to an absence, the student must document that they followed School policy on reporting the absence prior to the examination, in order for the appeal to be considered.

If a student alleges that the grade was issued in an arbitrary, capricious, or malicious manner, the "ACADEMIC STUDENT COMPLAINTS/GRIEVANCES" provides an avenue for due process (please see AUHS University Catalog <https://www.auhs.edu/files/19-20-catalog.pdf>

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SATISFACTORY ACADEMIC PROGRESS AND PROMOTION

Promotion is defined as progression from one academic year to the next. Progression from one academic year to the next is determined by the grading and remediation policies stated in this document.

- Students must receive a final grade of satisfactory letter grade of "C" or above for the course
- Students must successfully complete remediation

To be in good academic standing with the University and to be eligible to receive Title IV aid, students must maintain SAP. At the end of each quarter (payment period), each student is evaluated on three components to determine if he/she is maintaining SAP:

- Cumulative GPA
- Successful course completion rate
- Maximum time frame – credits attempted relative to the maximum credits attempted that are allowed (1.5 times the credits in the student's program)

Evaluation Points for Satisfactory Academic Progress

Satisfactory academic progress evaluation points are tied to the student's academic credits. The EVALUATION POINTS STANDARDS chart describes the evaluation points standards.

Evaluation Point	Minimum GPA	Minimum Successful Completion % of Credits	Academic Status
1 – 18 Credits Attempted	2.0	67%	FA Warning / FA Probation / FA Dismissal
18.1 – 72 Credits Attempted	2.0	67%	FA Warning / FA Probation / FA Dismissal
72.1 – 300 Credits Attempted	2.0	67%	FA Warning / FA Probation / FA Dismissal

Cumulative GPA Requirements for Satisfactory Academic Progression

Students enrolled in the PharmD program must attain a Cumulative GPA 2.0 at the end of the first quarter. Students must maintain a 2.0 Cumulative GPA each quarter thereafter.

Completion Rate Requirements for Satisfactory Academic Progression

At the midpoint of the first academic year (up to and including 18 quarter credit hours attempted), students enrolled in the PharmD program must have completed a minimum of 67% of the cumulative credits attempted. From that point (18 quarter credit hours attempted) to the end of the second academic year (up to and including 72 credit hours attempted), students must complete a minimum of 67% of the cumulative credits attempted to be making satisfactory progress. From 72.1 to the end of his/her program, the student must complete a minimum of 67% of the cumulative credits attempted to be making satisfactory progress. Any credits for which the student has remained enrolled past the Drop period and has incurred a financial obligation are considered in this calculation. To calculate the completion rate, divide cumulative quarter credit hours a student successfully completed by cumulative quarter credit hours student has attempted.

FINANCIAL AID WARNING, FINANCIAL AID PROBATION, AND FINANCIAL AID DISMISSAL

Refer to student catalog.

EARLY ACADEMIC ALERT

The academic review system at AUHS SOP facilitates proactive early identification and placement of a student on an academic alert. The alert is not a punitive measure; rather it is designed to encourage students to obtain academic support early on in the quarter, thus preventing a failing grade or the need for remediation at the end of a course. Generating an alert allows the Course Coordinator to refer a student for academic support at any point during the quarter. Such a step may be taken based on a quantifiable assessment such as an exam result or graded assignment.

The alert can also be based on direct observation of behavior (e.g. participation in teamwork).

Before an academic alert can be processed by, Course Coordinator should follow the steps below.

Course Coordinator

1. Early in each quarter (e.g., after the first course assessment, such as a quiz, exam, or other assignment), the Course Coordinators identify students who have less than a “B-“ (80%) and proactively meet with the students to discuss and develop a Learning Enhancement Plan (LEP). The LEP is student-centered and individually tailored academic interventions including non-credit supplemental instruction, review sessions, peer tutoring, counseling, study skills management, wellness support, and support from the student’s faculty advisor.
2. The course coordinator submits the LEP through Student Information System (SIS) to the Center for Academic Success (CAS). A copy is also forwarded to the Senior Associate Dean of Academic Affairs, Associate Dean of Student Affairs and Admission, and respective Department Chair.
3. Course Coordinators document all meetings and meeting requests with the student in regards to the LEP. If the student does not respond to initial and follow-up meeting requests within TWO (2) business days of the request being made, document such occurrences in SIS.

LEP Progression

1. The Office of Student Affairs will advise and monitor student participation and workload related to student co-curricular and extra-curricular activities.
2. The Office of Student Affairs notifies the student’s Academic Advisor of the LEP, and advisors are asked to reach out to the student in case they are aware of other circumstances that may be affecting the student’s performance.
3. The Course Coordinator works with CAS to track implementation and outcomes of LEPs.
4. The Course Coordinator and CAS keep the LEP on file but they are not placed in the student’s permanent records.

Removal from the Learning Enhancement Plan

Students on the LEP are advised to limit their involvement in extra-curricular activities; those who repeatedly are the LEP will be asked to step down from holding official positions in student organizations. Thus, Course Coordinator should remove students from the LEP once they are satisfied that the student has made good progress or passes the course.

ACADEMIC PROBATION STATUS

Academic Probation is defined as a period of time during which the student's progress will be closely monitored by the Academic Progression & Professionalism Committee. A student will be placed on Academic Probation for any of the following reasons:

- A quarter and/or Cumulative GPA of less than 2.0.
- When directed to repeat a year for academic reasons.
- One or more “F” grades in a quarter.
- Pharmacy Intern License is on probation with the Board of Pharmacy

When a student is placed on Academic Probation, it is noted in the student's academic file. Subsequently, notation is also made in the student’s academic file when the student is returned to “Good Standing” (i.e. is no longer on any form of Academic Probation, social, or legal probation). Academic Probation is not noted on transcripts.

When a student is placed on Academic Probation, she/he will be notified in writing by the Academic Progression and Professionalism Committee of this change in academic status and the reasons for this action. A copy of this letter will be placed in the student's permanent file. The Academic Progression and Professionalism Committee will ascertain when the terms of the Academic Probation have been satisfied and inform the student when Academic Probation is lifted.

A first- or second-year student on Academic Probation should meet with her/his faculty advisor at least once a month.

Students on Academic Probation will be under increased supervision of the faculty and administration and may receive instructions that include, but are not limited to, the following areas:

- Leave of absence and vacation.
- Reporting performance in courses to faculty committees and advisors.
- The method by which course requirements are to be satisfied.
- The sequences of courses to be taken or retaken, including, for example, instructions to repeat portions of the curriculum.
- The enrollment in elective courses.
- The involvement in school-related co-curricular activities.
- Conduct necessary to meet standards of professionalism.

Students on Academic Probation will be described as "not in good standing" for certain purposes such as, for example:

- Letters of recommendation
- Scholarship programs which require that student standing be reported

Students on Academic Probation are prohibited from serving on faculty committees, from participating in student government or professional association activities or from representing the School.

The student will remain on Academic Probation until the following minimal acceptable standards are again met:

- A first- or second-year student will be removed from Academic Probation after one quarter, provided her/his cumulative grade point average is above 2.0.
- Third year students on Academic Probation for a clinical rotation grade of "Fail" will be removed from Academic Probation as determined by the Office of Experiential Education

REMEDATION OF REQUIRED COURSES

The goal of remediation is to identify, based on course instructional objectives and evidenced by poor performance on examination(s), areas of weaknesses of material, and, once identified, to assist the student in overcoming those weaknesses and develop mastery of the material. Within courses that do not utilize exams, Course Coordinator may allow remediation of other assessment tools/methods at their discretion. If remediation is successful, the original course grade will be replaced with a "C" or "Pass" (which ever is applicable) on the transcript and the student will progress.

Students may not take more than TWO (2) calendar years to complete one professional year. All AUHS

SOP professional degree requirements must be completed within SEVEN AND A HALF (7.5) calendar years of initial matriculation to the SOP. The AUHS SOP PharmD program's curriculum is designed to be delivered on a full-time basis to students in a cohort. There is no formal deceleration plan or option to complete the curriculum on a part-time basis.

The criterial for remediation are as stated below:

Number of Required, Didactic Courses Failed (<70%)	Criteria for Remediation
One (1) non-elective, didactic course	<ul style="list-style-type: none"> All of the following criteria must be satisfied: <ol style="list-style-type: none"> total course grade is between 59.45-69.44%* or within 1.5 standard deviations of the course mean grade (%)†† no pending Course Remediation from a previous quarter exists student meets cumulative GPA and completion rate requirements§
Two (2) non-elective, didactic courses	<ul style="list-style-type: none"> All of the following criteria must be satisfied: <ol style="list-style-type: none"> total course grade is between 59.45-69.4%* or within 1.5 standard deviations of the course mean grade (%)†† no pending Course Remediation from a previous quarter exists student meets cumulative GPA and completion rate requirements§
Three (3) non-elective, didactic courses	<ul style="list-style-type: none"> All of the following criteria must be satisfied: <ol style="list-style-type: none"> total course grade is between 59.45-69.4%* or within 1.5 standard deviations of the course mean grade (%)†† no pending Course Remediation from a previous quarter exists student meets cumulative GPA and completion rate requirements§ Students have not failed two other courses within the same quarter§§
Four (4) non-elective, didactic courses	<ul style="list-style-type: none"> Student will NOT be allowed to remediate more than 3 (three) non-elective, didactic courses in the entire Academic Lifetime. Student will be dismissed from the School of Pharmacy. Student may appeal the dismissal to the Dean within three (3) business days of the date of the dismissal letter.
Failure in any elective didactic courses may result in delay in graduation	<ul style="list-style-type: none"> In order to graduate, students must complete and pass with a total of 6-unit credits. The highest grade a student can achieve for a repeat elective course is a "C."

* If the course mean grade (%) is greater than or equal to 69.45%

† If the course mean grade (%) is less than 69.45%

‡ If a student scores <59.45% or total score is less than 1.5 standard deviations below the course mean grade (%) in the course,

the student is required to wait and repeat the course when the course is offered again (the course grade will be recorded as an “F”). This will result in a deceleration of progress in the curriculum and extend his/her schedule.

§ Refer to Student Handbook for details.

§§ Student will not be eligible for remediation if he/she failed three non-elective, didactic courses within ONE quarter. Student will not be able to progress to the next quarter and must repeat all failed quarter courses in the following year, in the same quarter failed. This will result in a delay in graduation.

Course Remediation Implementation Timeline Policy (Didactic Courses)

1. Course Coordinators must notify, in writing, the Senior Associate Dean of Academic Affairs of all students with course failures prior to entering course grades into the University Registrar system.
2. Within two (2) business days, the Senior Associate Dean of Academic Affairs will notify, in writing, the Course Coordinator and the student with a determination of the student’s remediation eligibility as defined by School of Pharmacy policy.
 - a. For eligible students: a course grade of “U” will be submitted to the Registrar.
3. Within two (2) business days, for eligible students, the Course Coordinator will communicate, in writing, the remediation plan and requirements to the student, Academic Progression and Professionalism Committee, and the Senior Associate Dean of Academic Affairs. The student is highly encouraged to meet or speak with the course coordinator to confirm the remediation expectations, deadlines, and plan.
 - a. The remediation plan and assessment should focus on the areas of weakness (i.e. missed exam questions and the associated course/lecture objectives) and at the discretion of the course coordinator.
 - b. The written remediation plan must include graded assessments in the form of exams or papers.
 - c. Exams must be proctored and closed-book in written or oral format and will require 70% to pass.
 - d. If an oral exam is utilized, it must be administered by the Course Coordinator (or designee) and one of the following: audio recorded or administered together with ONE (1) additional faculty present.
 - e. Written and oral exams must be graded according to an answer key or rubric to maintain objectivity and integrity of the remediation exam.
4. Completion of remediation requirements and grading:
 - a. The Course Coordinator must notify, in writing, the student the Senior Associate Dean of Academic Affairs of the FINAL remediation grade and if remediation was successful or not successful.
 - b. The remediation grade must be submitted by noon of the fifth (5th) day of instruction within the immediate subsequent quarter. Failure to meet the remediation deadline, may result in remediation failure.

NOTE: Any grade appeals for remediation assessments must have been adjudicated and completed prior to rendering the final remediation grade.
 - c. No deadline extensions will be allowed.
 - d. The Senior Associate Dean of Academic Affairs will notify the Office of Student Affairs and Financial Aid of the remediation outcome.

Course Remediation Implementation Timeline Policy (Experiential)

A midpoint evaluation for experiential learning must be completed at least three weeks before the completion of the course. Based on the midpoint evaluation by the preceptor (who will inform the Director of Experiential Education), if the student is not making satisfactory progress in accordance with the criteria established by the Experiential Committee, several actions will be taken:

1. The Director of Experiential will notify the preceptor and the student's faculty advisor of the student's status
2. The student will work with his/her preceptor and Director of Experiential to develop a written plan addressing the areas of needed improvement and/or significant deficiency identified on the midpoint evaluation
3. The Director of Experiential may remove the student from his/or current practice site and place the student with a faculty preceptor to complete the student's rotation.

