



**School of Pharmacy
Supplemental Student
Handbook
2025-2026**

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I. General Regis University Policies and Information for Students

University Standards of Conduct

All School of Pharmacy (SOP) students are responsible for all information in the Regis University Catalog, the Regis University Student Handbook, and the Regis University SOP Supplemental Handbook. Failure to read and understand the policies and procedures contained in the Regis University Catalog, the Regis University Student Handbook, the SOP Student Supplemental Handbook and other appropriate documents does not relieve the student of responsibility. Community Standards and the Regis University Student Code of Conduct are available at: <https://www.regis.edu/life-at-regis/student-affairs/community-standards-and-care>.

II. Rueckert-Hartman College for Health Professions (RHCHP)

Within the Jesuit Catholic tradition of Regis University, the Rueckert-Hartman College for Health Professions embraces the following vision, mission, values and goals.

Rueckert- Hartman College for Health Professions Vision

Our vision is to be recognized for educating exceptional health care leaders who serve the greater good.

Rueckert-Hartman College for Health Professions Mission

The RHCHP mission is to advance the ideals of social justice and the health of our global community through innovative teaching and learning, as well as exceptional practice and scholarship.

Rueckert-Hartman College for Health Professions Values

We commit ourselves to:

- Consider the care and education of the whole person
- Foster a culture that uses evidence as the basis for education and practice
- Encourage exploration of ethical issues and values applied in health care
- Provide educational and service opportunities that are transformative
- Promote a student-centered learning environment
- Cultivate the development of leadership skills in service of others
- Collaborate across professional lines and with the broader community to provide contemporary learning experiences
- Nurture respect for human diversity and inclusion

III. Regis University School of Pharmacy (SOP)

Regis University SOP Vision

The SOP's vision is to educate graduates who will become leaders in the pharmacy profession, and who will excel in public service and interprofessional health care. We support this vision with faculty who excel in teaching, scholarship, and service, and by being the premier innovator in integrated team-based education.

Regis University SOP Mission

To support the university's mission, the mission of Regis University SOP is to educate men and women to become exceptional and socially responsible pharmacists. We commit to the Jesuit tradition of values-centered education focusing on personal development and leadership in the service of others, including the underserved.

Through our commitment to team-based education, we develop knowledgeable, skillful, and principled practitioners. Our learners excel in critical thinking and communication skills and are prepared to improve and transform health care in a global community.

We are committed to community engagement, professional leadership, and scholarly activities that contribute to the advancement of pharmacy education, pharmaceutical sciences, and pharmacy practice.

Regis University SOP Values

- Integrity – honesty, fairness, respect for individual worth
- Quality – excellence, ability, reputation
- Initiative – purpose, innovation, life-long learning
- Commitment – justice, engagement, community
- Service – spirituality, compassion, caring
- Leadership – inspiration, collaboration, accomplishment

Regis University SOP Over-arching Strategies

We commit ourselves to:

- Prepare professionals able to practice effectively in the changing health care environment.
- Encourage exploration of ethical issues, spiritual dimensions, and cultural differences.
- Provide educational opportunities that facilitate learning, critical thinking and effective communication.
- Promote a student-centered learning environment that respects the unique needs of the individual.
- Cultivate the development of leadership skills in service of others.

- Collaborate with the broader community to meet current and anticipated health care needs.
- Foster respect for human diversity.

Accreditation Status of Regis University SOP

Regis University is accredited by The Higher Learning Commission and is a member of the North Central Association. The Commission can be reached via the Internet at <https://www.hlcommission.org/> or by telephone at (312) 263-0456.

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

Regis University Rueckert-Hartman College for Health Professions SOP's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE). ACPE is recognized by the US Department of Education as the national agency for the accreditation of professional degree programs in pharmacy. For more information about the Doctor of Pharmacy accreditation process visit www.acpe-accredit.org or send an inquiry to:

ACPE

190 South LaSalle Street, Suite 2850

Chicago, IL 60603, (312) 664-3575; FAX (866) 228-2631

website: www.acpe-accredit.org

School of Pharmacy Personnel

School & University Phone Numbers From a campus telephone, dial the last four numbers.			
School of Pharmacy			303-625-1304
<u>Faculty/Staff</u>	<u>Email</u>	<u>Office</u>	<u>Telephone</u>
Dean			
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Geoff Metcalf, Director of Business Development	gmetcalf@regis.edu		303-458-4250

IV. Admissions

Nondiscrimination

In accordance with its Jesuit Catholic mission, Regis University is committed to maintaining an inclusive atmosphere in which civil rights of every individual are recognized and respected. Regis University complies with all local, state, and federal nondiscrimination laws and regulations in the provision of educational services and in employment practices.

Admission Policy

Applicants to the Doctor of Pharmacy (PharmD) program must complete and submit their application through PharmCAS at (www.pharmcas.org). Initial screening of PharmCAS applications is performed by the Rueckert-Hartman College for Health Professions Office of Admissions & Student Operations. Screening is based on selection criteria designed by the SOP faculty. Based on the results, applicants are invited for an interview with members of the RHCHP faculty, current students, +/- leaders in the pharmacy community.

INTERVIEW SELECTION CRITERIA

- Recommended minimum science and mathematics grade point average of 2.5 (on 4.0 scale)
- Required grade of C- or better in prerequisites. Prerequisite course work must be completed prior to matriculation.
- Submission of the PharmCAS application
- One letter of recommendation

If English is not your native/first language, you must provide proof of English proficiency, as further described in the section on International Students.

INTERVIEW DAY

Selected applicants will be invited for a virtual or on-campus interview. The interview day typically consists of the following:

- Welcome session
- Team-based learning activity or overview
- Tour of the campus
- Interviews
- Lunch
- Introduction to Regis University and the SOP
- Opportunity for adult family members and guests attending on-campus interview days to meet with the SOP Dean.

Informational activities will be provided for parents, spouses and partners while the

applicant participates in the interview process.

QUALIFIED APPLICANTS

Multiple criteria are used in admission screening and decisions including:

- Scores on interview
- Recommended minimum science and mathematics grade point average of 2.5 (on 4.0 scale)
- Required grade of C- or better in prerequisites. Prerequisite course work must be completed prior to matriculation.
- PharmCAS application

Applicants will be selected by the Admissions Committee. The Office of Admissions will send an offer of admission to qualified applicants. The admission decisions of the Admissions Committee are final.

OFFER OF ADMISSION

Applicants who have been selected for admission into the Doctor of Pharmacy program will receive either a conditional or final offer of admission.

Conditional admission will be offered to applicants who are attending a post-secondary institution and whose final academic grades for prerequisite courses are not yet available. Applicants offered conditional admission are accepted into the program pending successful completion of prerequisite courses with a grade of "C-" or higher, successful completion of a background check and drug screen, maintaining grades consistent with the initial review. Students must submit official transcripts to the Office of Admissions demonstrating that the conditional requirements have been met prior to the first day of regular classes. Final admission will be given to applicants who have met all the admission criteria and who have submitted all application documentation. If conditions are not fully met at matriculation, the offer of admission will be rescinded.

DEPOSIT

Applicants must reply to the Office of Admissions within 10 business days of receipt of the offer of admissions. A \$500 non-refundable deposit is required upon acceptance. Applicants who matriculate into the Doctor of Pharmacy program will have their deposit applied to tuition for the fall semester of their first year following matriculation.

INTERNATIONAL STUDENTS

There are specific requirements for international students