Failure of one IPPE or APPE: The student will repeat the IPPE or APPE at the next availability, determined at the discretion of the Office of Experiential Education. The repeat IPPE or APPE will be with a different preceptor and site. Failure of an IPPE and/or APPE will result in a delay in graduation.

For IPPE only: If the student fails to show progress in the final evaluation and/or fails the IPPE course, the student must repeat the failed IPPE course during the quarter break. The repeated course may or may not be with a faculty preceptor. During the repeated rotation, the students must be at his/her practice sites for 8 hours a day, 5 days a week, for two weeks (or equivalent of 80 hours: see schedule below). Failure to complete the repeated course may result in a delay of academic progression.

For APPE only: Due to the accelerated three-year program, students who fail a rotation must repeat the failed rotation during the next available rotation block. This will result in a delay of graduation. Students are only allowed to remediate and repeat up to two APPE rotations. If a student fails a third rotation, student will be dismissed from the program. Detailed information can be found in the

APPE Experiential Manual.

Failure During IPPE and/or APPE will be counted towards the number of courses/rotations failed OVERALL. See the Academic Progression, Standards, and Graduation Requirements for more information on academic dismissal and course failure.

IPPE Remediation Schedule (2020-2021)

Course to be repeated	Date to be repeated
IPPE I – Community (P1, Q4)	6/13 – 6/24/2020: 8 hours/day, 5 days/week, x 2 weeks
IPPE II- Hospital (P2, Q1)	9/14 – 9/25/2020: 8 hours/day, 5 days/week, x 2 weeks
IPPE III- Ambulatory Care (P2, Q2)	12/14 – 12/23/2020*: 8 hours/day, 5 days/week, x 2 weeks
IPPE IV- Transitions of Care (P2, Q3)	6/14-6/25/2021**: 8 hours/day, 5 days/week, x 2 weeks

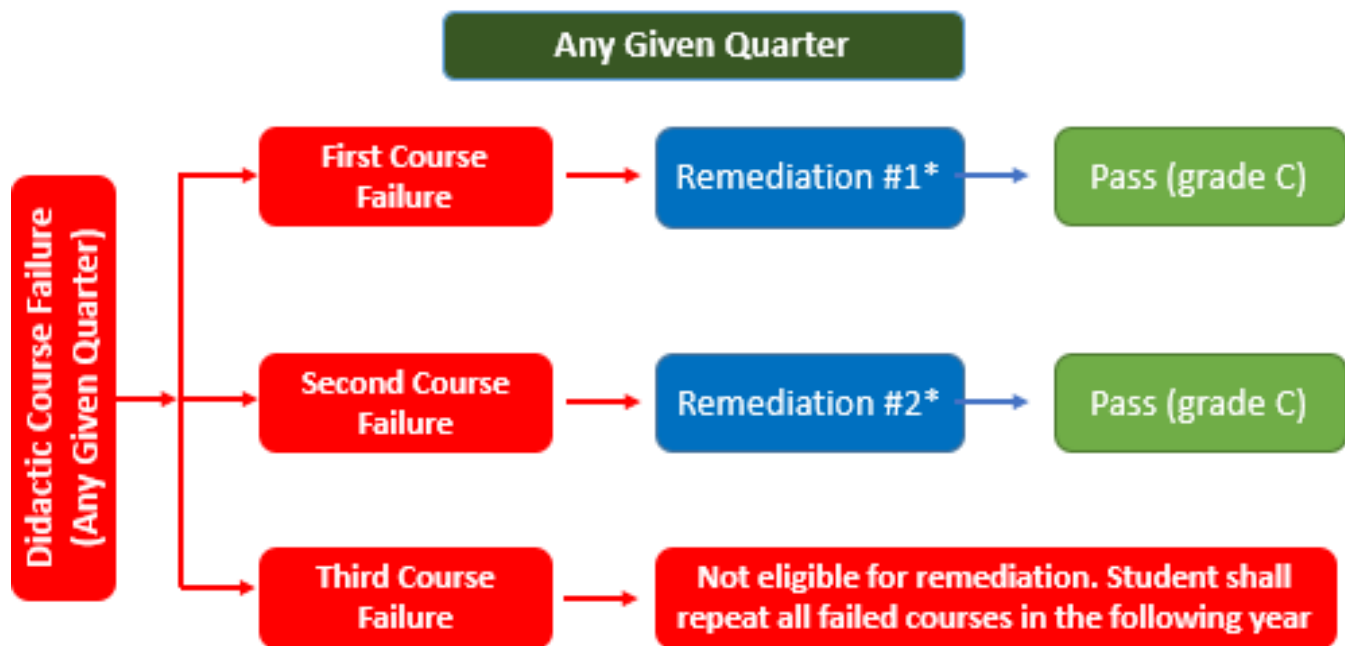
* Includes weekend (12/19, 12/20)

** Remediation occurs after P2 Q4

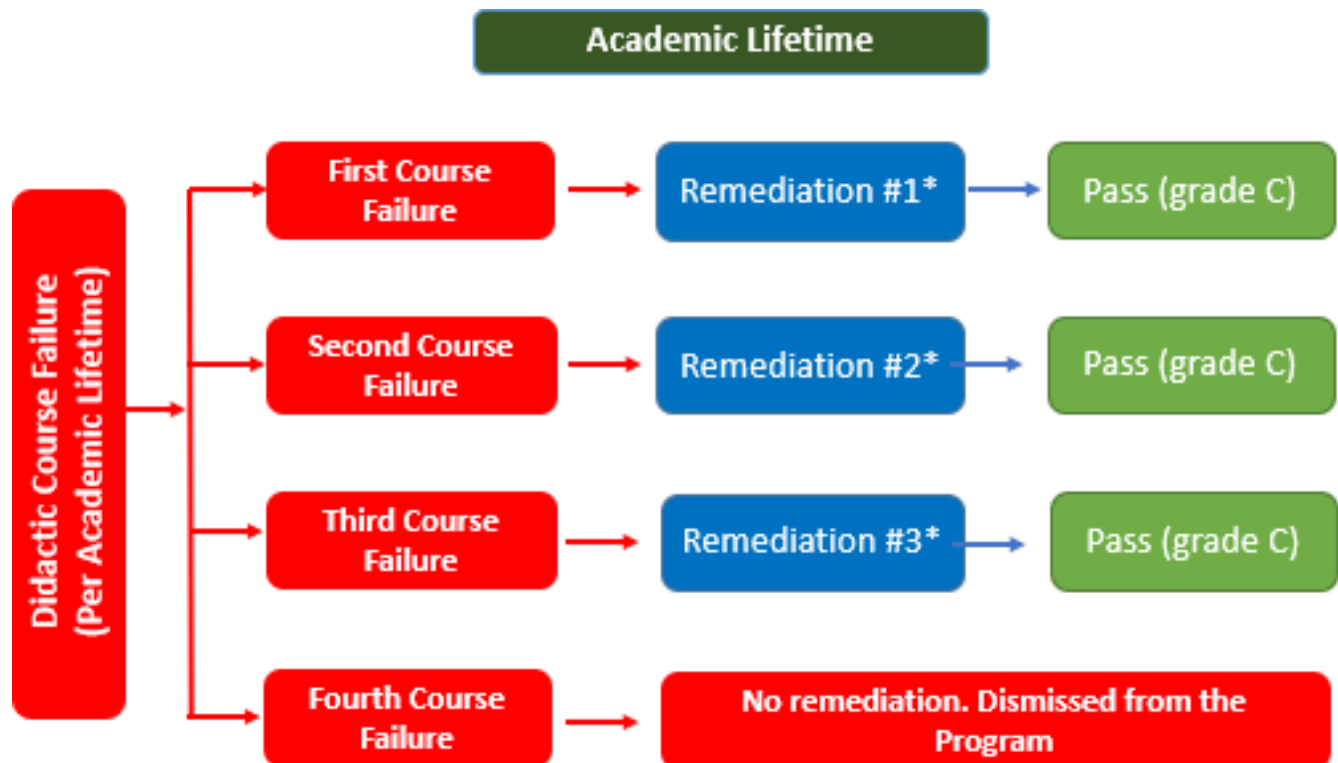
Remediation Fees and Financial Aid

1. Course remediation is not considered as retaking a course.
2. Successful course remediation will be treated as coursework completed for Title IV.
3. Students are advised to check with the Financial Aid Office to determine their responsibility for fees incurred.

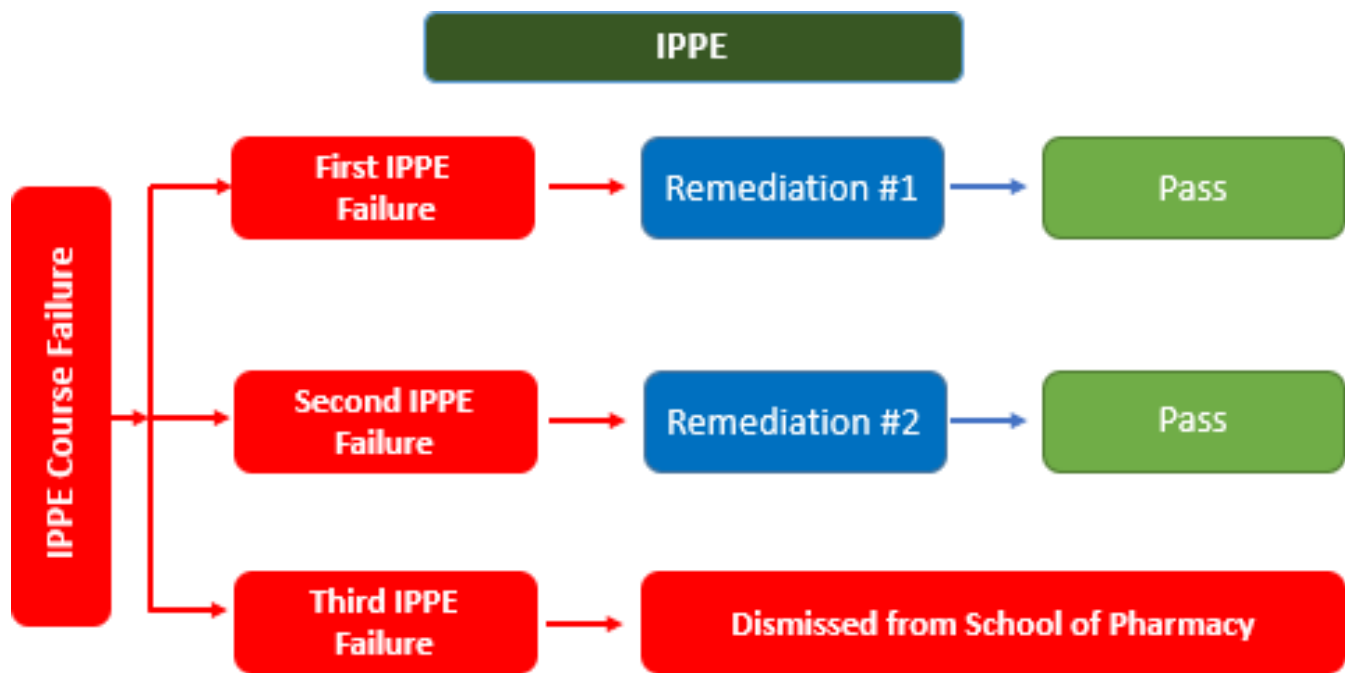
Flow-Chart: PharmD Didactic Course Remediation



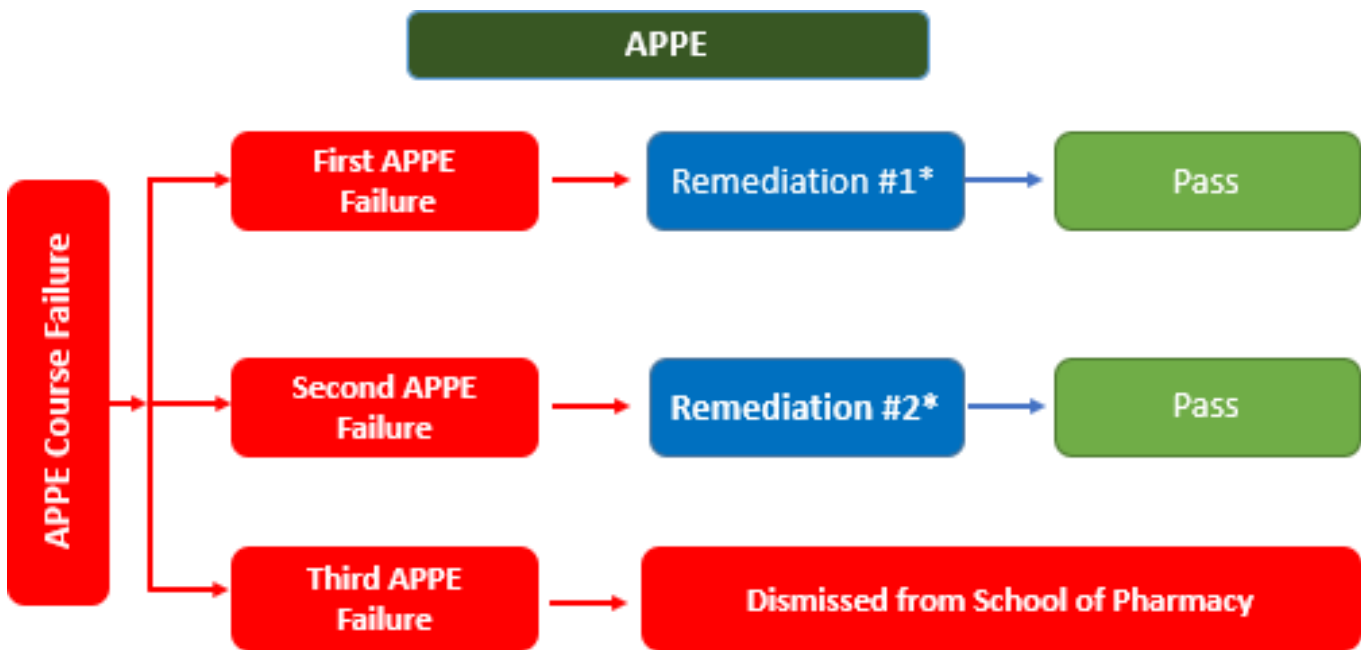
*Failing a course remediation will result in repeating all failed courses in the following year



*Failing a course remediation will result in repeating all failed courses in the following year



*Failing a course remediation will result in repeating all failed courses in the following year



*There is ONLY one attempt for course remediation. Failing a course remediation will result in dismissal from the School of Pharmacy

Failure During IPPE and APPE

Failure of one IPPE or APPE, the student will repeat the IPPE or APPE at the next availability, determined at the discretion of the Office of Experiential Education. The repeat IPPE or APPE may involve a different preceptor and site. Failure of APPE will result in a delay in graduation.

Remediation of Elective Didactic Courses

There will be no remediation for the elective didactic courses. Students who fail an elective course must fulfill the required elective credits by retaking the course or another elective. In any event, if a student earns a failing grade in an elective course, the credits of elective course will not count toward graduation from the program.

ACADEMIC DISMISSAL AND COURSE FAILURE

Number of courses/rotations failed (regardless of passing remediation) OVERALL (not within a single quarter)	Consequence
Four (4) non-elective, didactic courses	<ul style="list-style-type: none">• Student will be dismissed from the School of Pharmacy.• Student may appeal the dismissal to the Dean of the School of Pharmacy within three (3) business days of the date of the dismissal letter.
Three (3) IPPE courses	<ul style="list-style-type: none">• Student will be dismissed from the School of Pharmacy.• Student may appeal the dismissal to the Dean of the School of Pharmacy within three (3) business days of the date of the dismissal letter.
Three (3) APPE courses	<ul style="list-style-type: none">• Student will be dismissed from the School of Pharmacy.• Student may appeal the dismissal to the Dean of the School of Pharmacy within three (3) business days of the date of the dismissal letter.

GRADUATION REQUIREMENTS

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

1. Has completed three years in the School of Pharmacy; and
2. Is not on provisional academic status, has completed all prescribed courses with a grade of 2.0 or higher, has completed all prescribed academic requirements with a cumulative GPA of 2.0 or higher, has no outstanding grade which is incomplete, and has a passing grade for all clinical rotations; and
3. Has performed and behaved in a manner which is ethical, professional, and consistent with the practice of pharmacy; and
4. Has satisfactorily passed prescribed exams; and
5. Has completed 100 hours (or equivalent) of community service; and
6. Has completed all programmatic co-curricular and non-credit requirements (including but

not limited to interprofessional activities, outreach events, PCOA, student portfolios, course and program surveys); and

7. Has completed all degree requirements within SEVEN AND A HALF (7.5) years following initiation of the matriculation process; and
8. Has met all AUHS financial requirements and obligations.

STUDENT COMPLAINTS/GRIEVANCE

STUDENT COMPLAINTS

The American University of Health Sciences (AUHS) is committed to providing an academic environment where all students are treated equitably and fairly. Consequently, AUHS does not tolerate discrimination or harassment based on actual or perceived characteristics of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, pregnancy, gender, gender identity, gender expression, age, sexual orientation, AIDS/HIV, military and veteran status of any person, or association with a person or group with one or more of these actual or perceived characteristics (collectively, “Protected Category” or “Protected Categories”). Likewise, AUHS does not tolerate retaliation against persons who complain of discrimination or harassment or who participate in any investigation regarding discrimination or harassment.

The School of Pharmacy and the University recognize that, on occasion, a student may have a concern or issue that necessitates a prompt and fair resolution. To address the issue, the student is to follow the prescribed series of steps (see university catalog) to obtain a mutual and satisfactory resolution of the student’s concern or issue.

Reasons for grievance may include:

- A claim of an inappropriate grade that has been assigned by a faculty member
- A miscalculation of a final grade
- A claim of abuse, ill-treatment, or exploitation

The following cases may NOT be grieved: Violations of the Academic Honor code (specifically Academic Integrity and Student Conduct Violations which were considered serious enough to warrant a dismissal from the University.)

Procedure

The procedure to file an academic complaint/grievance is available in the University Catalog.

Student Complaints to ACPE

The Accreditation Council for Pharmacy Education (ACPE) has a mandate to ensure that any college/school of pharmacy that applies for or has pre-accreditation or accreditation status handles complaints from students, faculty, other institutions or the public. Students can file complaints regarding SOP’s adherence to ACPE Standards or any other issues. A complaint must be submitted in writing to the Executive Director of ACPE. Students who need to file a complaint with ACPE may visit the website for policies and procedures (<https://www.acpe-accredit.org/complaints/>).

ACPE Complaint Form is available at: https://acpe-accredit.formstack.com/forms/complaint_form_copy

EXPECTATIONS OF STUDENT BEHAVIOR

Behaviors that are disrespectful to faculty or fellow students are disruptive and prohibited. Therefore, students may not bring anyone not enrolled in the course to class or leave such persons unattended on campus or at off-site facilities. Other prohibited classroom behaviors include but not limited to refusing to be seated, talking during lectures, sleeping, eating, non-class reading, entering the classroom late or leaving early without authorization and using cellular devices during exams or graded activities. Faculty may also communicate the time and manner for student questions and expression of points of view in the instructional setting. Faculty may establish, communicate, and enforce reasonable rules of expected classroom behavior and decorum. These rules are not intended to discourage appropriate classroom expression, discussion, or disagreement, but to promote respectful interactions. Disruptive or disrespectful behaviors in the classroom are grounds for discipline and possible dismissal from the pharmacy program and/or the University.

Students that exhibit a chronic pattern of hostility and intimidation as indicated by the issuance of more than one Adverse Action form, including (but is not limited to) verbal abuse, shouting, profanity, stalking, swearing, bullying, threatening communication of any kind, or any other activity that meets the legal definition of harassment, shall be dismissed from the program.

The pharmacy profession has developed a set of common guidelines for behavior and decision making in the *Pledge of Professionalism*, *The Oath of a Pharmacist*, and the *American Pharmacists Association Code of Ethics*. The pharmacy faculty abides by these profession standards and believes that pharmacy students should perform in accordance with the provisions of these Codes.

Violation of any of these general standards of conduct or provisions of the Codes is grounds for discipline and dismissal from the pharmacy program and/or the University.

CODE OF CONDUCT FOR PHARMACISTS

Pledge of professionalism

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

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

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

FOSTER professional competency through life-long learning. I must strive for high ideals, teamwork,

and unity within the profession in order to provide optimal patient care.

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

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

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

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

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

OATH OF A PHARMACIST

"I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I accept the lifelong obligation to improve my professional knowledge and competence.
- I will hold myself and my colleagues to the highest principles of moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to fulfill my obligation to educate and train the next generation of pharmacists.
- I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public."

The revised oath was adopted by the AACP House of Delegates in July 2007 and has been approved by the American Pharmacist Association.

CODE OF ETHICS FOR PHARMACISTS

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

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

Adopted by the membership of the American Pharmacists Association October 27, 1994.

ACADEMIC INTEGRITY

AUHS is a community of scholars. All members, including faculty, staff and students are responsible for maintaining standards of academic honesty. Cheating, plagiarism, collaborative work, multiple submissions without permission of the professor or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings resulting in **loss of credit for a project, a failing grade for a class, and/or dismissal from the university**. Every student is responsible for following the University's Academic Honor Code. The policy may be found in the University Catalog.

The Administration of American University of Health Sciences believes that integrity is an important attribute for the student population. Students are given the freedom to learn, explore and question, but this must truly be an individual experience. All students need to understand the seriousness of cheating, collusion and plagiarism.

Plagiarism: obtaining, by any means, the work of another student and submitting this work, as own's work.

Plagiarism/collusion

Unauthorized collaboration with another student in preparing work for a class.

Cheating: copying/tracing from another student, using unauthorized materials or devices, and/or collaborating with another student in a testing situation or class project.

Fabrication: providing false information about an AUHS related matter in order to gain some benefit to the student.

Students involved in plagiarism, collusion, and/or cheating may face loss of credit for a project, a failing grade for a class, and/or dismissal from the university

Violation of Copyright Policy

AUHS is obligated by federal law to inform its students of its policies and sanctions related to copyright infringement. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing (e.g., using Bit Torrent to obtain/distribute music or movies), may subject students to civil and criminal liability.

Additional information on Academic Integrity is available in the University Catalog.

USE OF ILLEGAL SUBSTANCES

American University of Health Sciences' students are expected to comply with local, state, and federal laws relating to the use of drugs and alcohol. The University will not tolerate conduct that disrupts the campus or the academic environment. The University values its relationship with the adjoining community and recognizes the right of its neighbors to be secure from abusive conduct, and potentially dangerous behavior caused by the use of illegal drugs and alcohol on campus property. The University

considers the student use of controlled substances, dangerous drugs or devices or alcoholic beverages to an extent or in a manner injurious to self or others to constitute unprofessional conduct. The conviction of a criminal offense involving the prescription, consumption or self-administration of the above substances is conclusive evidence thereof. Students who are impaired by or demonstrate characteristics of chemical dependency or mental illness will be directed to seek appropriate assistance through a health care provider and provide the pharmacy program with proof of treatment and fitness for practice to the pharmacy program. Evidence of rehabilitation will need to be submitted. Instructors have the authority and responsibility to take immediate corrective action with regards to the impaired student's conduct and performance in the clinical setting. This includes removing the impaired student from the patient care area until the student is deemed medically safe to return to patient care activities. All matters will be handled confidentially.

Pharmacy students showing signs of mental illness or chemical dependency should be directed to a health care provider for diagnosis and treatment of the illness. Chemical dependency and mental illness are diseases and should be treated as such.

PROFESSIONALISM DURING PHARMACY EXPERIENTIAL EDUCATION

1. Professionalism is an overarching quality that must be consistently present throughout the rotation as various activities are performed. Students must take responsibility for acting professionally and demonstrate this in all interactions, behaviors, and attitudes. Students are always expected to be familiar with and to adhere to the policies, standards, guideline and regulations set out within:
 - a. The American University of Health Sciences (AUHS) Standards of Conduct or Provisions of the Codes
 - b. The AUHS School of Pharmacy Professionalism Code of Conduct and Policies
 - c. Pledge of Professionalism (APPE Preceptor and Student Manual Appendix)
 - d. Each rotation site's corporate, institutional, departmental or practice documents pertaining to professionalism.
2. Professional behavior is assessed within the mid-point and final assessment form. The preceptor shall immediately report to the Office of Experiential Education any unacceptable behaviors/attitude or any major concerns they have with the student's level of professionalism.
3. Poor professional behavior will impact upon the student's professionalism assessment and may be grounds for a grade of 'fail', require remedial work, delay of graduation, or dismissal from the program as per University's Standards of Conduct or Provisions of the Codes.
4. Attendance is mandatory for all Experiential Education assigned days. If a mandatory course activity is missed due to an unexcused absence or tardiness, the activity will be graded as a fail for that student. For an absence to be excused, the student must notify the Office of Experiential Education of the absence prior to the beginning of that class meeting, and the student must provide a legitimate reason in writing. The legitimacy of the reason—and the sufficiency of supporting documentation will be at the discretion of the Course Coordinator.
5. Failure of one IPPE or APPE: the student will repeat the IPPE or APPE at the next availability of a clinical rotation, determined at the discretion of the Office of Experiential Education. The repeat IPPE or APPE will be with a different preceptor and site. Failure of an IPPE

and/or APPE will result in a delay in graduation. (See Experiential Manual/APPE Preceptor and Student Manual “Remediation”)

- For IPPE only: If the student fails to show progress in the final evaluation and/or fails the IPPE course, the student must repeat the failed IPPE course during the quarter break. The repeated course may or may not be with a faculty preceptor. Failure to complete the repeated course may result in a delay of academic progression.
 - For APPE only: Due to the accelerated three-year program, students will not be able to remediate for an APPE course. Students will repeat the failed rotation during the next available rotation block. This will result in a delay of graduation. A student who receives a No Pass (NP) on any APPE experiential rotation of the same rotation type twice (i.e. two Adult Acute Care rotations, two Advanced Community rotations, two Elective rotations, etc.) or who accumulates two "NP" grades for any APPE experiential rotation will be required to withdraw from the program.
6. For APPE - Students are assigned RX Prep book chapters to be completed during each of the six week rotation. Students will need to read the assigned chapter and successfully pass the post-test with a score of 40% or better in order to pass the rotation. All assigned chapters must be completed with a passing score of 40% by **11:59PM one day after the last day of rotation**. Failure to complete and successfully pass all required chapters may result in failing the rotation (See APPE Syllabi).

DOCUMENTATION OF INAPPROPRIATE BEHAVIOUR OR UNSAFE CLINICAL PRACTICE

Students engaged in inappropriate or unsafe behavior in class, at office hours, in the practice experience setting, or in any other interaction in their role as a student of the School of Pharmacy will have their actions documented in an Adverse Action Form.

ISSUING AN ADVERSE ACTION FORM

1. Should a specific situation occur in lecture or practice experience warranting documentation, the exact event of the incident should be described in an Adverse Action Form. The Adverse Action Form is to be given to the student to read within twenty-four (24) hours of the specific incident when possible. All documentation is to be filed in the student’s record in the Office of Student Services and on Student Information System (SIS). The student is encouraged to sign indicating that the note has been read and understood. The student may submit a written response statement to be added to his/her Adverse Action Form.
2. If a student’s practice performance is unsafe, the student will be sent home from the practice experience area. This will be considered an unexcused absence for that clinical day and documented on an Adverse Action Form.
3. Faculty will clearly detail on an Adverse Action Form what is deemed “unsafe clinical practice” and discuss the behavior with the lead teacher. Concise written guidelines for improvement will be given to the student.
4. In the event the student’s behavior is determined to be inappropriate, such as failing to submit

health requirements or completion of a remediation plan, an Adverse Action Form will be issued.

5. If multiple reports of inappropriate behavior or unsafe clinical practice are filed for a single course, the student will fail that course.
6. If students receive more than three Adverse Action Forms during the academic program, they will be referred to the Dean of the School of Pharmacy for counseling and review.

ELIGIBILITY FOR CLINICAL PRACTICE

STATE AND NATIONAL BOARD EXAMINATIONS / LICENSURE REQUIREMENTS

The California State Board of Pharmacy requires 1,500 hours of pharmacy practice experience as an intern pharmacist for licensure as a pharmacist. Students in the Doctor of Pharmacy program at American University of Health, School of Pharmacy, are required to complete a total of 1,760 hours (320 hours earned through introductory pharmacy practice experiences and 1,440 hours through advanced pharmacy practice experiences). Therefore, it is required that student obtains a Pharmacy Intern License from the California State Board of Pharmacy (Board).

An active pharmacy intern license must be issued by the Board while enrolled in the program. If student participates in a professional practice experiences in other states, the student must hold a pharmacy intern license from that state as well. A copy of these documents must be kept on file. Revocation or expiration of the Intern license precludes the students' ability to participate in experiential activities and may preclude successful matriculation throughout the program.

See https://www.pharmacy.ca.gov/forms/intern_app_pkt.pdf for more information on license requirements and to apply. Allow at least 30 days for the Board to process the application.

LICENSURE AS AN INTERN

Students enrolled in School must have a valid, current California Pharmacy Intern License. Incoming students are required to apply for a California Pharmacy Intern License during the Fall quarter of the PY1. Students will be provided intern application packets during the Pre-IPPE co- curricular course and given instructions on its completion. Live Scan Fingerprinting will be completed during this process. Completed applications are submitted to the Office of Experiential Education. After processing, the Office of Experiential Education will submit the applications for the entire class to the Board of Pharmacy. Once the applications are received and processed, the Board of Pharmacy mails the Intern License to the student. A copy of the Intern License shall be provided to the Office of Experiential Education and the Office of Student Affairs where it will be added to the student's permanent file.

Students cannot participate in the IPPE or APPE program without a current California Pharmacy Intern License. In addition, student pharmacists are not allowed to actively immunize unless they are Registered Pharmacist Interns in the state of California. All students must carry their pocket licenses with them at all times when visiting experiential practice sites. Visiting Board of Pharmacy Inspectors may ask to examine professional licenses when making site visits; this may also include the licenses of interns participating in experiential education at the site. Preceptors may also ask students to provide

a copy of their California pharmacy intern license during your site orientation. All students must disclose information regarding Board of Pharmacy - Board Actions to the Office of, Experiential Education within 15 days of receipt of any notice of action against their license from the Board of Pharmacy.

LICENSURE AS A PHARMACIST

To become licensed to practice pharmacy in California, you must meet the Registered Pharmacist requirements of the California Board of Pharmacy. These requirements can be found on the state board of pharmacy website at <http://www.pharmacy.ca.gov/index.shtml>

CALIFORNIA BOARD OF PHARMACY

The California State Board of Pharmacy (CSBP) is a consumer protection agency. One way the board fulfills its consumer protection mandate is to assure that those licensed to practice pharmacy possess minimum competency. To this end, California law requires candidates to take the NAPLEX™ and California Practice Standards and Jurisprudence Examination (CPJE). You can obtain a copy of this code and other California pharmacy laws from the board's Web site. These examinations require candidates to demonstrate that they possess the minimum knowledge and abilities necessary to perform safely and effectively in independent pharmacy practice in the U.S. as well as in California. For more information, go to <http://www.pharmacy.ca.gov/index.shtml>

NORTH AMERICAN PHARMACIST LICENSURE EXAMINATION (NAPLEX)

The NAPLEX™ (North American Pharmacist Licensure Examination) is developed by the National Association of Boards of Pharmacy (NABP) for use by the state boards of pharmacy as Requirements for pharmacist licensure in California are listed in California Business and Professions Code section 4200(a)(1-6) 40 part of their assessment of competence to practice pharmacy. This computer-adaptive test provides the most precise measurement of the student's knowledge and ability in pharmacy. By using the NAPLEX™, the state boards provide a valid and objective examination that tests the competence in important aspects of the practice of pharmacy. The NAPLEX™ also assists the state boards of pharmacy in fulfilling one aspect of their responsibility to safeguard the public health and welfare. For more information, go to <http://www.nabp.net/>

CALIFORNIA PRACTICE STANDARDS AND JURISPRUDENCE EXAMINATION (CPJE)

The California State Board of Pharmacy, through its Competency Committee, develops the CPJE. The board's CPJE is comprised of 90 multiple-choice questions, administered by computers at designated test centers throughout the country. California law (California Business and Professions Code section 4200.2) requires that the CPJE include items that demonstrate proficiency in patient- communication skills, aspects of pharmacy practice, and the application of clinical knowledge that is not measured by NAPLEX and California law.

For more information, go to http://www.pharmacy.ca.gov/applicants/naplex_info.shtml

MULTISTATE PHARMACY JURISPRUDENCE EXAMINATION (MPJE)

The computer-based Multistate Pharmacy Jurisprudence Examination® (MPJE) combines federal and state-specific law questions to serve as the state law examination in participating jurisdictions. The MPJE is based on a national blueprint of pharmacy jurisprudence competencies; however, the questions are tailored to the specific law in each state. For more information, go to <http://www.nabp.net/programs/examination/mpje/registrationbulletin>

HEALTH EVALUATION

A student who has not turned in all required health documents by the designated deadline will not be permitted to enroll in the theory or practice experience course.

GENERAL

1. Students must meet the following School of Pharmacy minimum health evaluation requirements.
2. Depending on practice placement, students will be required to meet any additional health evaluation requirement per individual institution's policy (also see Clinical Agency Rules).
3. Students with any medical conditions or problems must provide the school an official clearance by a physician or healthcare provider stating that the student can work at the clinical setting with no restriction. Official clearance shall be written in an original professional company stationery indicating address of the physician or healthcare provider, license number, and original signature.

PHYSICAL EXAM

1. Students shall have a health examination by a person lawfully authorized to perform such an examination prior to entering the clinical nursing courses.
2. Each examination shall include a medical history and physical evaluation.
3. The examination shall include laboratory work if indicated by the practitioner.
4. The report signed by the practitioner shall indicate that the person is able to perform assigned duties and that no health condition exists that would create a hazard for the student, colleagues, patients or visitors.
5. If a student is returning from an absence greater than or equal to one year, the student must complete a new health evaluation prior to reentering the program.
6. All persons working in a clinical setting who are known to have symptoms of infectious disease shall be removed from contact with patients (see also Health Situations Increasing Risk in the Clinical Setting).

TUBERCULOSIS EVALUATION

1. The initial health examination shall include a purified protein derivative (PPD) skin test for tuberculosis or a chest X-ray. A 2-step PPD test is required (consisting of two PPD tests being completed 1 – 3 weeks apart) prior to beginning the first clinical rotation. Each subsequent year, a single negative PPD skin test is required.
2. Positive reaction to the skin test shall be followed by a chest-Xray.
3. Annual tuberculin screening by a person lawfully authorized to perform such an examination that includes symptom/risk factor assessment must be performed.
4. A negative PPD tuberculin skin test or a chest X-ray prior to entering the program is required. The PPD must be repeated annually. A chest X-ray must be repeated annually.
5. Depending upon the clinical site, additional requirements may be necessary (e.g., two-step PPD).

IMMUNIZATION STATUS

1. Students must demonstrate immunity to Measles, Mumps, Rubella, Varicella (Chicken Pox), and Hepatitis B (i.e., documentation of adequate antibody titer levels post vaccination). It takes time to make a clinic visit appointment, for clinical laboratory results to be read and released. Some immunizations may require a lapse of time before a second dose is required (e.g., Hepatitis B vaccine). If insufficient immunity status has developed, documentation of completion of vaccination series for the above immunizations must be demonstrated. A repeat antibody titer must be done after the vaccination series to verify immunity. Make clinic appointments early for your health evaluation to avoid unnecessary delay in the submission of the required health clearance record.
2. Students must demonstrate documentation of tetanus and pertussis immunization [tetanus-diphtheria-acellular pertussis (TDaP)] within ten (10) years prior to entering the program.
3. Per clinical placement requirements, students are required to take the annual flu shot.

BASIC LIFE SUPPORT CARDIOPULMONARY RESUSCITATION (BLS/CPR)

1. All students are required to obtain and maintain and provide documentation of continuous Basic health provider Life Support CPR certification (American Heart Association) during enrollment in the program.
2. Students returning from a leave of absence will be required to provide current documentation of continuous Basic Health Provider Life Support CPR prior to re-enrolling.

BACKGROUND CHECK

1. A background check is required of all students in the School of Pharmacy because pharmacists perform sensitive tasks that include: the care and security of patients, children, the elderly, the handicapped, the mentally impaired; direct access to controlled substances; and issuance of keys to buildings.

2. Students are required to submit, and satisfactorily clear, a criminal background check prior to performing clinical duties. Live Scan and fingerprinting are required.
3. Some agencies require additional background and security clearances that must be completed by students in advance of their practice experience placement. Students will be given adequate time to prepare for and submit all documents for background clearances.

HIPAA PRIVACY AND SECURITY SCREENING

1. The Health Insurance Portability and Accountability Act (HIPAA) was passed in 1996 in an effort to make health insurance more efficient and portable. Additionally, because of public concerns about confidentiality, the Act also addresses information protection.
2. Because pharmacists have access to individual's protected health information, all students must:
 - a. Have an understanding of what information must be protected under HIPAA privacy laws;
 - b. Have an understanding of the HIPAA patient rights;
 - c. Have an understanding of the pharmacists' role as a healthcare provider in maintaining privacy of protected health information for patient care, teaching, research, fundraising, marketing and media;
 - d. Be aware of consequences for non-compliance with federal regulations.
3. Students must successfully complete the HIPAA module prior to entry into clinical practice and annually.

MALPRACTICE INSURANCE

Students are required to have private malpractice insurance at their own expense and it should be renewed annually. Malpractice insurance coverage must be maintained for the entire nursing program.

PERSONAL APPEARANCE

HYGIENE

1. Good personal hygiene is an important aspect of professional pharmacist. Regular bathing and the use of body deodorant are essential.
2. Adornments are not to be worn in the hair. Small functional and conservative hair fasteners may be worn in order to secure a student's hair. Hair must be clean and secured off the face and collar. Extreme or unnatural appearance in style or color of hair shall not be permitted. Beards and mustaches must be clean, short and neatly trimmed; otherwise male students should be clean-shaven.
3. Because odors can be offensive to ill clients, no perfume, colognes or after-shave lotions may be worn.
4. Make-up is to be in good taste and should not be used excessively.
5. Fingernails must be clean and short. No polish may be worn. No artificial or gel nails may be worn in clinical areas.

6. Jewelry will be limited to a plain wedding band, a watch with a second hand and one pair of earrings. Necklaces are not permitted. Earrings should be small single posts. For safety reasons, earrings that dangle are inappropriate. No other visible body piercing ornaments are allowed other than earrings. Multiple earrings or decorative pins on uniforms are not allowed.
7. White lab coats are the only allowed cover-up in the clinical setting.
8. Gum chewing is not permitted in any clinical agency.
9. All visible tattoos are to be covered.

DRESS CODE ON CAMPUS & EXPERIENTIAL SITES

1. Approved uniform (Olive Green Scrub) is required at all times while on campus. Dress slacks, skirt/dress, for women. Shirt and tie for men with white lab coat on lab/clinical/experiential (IPPE AND APPE) classes.
2. Attire that is never accepted on campus or in the clinical area are open-toed shoes, sandals, visible piercing (e.g., nose, tongues, lips) hats (e.g., caps, beanies), or revealing attire. If a student is dressed inappropriately, they will be dismissed from the classroom and campus, and clinical settings.
3. Every student will have the following articles in order to attend clinical unless otherwise specified. If any of the required items are missing, the student will not be allowed to proceed on campus and will be marked absent:
 - a. AUHS student ID
 - b. White Laboratory coat

STUDENT IDS

AUHS students are required display their student identification card at all times while on campus, experiential sites, and/or participating in events where AUHS ID is required.

- ID Replacement
 - There is a replacement fee for damaged, lost, or stolen ID cards. Please contact the office of Student Affairs for the replacement fee at your campus.
 - If a student has an ID with incorrect information they may receive a free replacement. However, they must submit their old ID badge with the incorrect information in order to receive a free replacement.

CLINICAL AGENCY RULES

Students are educational guests in the practice experience facility and are expected to abide by each facility's policies and procedures manuals. Students are not allowed to share site computer ID codes and/or passwords. Students are expected to be familiar with emergency protocols for each practice facility.

No personal calls are to be placed or received while in the practice setting. Students are not allowed to carry or use smartphones or other cellular devices when in clinical unless it is authorized by the clinical instructor or clinical site for clinical purposes. Picture taking is not allowed unless approved by the clinical agency.

Students who fail to comply with ongoing health-related documentation will not be allowed to attend clinical and will be withdrawn from the course.

Students are expected to follow dress codes and/or specific rules unique to each facility and to display professional demeanor while in the facility.

Students are expected to attend clinical facility-sponsored orientations. Absence or tardiness of 30 minutes or more from the facility orientation will result in a dismissal from the course.

Only the English language will be spoken in clinical settings.

Students are not allowed to change clinical groupings during the quarter unless approved by the Dean.

CONFIDENTIALITY

1. Pharmacists are ethically committed to a nonjudgmental attitude, to honesty, and to protecting the confidentiality and the right to privacy of the patient.
2. Patients often confide highly personal information to nurses, trusting them not to divulge that information carelessly.
3. Patient names should never be used when writing nursing care plans or presenting case studies, except when these care plans are recorded directly in the patient's chart and are used as a basis for ongoing patient care. Instead, the patients should be referred to by their initials to conceal identity.
4. Any information seen or heard concerning a patient's diagnosis, condition, treatment, financial or personal status ***must be held in absolute confidence***.
5. Details of a patient's history or status should not be discussed in elevators, restrooms, cafeterias, on social media, or in any other public place. Discussing a patient's medical history merely for the sake of gossip is highly unethical and unprofessional and may result in dismissal from the nursing program.
6. When the clinical experiences terminate, the need to respect the client's confidentiality does not end.
7. Under no circumstances should a student photocopy or screenshot any part of the patient's record.

HEALTH SITUATIONS INCREASING RISK IN THE CLINICAL SETTING

Changes in student health status that may affect the safety of the student and/or patient in health care agencies must be reported to the Dean. This includes pregnancy, accident that causes injury, or other mental or physical condition including infectious diseases. An official health care provider statement may be required indicating it is safe for the student to function in the clinical area. The School of Pharmacy will provide reasonable accommodations for student specific needs stemming from a change in health status.

As a part of providing care to ill persons, the student may be exposed to infectious and/or communicable diseases. Costs of testing, diagnosis, and treatment of any infectious and/or

communicable disease, including those contracted while acting as a caregiver in clinical experiences, will be the responsibility of the student. The School of Pharmacy provides instruction to each student regarding Universal Precautions according to the recommendations of the Centers for Disease Control.

AUHS SCHOOL OF PHARMACY POLICY ON HIV/AIDS AND OTHER BLOOD BORNE DISEASES

DEFINITIONS

HIV/AIDS

Acquired immunodeficiency syndrome (AIDS) is a condition in which the body's ability to defend itself against a variety of diseases is seriously reduced. This condition apparently is caused by a virus known most commonly as the human immunodeficiency virus (HIV). As yet, there is no known cure for AIDS.

HIV POSITIVE

When a person is infected with HIV, his or her immune system responds by producing antibodies against the virus. Antibodies can be detected by a laboratory test, though symptoms of illness may not be present. Antibodies generally develop within three (3) to twelve (12) weeks after exposure but may take as long as fourteen (14) months. Such an infection apparently cannot be reversed and may develop into AIDS.

PRINCIPLES UNDERLYING THE AUHS SCHOOL OF PHARMACY POLICY

1. A primary objective of the AUHS School of Pharmacy HIV/AIDS policy is education for the prevention of any acquisition or transmission of HIV/AIDS.
2. AUHS School of Pharmacy shall respond to any known case of HIV/AIDS as it would to any other life-threatening, contagious disease. At no time will the University discriminate against any persons because they are infected by HIV.
3. AUHS School of Pharmacy personnel will act to combat fear, prejudice, discrimination, irrationality, paranoia, and/or hysteria commonly associated with HIV/AIDS.

POLICY ON HIV/AIDS AND OTHER BLOODBORNE DISEASES

1. Responsibility for ongoing, educational programming on HIV/AIDS shall be assigned to the faculty and the Dean. Such educational programming shall be directed to all members of the AUHS School of Pharmacy community, including administrators, faculty, staff, and students.
2. AUHS School of Pharmacy shall attempt to conform to all local, state, and federal laws and the Center for Disease Control guidelines.
3. AUHS School of Pharmacy allows persons who are HIV-positive to remain on campus, but they must not engage in or endorse life-style practices which might pose a direct threat of transmitting the virus to others.

4. AUHS School of Pharmacy will not undertake program screening to identify persons infected with HIV unless required to do so by law. Students and University employees desiring HIV testing are directed to seek assistance from their personal physicians or the public health departments.
5. It is expected that all health care professional adheres to medically determined policies regarding the safe disposal of hypodermic needles, blood, and other bodily fluids. Adherence to these same precautions will be practiced in laboratory courses and whenever members of the AUHS School of Pharmacy community, including administrators, faculty, staff, and students encounter bodily fluids.
6. AUHS School of Pharmacy employees will protect the confidentiality of any person who tests HIV positive, as mandated by the Family Education Rights and Privacy Act of 1974.
7. Students and University employees involved in extra-curricular activities and/or activities, which place them at risk, shall take appropriate, precautionary measures to reduce risk to themselves or others.
8. Due to the inherent risks of laboratory and pharmacy-clinical facilities, students are required to take appropriate precautionary measures in dealing with the blood and body fluids, handling of needles, and any laboratory or hospital equipment that may pose a threat to themselves or to other persons. In the event of an incident involving the risk of HIV or Hepatitis transmission, the student or University employee has an ethical duty to immediately report the incident to a designated University official. The Student Statement Regarding Hepatitis B, HIV, and other Infectious Diseases can be found in the appendix.

Additional information on HIV/AIDS can be obtained from the Center for Disease Control (www.cdc.gov).

PROCEDURAL ADDENDUM TO AUHS SCHOOL OF PHARMACY'S HIV/ AIDS POLICY

In addition to the University HIV/ AIDS Policy, the following statement apply to pharmacy students and faculty in the School of Pharmacy in relation to Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), Hepatitis D Virus (HDV), and Hepatitis G Virus (HGV) since health care activities may put an individual at higher risk for these diseases.

1. No individual shall be denied an opportunity for admission into the pharmacy program or employment in connection with the pharmacy program because that individual is infected with a dangerous communicable disease such as HIV, AIDS, HBV, HCV, HDV, or HGV, as long as (a) AUHS School of Pharmacy is able to make reasonable accommodations for the individual and (b) the disease does not create a direct threat, as both of the underlined terms are defined in the Americans with Disabilities Act.
2. Students and faculty should be aware that as novice practitioners with limited skills in practice settings, students may have a greater risk of unintended puncture with sharp medical instruments and are at a greater risk of exposure to HIV, AIDS, or Hepatitis.
3. No pharmacy student or faculty may ethically refuse to treat a patient solely because the patient is at risk of contracting, or has contracted, an infectious disease such as HIV, AIDS, or Hepatitis.

4. Pharmacy students and faculty must follow professional guidelines as well as guidelines of the health care agency relative to confidentiality concerning the patient with HIV, AIDS, or Hepatitis.
5. In order to reduce the possibility of exposure to Hepatitis B Virus, pharmacy students and faculty will follow the policies in effect for the AUHS School of Pharmacy.
6. Students and faculty who are exposed to HIV, AIDS, or Hepatitis as a result of exposure to blood and body fluids such as a needle stick or other injury have the responsibility to notify their faculty or supervisor in the School of Pharmacy immediately after the occurrence and to follow post-exposure instructions under the guidance of their health care provider. Information on post-exposure prophylaxis may also be obtained from the Center for Disease Control (www.cdc.gov). Exposure should be considered an urgent medical concern in order to ensure timely post-exposure management. The student will be excused from clinical for the day in order to seek treatment as indicated.
 - a. Before starting the practice experience rotation, pharmacy students are required to present verification that immunization for the Hepatitis B series has been started. Documentation that the series has been completed needs to be provided according to the appropriate time frame in order to continue in the clinical courses.
 - b. Pharmacy faculty, who provide clinical supervision to students, will supply documentation of vaccination, immunity.
7. Students are required to be tested for HIV when they are exposed to the patient's blood. Positive test results should be communicated to the health care agency and the agency procedure followed.

POST-EXPOSURE PROPHYLAXIS INSTRUCTIONS

Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), and Hepatitis C Virus (HCV) Surveillance Guidelines: Due to the circumstances and possible exposure to HIV, HBV, and HCV, a student enrolled in the nursing program is considered as being at risk for these viruses given the amount of clinical learning the student will be engaged in. While it is not anticipated that any students will acquire any of these illnesses, any student deemed to be exposed to any of these illnesses will need to be under surveillance for six months from the date of exposure. During the surveillance period, there are certain precautions that AUHS School of Pharmacy, the Center for Disease Control, and the World Health Organization recommend that the student practice to protect his/her-self and others.

1. Each student is responsible for contacting his/her health care provider within two (2) to four (4) hours of exposure to discuss and arrange for the appropriate testing and post-exposure prophylaxis.
2. If a student has not been vaccinated against Hepatitis B, he/she should start the series of vaccinations immediately.
3. If a student was previously vaccinated for Hepatitis B and his/her blood test demonstrates adequate concentrations of HBs antibodies, he/she will be considered protected against the Hepatitis B virus. If they are shown to be lower than the required levels, the student should receive a Hepatitis B vaccine booster.
4. For exposure to HIV, at student should have blood test done for HIV antibodies at a) time of exposure, b) four (4) to six (6) weeks after exposure, c) three (3) months following exposure, and d) 6 months (6) or as recommended by his/her health care provider. The student should

- also follow his/her health care provider's recommendation for testing for Hepatitis B and C.
5. If a student is exposed to the HIV virus, he/she should use condom protection whenever engaging in sexual intercourse and should take precautions to prevent pregnancy from occurring while under HIV surveillance.
 6. If a student has been exposed to any of the above named illnesses, he/she should temporarily remove themselves from being an organ donor, as indicated on the back of his/her driver's license and refrain from donating blood until there is no longer any suspicion of infection.
 7. If a student is exposed to HIV, he/she should notify his/her health care provider and dentist that he/she is under the HIV surveillance program.
 8. Each student should be constantly diligent about practicing Universal Precautions as outlined by the Centers for Disease Control.
 9. A student entering any surveillance program for any of the above-mentioned illnesses should discuss the matter with his/her spouse or significant other.

STUDENT-FACULTY COMMUNICATION

FACULTY ADVISEMENT

On acceptance to the school, students are assigned a faculty advisor to aid in planning their total academic program progression program. Students are required to meet with their advisor each quarter to evaluate progress, to identify academic and personal needs and match them with available school and University resources, to confirm University and course requirements, and to maximize the student's abilities to reach educational and professional goals. Students are encouraged to take clinical and classroom-related concerns to the appropriate faculty member. If a concern is not resolved the student should contact their faculty advisor, and, if necessary, the Dean.

In the first quarter of PY1, students meet with their advisor on week 3 to become familiar with the school and faculty. Thereafter, student advisee and the faculty advisor will meet on week 7, at a minimum once a quarter. The purpose of the meeting is to establish a long-term relationship with the student. During the meeting, the faculty works collaboratively with the students to explore their career options and professional/personal development opportunities by creating a Simple, Measurable, Realistic, Timebound (SMART) plan and building Curriculum Vitae. It is suggested that advisee meet with their advisors to a regular basis on top of required meeting to ensure on- going collaboration between the student and the faculty.

ATTENDANCE POLICIES

Didactic Class Attendance Policy

Individual departments and their course coordinators may provide additional guidelines on class attendance in their respective syllabus. Unless otherwise stated, attendance is required although excused absences (see below) will be honored by Instructors of Record / Course Coordinators. Students should note that in a professional program, it is expected that class attendance and school activities are to be the top priority for all students. Absences for work, work-related activities, or recreational travel, as a few examples, are not acceptable. All forms and documents regarding absences

should be submitted directly to the Instructor of Record / Course Coordinator(s).

Absence Policy

At AUHS School of Pharmacy (SOP), attendance at all scheduled instructional periods is mandatory. Students should inform the Instructor of Record / Course Coordinator directly of any absences, prior to missing class. It is up to the Instructor of Record / Course Coordinator to approve or deny any absence requests. In the event of a denial of a request for absence by the Instructor of Record / Course Coordinator, the student may appeal to the Senior Associate Dean for Academic Affairs.

Excused Absences

Excused absences do not entitle a student to make up in-class quizzes, assignments, and activities. Other assignments and examinations missed due to an excused absence will be made up at the discretion and availability of Instructor of Record / Course Coordinator. *The SOP provides a class schedule which includes instruction-free recesses and weekdays for the purposes of providing additional time in which students can attend to personal matters and appointments.* Students should make every attempt to schedule personal appointments during these instruction-free recesses and weekdays. Students may request excused absences only for the following reasons:

- Medical (self or immediate family)
- Military duty
- Immigration & Naturalization
- Jury duty
- Legal
- Bereavement (first-degree relative)
- Involvement in traffic accident documented by law enforcement report
- Professional Leave – conferences, invited presentations/posters, competitions, or residency interviews (requires verification of academic standing)

Illness: For excused absences due to illness, the Instructor of Record / Course Coordinator must be notified immediately. Absences longer than three consecutive days of instruction will require the submission of a doctor's note or other supporting documentation to the Instructor of Record / Course Coordinator with copies to the Office of Student Affairs and Office of Academic Affairs.

Special circumstances: Unusual circumstances resulting in absences (e.g., death in the immediate family, scheduled surgery, automobile accident, attending a funeral service) will require the submission of supporting documentation to the Instructor of Record / Course Coordinator. Please see SOP-Excused Absence Request Form for attending meetings or conferences.

Unexcused absences

Absences not falling into the first category are unexcused absences. The SOP realizes that special circumstances may arise on rare occasions leading to an unexcused absence. However, unexcused absences are neither a right nor an entitlement of the student. Unexcused absences may result in a loss

of points in the course or failure in the course, as determined by the Instructor of Record / Course Coordinator. Each laboratory, assignment, or examination missed must be made up at the discretion and convenience of the Instructor of Record / Course Coordinator. If, in the judgment of the Senior Associate Dean, a pattern of absences appears to surface, action may be taken, up to and including reporting it to the Academic Progression and Professionalism Committee.

Promptness

Promptness is another trait a proper health care practitioner must display. Additionally, tardiness in class disturbs both the lecturer and other members of the class and is thus markedly inconsiderate and rude. Classes begin at various times. Any student not seated in his or her assigned seat by the time class begins may be marked absent. Class schedules are issued at the beginning of the quarter as an aid to faculty members and students, but the SOP-administration reserves the right to make changes, assign evening/weekend hours, or deviate from published schedules without notice.

Advising

The University has a Center for Academic Success (CAS), which includes a fully staffed center to provide and coordinate academic support services, supplemental instruction services, English as a Second Language (ESL) services, wellness resources, and job and career counseling. The office of the senior associate dean of academic affairs (OAA) and the associate dean of student affairs and admission of the school of pharmacy works closely with the CAS. The office of the associate dean of student affairs and admission (OSAA) of the school of pharmacy assigns a faculty advisor to each student at the beginning of the first quarter. The faculty advisors will work closely with the students to monitor the students' academic progress and co-curricular activities. Faculty advisors will triage the students with the university student services office following identification of any academic and/or personal needs. Students will be required to meet with their advisors at least once in a quarter.

ABSENCES AND PUNCTUALITY

There is no provision for a system of allowed absences. Students are expected to attend all classes and practice rotations. Students may be dropped from a class for excessive absences (excessive is defined as missing 20% of the classes). This is applicable regardless of the reason for absence and does not exclude students who are dismissed from class/ clinical for unprofessional conduct. Note that being tardy three times equals one absence. Attendance and punctuality are important for the successful pursuit of study. Arriving late and/or leaving early to theory and/or clinical applies to the attendance policy for the course.

MAKE-UP EXAMINATION.

Regular class and lecture attendance are expected of all nursing students. A student who misses a quiz or examination will earn a grade of zero for the missed quiz or exam. Requests for make-up examinations due to excused absences may be granted per course or instructor policy. All such examinations must be proctored by the course faculty or a person designated by the course faculty.

CLINICAL COURSES

Attendance while on clinical rotations follows different procedures and they are noted in the policy and procedures Experiential Rotation Handbook or IPPE/APPE Manual distributed prior to going on rotations.

TITLE IX

The Provost is the coordinator of Title IX-the Educational Amendments Act of 1972, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. All inquiries or complaints under the sex discrimination provisions of Title IX should be directed to the school provost. The University Provost must act equitably and promptly to resolve complaints and should provide a response within seven working days.

AGREEMENT TO BINDING, INDIVIDUAL ARBITRATION AND WAIVER OF JURY TRIAL

The student understands that both the University and he/she irrevocably waive rights to a trial by jury and elect instead to submit all claims involving or between the parties and any past or present affiliates or employees to the binding, confidential decision of a single arbitrator instead of a court because it is fair, economical and speedy. The arbitration shall be binding and conducted pursuant to the Federal Arbitration Act by the American Arbitration Association (AAA) under its Supplementary Procedures for Consumer-Related Disputes. The University and student also agree that if any provision of this agreement is found to be invalid or unenforceable, then such specific part or parts shall be of no force and effect and shall be severed, but the remainder of the agreement shall continue in full force. The signed arbitration agreement will survive the termination of the student's relationship with the University.

CAMPUS CRIME AND SECURITY ACT

American University of Health Sciences is in compliance with the Campus Crime and Security Act of 1990 and publishes an annual report on approximately October 1 of each year. Should students become witnesses to or victims of a crime on campus, they should immediately notify University officials and report the incident to the local law enforcement agency. Emergency numbers are located throughout the campus

FINANCIAL ASSISTANCE

Students may apply for various types of financial aid, including loans, grants, and scholarships. In order to apply for need-based financial aid all students must complete the Free Application for Federal Student Aid (FAFSA – www.fafsa.ed.gov). Funds for all types of assistance are limited and are awarded to students who demonstrate need as determined from an analysis of their application, merit or other information such as community service as indicated by the funding source or scholarship donor.

To assist students with the financial aid process, AUHS has a Financial Aid office. The financial aid staff will announce the availability of various scholarships or other funding source as they become available, counsel students; calculate need, and award loans.

Satisfactory academic progress for financial aid

To be in eligible to receive Title IV aid, students must maintain satisfactory academic progress. At the end of each quarter (payment period), each student is evaluated on the three components (minimum GPA, 2.0; minimum successful percent completion, 67%; and maximum time frame) to determine if he/she is maintaining satisfactory academic progress

Financial Aid Warning, Financial Aid Probation, and Financial Aid Dismissal

At the end of each quarter (payment period), after grades have been posted, students' CGPAs and completion rates are reviewed to determine whether the students are meeting the above requirements.

Financial Aid Warning (FA Warning) is the status students will be placed in for the first quarter (payment period) that a student fails the SAP requirements listed above. Students on FA Warning must meet with their program chair/dean or designee to develop a Student Learning Enhancement Plan that, if followed, will ensure the student is able to meet SAP in a maximum of three quarters. Students who meet the SAP Standards at the end of the FA Warning quarter will be removed from FA Warning and returned to a SAP Met/Good Standing status. Students not meeting the SAP requirements at the end of the quarter (payment period) may be dismissed and must appeal to remain in school (see SAP Appeals). Students placed on FA Warning are eligible to receive Title IV aid.

Students not meeting SAP at the end of the FA Warning quarter must appeal to the school in writing describing the mitigating circumstances that led them to not meet SAP (please see SAP Appeals). If a student chooses not to appeal or his/her appeal is denied he/she will be dismissed. Students whose appeal has been approved will be placed on Financial Aid Probation (FA Probation). Students on FA Probation will continue on a Student Learning Enhancement Plan that, if followed, will ensure the student is able to meet SAP in a maximum of two quarter (payment periods). Students who meet the SAP Standards at the end of their FA Probation quarter (payment period) will be removed from FA Probation and returned to a SAP Met/Good Standing Status. Students not meeting the SAP standards at the end of the FA Probation quarter but continue to meet the requirements laid out in the Student Learning Enhancement Plan will be allowed to continue and do not need to re-appeal. Student failing to meet the requirements laid out in the Student Learning Enhancement Plan will be dismissed from

the university. Students placed on FA Probation are eligible to receive Title IV aid. (Please read the university catalog for more information).

Federal Work Study

The Federal Work-Study provides part-time jobs to undergraduate students with financial need, allowing the student to earn money to help pay their education expenses. The program encourages community service work and work related to student's course of study. For more information on Work Study, go to <https://studentaid.ed.gov/types/work-study>

STUDENT INVOLVEMENT IN SCHOOL OF PHARMACY COMMITTEES

Student input is valued in the governance of the School of Pharmacy and AUHS. Thus, students may be nominated, asked to volunteer or be appointed to serve on various committees within the School of Pharmacy and the University. Students are encouraged to be actively involved in the School of Pharmacy and the University-wide activities.

ELIGIBILITY FOR LICENSURE

After completion of the Pharm.D. program and its requirements, students may be eligible to take the North American Pharmacist Licensure Examination (NAPLEX). For requirements on sitting for the NAPLEX, students should review the guidelines for the State Board of Pharmacy.

STUDENT/PROFESSIONAL ORGANIZATIONS

STUDENT ORGANIZATIONS

Joining a student or professional organization can provide many opportunities and benefits. Forming new networks, academic, professional, and personal growth, developing your social and leadership skills, getting involved with community service projects and broadening your academic, cultural, and social interests are a few of the ways student organizations may enhance your educational experience.

Contact Student Affairs if you are looking to join a student organization, start a club, or are the leader of an existing club.

CALIFORNIA PHARMACISTS ASSOCIATION

Founded in 1869, CPhA represents pharmacists, technicians, and student pharmacists from all practice settings including community pharmacy (both independent owners and employees working in chain drug stores), hospitals & health-systems, and specialty practices such as compounding, managed care, and long term care. The mission of the organization is to advance the practice of pharmacy for the promotion of health.

CALIFORNIA SOCIETY FOR HEALTH SYSTEM PHARMACISTS

The mission of CSHP is to represent and empower pharmacists and pharmacy technicians practicing in health-systems to promote wellness, patient safety and optimal use of medications. The student chapter of the CSHP should serve the interests of pharmacy students.

AMERICAN SOCIETY FOR HEALTH SYSTEM PHARMACISTS

The mission of pharmacists is to help people achieve optimal health outcomes. ASHP helps its members achieve this mission by advocating and supporting the professional practice of pharmacists in hospitals, health systems, ambulatory care clinics, and other settings spanning the full spectrum of medication use. ASHP serves its members as their collective voice on issues related to medication use and public health.

AMERICAN PHARMACISTS ASSOCIATION ACADEMY OF STUDENT PHARMACISTS (APHA-ASP)

“The mission of the APhA-ASP is to be the collective voice of student pharmacists, to provide opportunities for professional growth, to improve patient care, and to envision and advance the future of pharmacy.”

RHO CHI HONOR SOCIETY

“The Rho Chi Society is the national academic honor society in pharmacy and serves as a means for the advancement of the profession. Membership into The Rho Chi Society distinguishes students by their outstanding academic and professional achievements. The vision of the Society is to instill in its members’ the desire to pursue intellectual excellence and critical inquiry to advance the pharmacy profession. The Society promotes high standards of conduct and character and seeks recognition of its members as lifelong intellectual leaders in pharmacy.”

ACTIVITIES AND EVENTS

Community Service

Active involvement outside of the classroom contributes to our students' learning experience. Participating in co-curricular and community service activities develops valuable leadership and organizational skills and contributes to a students’ marketability.

Student Services sponsors programs and events throughout the year to help create that sense of community which is vital to any institution of higher learning.

A list of upcoming events is posted in Canvas and students can sign up through the portal. For activities sponsored by other organizations, an approval form needs to be filled out and submitted to the Associate Dean of Student Affairs and Admission for the SOP.

100 hours of community service needs to be completed prior to graduation. Students are required to complete a mission trip to graduate from the program.

EMERGENCY PLAN

If buildings must be evacuated, faculty is to direct students to a prearranged area. The designated Area for the School of Pharmacy is the parking lot behind Building Three (3). If a fire alarm sounds, you **MUST** leave the building immediately. Take only your personal belongings with you. Re-enter the building only when the fire department tells you it is safe. Do not leave the evacuation area until instructed to do so. If an earthquake occurs, take cover immediately under a desk, table, etc. Cover your head and neck and stay away from windows. Follow the evacuation plan when it is safe to do so. For any other emergencies on campus, please dial 7-911.

ADDITIONAL EMERGENCY INFORMATION

If an emergency occurs when you are **NOT** in class, and you need information on what to do, you can call (562) 988-2278 to find out information regarding class schedules, etc. Local radio and television stations will also broadcast any changes that the University might need to make based on local events. You can also check the AUHS website at www.auhs.edu.

CHANGES TO POLICY AND/OR CURRICULUM REQUIREMENTS

The School of Pharmacy, due to the nature and demands of an education program and the pharmacy profession, reserves the right to change specific policies and/or curricular requirements to enhance and update the curriculum design for the program of pharmacy. These changes will be made known to the students as they occur.

A signature page at the end of the Student Handbook must be read, signed and returned to the School of Pharmacy prior to the first day of the student's first class. *Students will not be allowed in any pharmacy class without having a signed signature page on file with the School of Pharmacy.*



AUHS POLICY AND PROCEDURE REGARDING: RESPONDING TO STUDENT COMPLAINTS THAT A PROFESSOR IS NOT IMPLEMENTING AN APPROVED ACADEMIC ADJUSTMENT

AUHS is committed to a fair process for the resolution of student complaints that a professor is not implementing an approved academic adjustment.

The following process may be used by students with disabilities to resolve complaints that a professor is not implementing an approved academic adjustment.

A student who believes that his or her professor is not implementing the student's approved academic adjustment(s) is encouraged to seek resolution through the office of the Director of Student Affairs. Students are encouraged not to discuss any disagreement with the Professor regarding academic adjustments directly with the Professor. If the Professor initiates such a conversation, the student is encouraged to refer the Professor to the office of the Director of Student Affairs.

A student who believes that his or her professor is not implementing the student's approved academic adjustment(s) should promptly inform the Office of the Director of Student Services so that an investigation can take place and corrective action, if necessary, can be taken to prevent recurrence and to correct its effects. Complaints that a professor is not implementing the student's approved academic adjustments generally cannot be resolved until the student informs the office of the Director of Student Affairs of the situation.

While it is recommended that the student promptly inform the office of the Director of Student Services, all complaints must be filed no later than 60 calendar days after the event giving rise to the complaint, or within 30 calendar days after the end of the quarter, whichever is longer. The time period for filing a complaint may be extended for good cause as determined by the Provost or his/her designee.

Students are encouraged to use the Student Grievance Form for Claims of Discrimination, Harassment and Retaliation ("Complaint") but it is not required, and submit it to the Director of Student Services, or a designee of the Director of Student Services. If a Complaint is presented in another written format, such as a letter, the University may ask the student to provide additional information for completeness and clarity. If a student is unable to complete the complaint form due to a disability, a designee of the Director of Student Affairs will assist the student. A copy of the Complaint form can be found at www.auhs.edu/resources.

A student may choose to participate in an Optional Informal Managed Resolution Process, or the Formal Resolution Process, described below. While a student is encouraged to begin with an informal resolution, a student may choose to start with formal resolution.

1. Handling of a Complaint and Interim Measure

- 1.1 After a complaint is received, AUHS's Director of Student Services or the Director's designee will either assign him or herself the role of Investigator or select an impartial staff member from the office of the Director of Student Affairs who has received training in the University's obligations with regards to Section 504 of the Rehabilitation Act of 1973 and the University's policies and procedures regarding the implementation of the students' approved academic adjustments. The Investigator may have access to legal counsel as determined by the Director of Student Affairs or the Provost.
- 1.2 After a complaint is received, the Investigator shall determine whether interim measures are necessary to protect the student involved. Any interim measures will be implemented in a manner that attempts to minimize the burden on the student.

2. Optional Informal Managed Resolution Process

- 2.1 Within two school days of receiving the complaint, the Investigator shall notify the student of the option to proceed with an informal managed resolution process. This is an optional process that the student may terminate at any time. The student is not required to participate in this process or meet directly with the Professor.
 - 2.2 If the student accepts the option to proceed with an informal managed resolution process, the Investigator and the Dean of Students shall promptly confer with the Professor regarding implementing the student's approved academic adjustment. In conferring with the Professor, the Investigator and the Dean of Students shall respect the privacy of the student regarding his or her disability and will not disclose to the Professor what the student's disability is. Once approved, the Professor must promptly and immediately implement a student's approved academic adjustments, upon notice. If the Professor has questions or concerns about how to properly implement the approved academic adjustment, the Investigator and the Dean of Students will guide the Professor in implementing the adjustment.
- In the event that the Professor disagrees with the student's approved academic adjustments, an interactive process will be engaged between the student, professor, Office of Student Services, and the Dean of Students to determine any appropriate changes to the students' approved academic adjustments. Students denied a requested accommodation may appeal the decision through the University's informal and formal dispute resolution process. AUHS has adopted and published grievance procedures providing for appropriate due-process procedures and for prompt and equitable dispute resolution. If the Professor continues to dispute the appropriateness of an accommodation for a particular course, the Investigator and the Dean of Students will refer the disagreement to the Provost. The Provost will confer with the Investigator and the Dean of Students regarding an alternate accommodation, or agree that no

accommodation is appropriate, or agree that the current approved academic adjustment is to be honored by the Professor. The professor is legally obligated to provide the approved academic adjustments to the student until the interaction and appeal process to change them have been completed. The student is not responsible for managing disagreements between the administration and a professor regarding the appropriateness of an approved academic adjustment.

The results of the determination by the administration will be memorialized in an Optional Informal Resolution Agreement that is sent to the student. If the student accepts the proposed informal resolution, the matter will be closed. The Professor shall sign the Optional Information Resolution Agreement, if accepted by the student, affirming that the Professor will abide by its terms and implement all approved adjustments. The Investigator will follow up with the student within 30 calendar days of acceptance of the Optional Informal Resolution Agreement to see if there have been new incidents or retaliation for making a complaint.

- 2.3 If the student does not accept the Optional Informal Resolution Agreement, the Complaint will be processed using the Formal Resolution Process.

3. Formal Resolution Process

3.1 Investigation into Complaint

An investigation into a Complaint will commence within five school days from receiving the complaint, unless Section 1 above is applicable, or the student withdraws the complaint.

The Investigator will investigate the Complaint and document his or her efforts and findings. The investigation shall include, but not be limited to, review of records, notes, or statements related to the complaint; interviewing witnesses (if applicable); interviewing the student; and interviewing the Professor. At no time will the student and the Professor be interviewed together.

The Investigator will make reasonable efforts to protect the privacy of the student and the Professor. In the course of the investigation, it may be necessary to reveal the names of the parties involved to witnesses. If this occurs, the investigator will stress to the witness(es) that this is a confidential matter and ask that it not be discussed outside the investigation. Unfortunately, because the investigation may involve third parties who are not under the control of AUHS, AUHS cannot ensure confidentiality in connection with any investigation.

The student and the Professor will have an equal opportunity to present relevant witnesses and evidence to the Investigator. Each party shall have the opportunity to comment to the Investigator, either in writing or in person, on the information learned in the investigation.

A student's refusal to provide the Investigator with documents or other evidence related to the allegations in the complaint, failure, or refusal to cooperate in the investigation, or engagement in other acts to hinder the investigation may result in the dismissal of the Complaint because of a lack of evidence to support the allegations. Similarly, the Professor's refusal to provide the

Investigator with documents or other evidence related to the allegations in the complaint, failure to participate in the investigation, or engagement in other acts to hinder the investigation may result in a finding that the Professor automatically violated his or her obligation to implement all approved academic adjustments to the student.

The investigation must be completed within 30 calendar days after receiving a Complaint. This time period may be extended by the Provost upon a showing of good cause that additional time is necessary to conduct a fair investigation. However, it is AUHS's policy to make reasonable efforts to complete the investigation within the 30-calendar-day period. If an extension is needed, the Provost will notify the student and the Professor in writing of the extension and the reason for the extension.

Written Report

Within 10 calendar days after the completion of an investigation, the Investigator will provide a written report of the investigation to the Provost and, if applicable, the Dean in charge of the Professor. The written report will include a summary of the allegations, a description of the investigation, a description of the relevant information gathered, and a determination of whether the Professor improperly failed to implement the student's approved academic adjustments.

Response to Complaint

Within seven calendar days after receiving the report from the Investigator, the Provost must determine a response to the Complaint. In reaching a decision as to how to respond, the Provost may take into consideration the following:

- a. The report and recommendation of the Investigator.
- b. The effect of the misconduct on the student.
- c. The type, frequency, and duration of the misconduct.
- d. Other incidents of alleged misconduct by the Professor.
- e. Advice of legal counsel or other professionals.
- f. Whether an Optional Informal Resolution Agreement was violated; and
- g. Any other information the Provost deems as relevant.

If the Provost determines that the Professor improperly failed to implement the student's approved academic adjustment, the Provost will also determine the steps that will be taken to prevent recurrence of this, and to correct its effects on the student, and others.

Within eight calendar days after receiving the report from the Investigator, the Provost will provide a written notice to the student (Complainant Notice) concerning the outcome of the investigation. The Complainant Notice shall state that an investigation was performed, the outcome of the investigation, and any remedies provided to the student. In order to maintain privacy rights, the Provost is not required to disclose every detail about the nature of any corrective action taken against the Professor. However, the Complainant Notice will include the consequences imposed on the Professor that relate directly to the subject of the complaint.

The Complainant Notice shall advise the student that if he or she continues to be denied approved academic adjustments he or she should immediately report such incidents to the Investigator. Further, the Investigator will follow up with the student within 30 calendar days of the Provost's Complainant Notice to see if there have been new incidents or retaliation for making a complaint. The Investigator will keep a record of his or her findings and promptly investigate any further allegations and will notify the Provost in writing of the further allegations and investigation within 10 calendar days of learning of the further allegations.

If the outcome of the investigation is that there was no failure to implement an approved academic adjustment, the Complainant Notice will also include the student's right to appeal the decision of the Provost within 15 calendar days of the date of the Provost's Complainant Notice. The Complainant Notice will include the procedures for initiating such an appeal.

Within eight calendar days after receiving the report from the Investigator, the Provost will send a separate notice of the outcome to the Professor (Accused Notice). The Accused Notice shall state the outcome of the investigation, whether the allegations were substantiated and what, if any, corrective action will be taken to prevent recurrence of the issue and to correct its effects. The Professor will have the opportunity to appeal any finding that he or she violated the obligation to implement approved academic adjustments by filing an appeal within 15 calendar days of the date of the Accused Notice. The Accused Notice will include the procedures for initiating such an appeal.

Should no request for an appeal be initiated within the time to appeal, the decision of the Provost will be final and binding.

4. Appeal Process

To appeal a decision of the Provost, the appealing party must provide written notice ("Notice of Appeal") to the Dean of Students of his or her intent to appeal within 15 calendar days of the date of the Complainant or Accused Notice by the Provost. The Notice of Appeal must include the specific reasons for the appeal and any evidence the appealing party would like considered as part of the appeal. Within three school days of receiving the Notice of Appeal, the Dean of Students will provide notice to the non-appealing party of the appeal and the basis for the appeal. The non-appealing party will have 15 calendar days to respond to the statements in the appeal.

The appeal process will be limited to determining (1) whether the decision was supported by a preponderance of evidence; (2) whether the findings of the Investigator as to whether the incidents occurred are supported by a preponderance of the evidence; and (3) whether the investigation was conducted in a fair and impartial manner.

The appeal will be decided by an impartial panel selected by the President. The panel shall consist of three impartial persons who have received training in the legal obligations of Section 504 of the Rehabilitation Act. The President will appoint one person to chair the panel. The panel will receive and review the Notice of Appeal, a copy of the investigation notes, the report by the investigator, and the Complainant and Accused Notices. The chairperson will arrange meetings of the panel to discuss the appeal and render a decision.

The written appeal decision shall include a summary of the issues raised on appeal, a summary of the evidence considered, a decision as to the appeal, what evidence supports

the decision, and what additional remedies, if any, are necessary. The panel will provide a written appeal decision of its findings to the student, the Professor, the Provost, and the Investigator within 50 calendar days of receipt of the Notice of Appeal.

The decision of the panel is final and will conclude the complaint process.

The following link provides access to the Implementation of Approved Reasonable Accommodations Form: [Implementation of Approved Reasonable Accommodations. pdf](#)



HIPAA AUTHORIZATION FORM

I, _____ (please print), give permission to American University of Health Sciences to disclose the following protected health information to: Prospective Clinical Sites (TBD).

Information to be disclosed (check all that apply):

- ✓ **Medical Records**
- ✓ **Treatment Records**
- ✓ **Diagnostic Records**
- ✓ **Titers**

Please read and initial the following statements:

____ This protected health information is being used or disclosed to determine clinical clearance.

____ This authorization expires upon the completion of the program.

____ You may refuse to sign this authorization; however, doing so will prevent clinical clearance.

____ You may inspect or copy the protected health information to be used or disclosed under this authorization.

____ You may revoke this authorization in writing at any time by submitting written notification to American University of Health Sciences at 1600 E. Hill St., Signal Hill, CA 90755.

____ Your signature below indicates your understanding and agreement of the aforementioned:

Printed Name

Student Signature

Date



STUDENT STATEMENT REGARDING HEPATITIS B.

I understand that as a nursing or health sciences student I will potentially be exposed to blood borne pathogens or other potentially infectious materials (OPIM), and that I may be at risk of acquiring the Hepatitis B Virus (HBV) infection or other potentially dangerous diseases as an occupational hazard.

I further understand that while I am in process of receiving the series of vaccine injections for Hepatitis B, I may not be fully protected against the disease and may continue to be at risk for the Hepatitis B Virus and that receiving the series does not guarantee me immunity to the disease. I also recognize that completing the Hepatitis B series also does not guarantee my immunity from the disease, and that only by obtaining a titer can this be determined.

I also understand that it is my right to decline the Hepatitis B vaccination series at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials, and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at any time at my expense.

American University of Health Sciences strongly urges you to use precautions and established best practices when dealing with potentially infectious materials and to obtain a Hepatitis B titer to determine whether you are protected from the disease.

By choosing nursing or another health science related career, I acknowledge my risk of exposure to blood borne pathogens and other potentially infectious materials and accept full responsibility for my decisions related to Hepatitis B.

Printed Name

Student Signature

Date

I have completed the Hepatitis B series or am completing the series and accept that this does not guarantee me immunity from the disease.

Printed Name

Student Signature

Date



American University of Health Sciences

RETURN TO CAMPUS (RTC)

To: AUHS Students

It is the goal of American University of Health Sciences to maintain compliance with Center for Disease Control (CDC), State, and Los Angeles County guidelines regarding Coronavirus (COVID-19) safety practices in the workplace. To that end, we are requiring new practices to be enacted in keeping compliance. Please review the following guidelines, sign the document, and return to student services acknowledging that you will adhere to and accomplish these policies **when on campus**. Please keep in mind that this document cannot cover every situation, and that AUHS expects its students to use good judgment for any situations or practices not mentioned here. Students are advised to contact Student Services at for covid-19 related inquiries, and/or contact your school dean for inquiries relating to these policies.

<https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html>

OVERVIEW: According to CDC, COVID-19 is thought to spread mainly through close contact from person-to-person (within about 6 feet), through respiratory droplets produced when an infected person coughs, sneezes, or talks, or may be spread by people who are not showing symptoms. Another factor is whether the spread is sustained, which means it goes from person-to-person without stopping. It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes (<https://www.cdc.gov/>)

Guidance for Institutions of Higher Education (IHEs)

Key Points

This guidance supplements and does not replace any federal, state, tribal, local, or territorial health and safety laws, rules, and regulations with which IHEs must comply.

- This guidance provides resources that IHE administrators can use to prevent the transmission of SARS-CoV-2 among students, faculty, and staff.
- IHE administrators can help protect students, faculty, and staff and slow the spread of COVID-19 by encouraging vaccinations and using CDC's Guidance for IHEs.
- IHEs can help increase vaccine uptake among students, faculty, and staff by providing information about COVID-19 vaccination, promoting vaccine trust and confidence, and

establishing supportive policies and practices that make getting vaccinated as easy and convenient as possible.

- IHEs can play a critical role in offering and promoting vaccination to help increase the proportion of students, faculty, and staff that are vaccinated to help slow the spread of COVID-19 and prevent interruptions to in-person learning.
- CDC recommends indoor masking in public for everyone in areas of [substantial or high transmission](#).
- CDC recommends time for isolation be a minimum of 5 days for everyone and quarantine be a minimum of five full days for those who are not up to date with their COVID-19 vaccines. People who are severely ill with COVID-19 and people with [compromised immune systems](#) might need to isolate at home longer. For details see [Quarantine and Isolation](#).
- Shared housing (for example, dormitories) in institutions of higher education is considered a lower risk congregate setting due to the lower risk of severe health outcomes (such as [hospitalizations](#) and [death](#)) associated with young adults. Therefore, CDC recommends shared housing in IHE settings follow the general public guidance for [quarantine and isolation](#).
- IHEs should implement an entry [screening testing](#) strategy at minimum for people who are not up to date with their vaccines prior to the beginning of each term, including those who live off campus.
- IHEs should initiate increased serial screening testing among students, faculty, and staff at a minimum for those who are not up to date with their vaccine, in addition to rapid case investigation and contact tracing in the context of moderate, substantial, or high community transmission.

***continued Updates from CDC will be sent to students and posted in this handbook**

Required Policies: AUHS is requiring its students to comply with the following CDC mandatory guidelines:

1. **Sick students** should not return to campus, or end isolation until they have met CDC's [criteria to discontinue home isolation](#).
2. **Physical distancing:** Avoid close contact with others, especially if they are sick. Keeping a **6-foot** distance is the CDC recommendation. Remember that some people without symptoms may be contagious. Cover your mouth with a tissue or handkerchief if you cough or sneeze and wash your hands thoroughly after doing so.
3. **Cleaning and disinfecting the area(s) you used: Areas in the classroom, library, student lounge, cafeteria, chairs, desktops, etc.** Please sanitize/disinfect these areas you used with sanitizer/disinfectant available in each area. Office door handles and countertops will be disinfected nightly at the minimum. AUHS will provide disinfectant, and cleaning supplies needed. If you have small, individual hand sanitizers, we recommend you bring them with you for your own personal use, as well.
4. **Masking:** AUHS students will wear their own personal mask at all times while on campus and interacting with other employees, and students. Bandannas are not allowed to be used as masks. AUHS will notify visitors to wear a mask when on campus.
5. **Handwashing:** Students will wash their hands regularly for 20 seconds with soap and water, particularly after having contact with frequently used surfaces. Hand sanitizer with at least 60% alcohol may also be used if handwashing is not practical.

6. **Personal Items:** Avoid bringing to campus. Choices of bringing items to the campus are limited to books, papers, pens, and other necessary materials to meet the instructional objectives for the day. Purses and backpacks should be placed in the vehicle trunk, or if this is unavoidable, placed in one location and not moved.
7. **Common Areas:** Seating where students will be present will be staggered at **6 feet or more**. When entering and exiting a room, students should avoid walking through a doorway at the same time. Allow one person to enter and another to exit to maintain distancing.
8. **Lunch and Break Rooms on campus:** Student's lunches and breaks will be staggered to restrict the number of people allowed at one time so that a six-foot distance can be maintained. The area must be cleaned and disinfected after each use. There will be no shared paper/plastic products in the student lounge areas, cafeteria, and outdoors seating areas. There will be no shared food. Students should bring utensils from home. Students should bring their own bottled water or soft drinks from home.
9. **Restrooms:** Restrooms will be used one person at a time. AUHS will create "In Use" signs to be posted. When using restrooms, please use all CDC safety recommendations, to include washing of hands for 20 seconds prior to exiting, and using a paper towel to open the door, remember to discard the paper towel following exit of the restroom.
10. **Spacing:** When students are working together or with others, i.e. in skills laboratory, they will maintain a space of **six feet at all times**. Limit gathering to the least number as much as possible.
11. Limit any nonessential gatherings and activities during lunch, breaks, and after school.

American University of Health Sciences' obligation to your health and safety:

- AUHS students who are exhibiting symptoms of illness will be required to stay home. Students who show up to work with symptoms of illness (coughing, sneezing, runny nose, elevated temperature, shortness of breath), will be sent home. Students are encouraged to self-monitor their symptoms through regular temperature checks and self-assessments and call in sick if they feel they may be experiencing illness.
 - AUHS will establish a plan in case a student is diagnosed with COVID-19 and has recent close contact with employees and other students (closer than 6 feet for ten minutes or more), which may include a 14-day home quarantine for any affected employee.
 - Student complaints about perceived safety issues will be taken seriously and investigated, and AUHS will not take any retaliatory action against employees who make such claims in good faith.
 - AUHS leadership will check in regularly to ensure these guidelines are being followed and respond to any questions or concerns students may have. AUHS will also send out regular updates via e-mail regarding any changes of policies.
 - AUHS maintains full compliance with all Federal, State, and County mandates, and ensuring the health and safety of our students, employees, and clients is our first priority.
 - This situation is ongoing and evolving, and AUHS will monitor the situation for guidance and provide updates to this document as they happen.
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We appreciate your cooperation in the policies above to keep our workplaces safe for our students, employees and others. Please let your instructor, school dean, and student services know if you have any questions or concerns.

Additional resources:

<https://www.cdc.gov/coronavirus/2019-ncov/your-health/quarantine-isolation.html>
<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/coronavirus-self-checker.html>
<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html>



ACKNOWLEDGMENT/SIGNATURE:**Student Statement and Acknowledgment Regarding COVID-19**

I have read the above CDC guidelines and agree to abide by these guidelines fully. I also understand that updates to CDC guidelines on COVID-19 will be provided by the school and that I am also responsible to seek these updates on my own. Affiliating agencies may require mandatory COVID-19 vaccination for students to be able to continue and complete required clinical rotation hours, therefore, I will comply with the requirements set forth by affiliation sites utilized by AUHS. If I have any questions about these guidelines and affiliation sites requirements, I will contact my school dean or student services.

Printed Name

Student Signature

Date

ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION ABOUT AUHS SCHOOL OF NURSING ACADEMIC POLICIES

SIGNATURE AND CONFIRMATION PAGE

Each student is responsible for reading and understanding the content of the AUHS School of Nursing Student Handbook and acting in accordance with the guidelines and spirit of the provision outlined therein.

I, _____ (print name), have read the AUHS School of Nursing Student Handbook, and my signature below indicates that I understand the content of the handbook as it applies to my course of study, and agree to abide by the policies and regulations outlined therein.

Printed Name

Student Signature

Date



" Looking unto Jesus the author and finisher of our faith; who for the joy that was set before him endured the cross, despising the shame, and is set down at the right hand of the throne of God" - Hebrews 12:2-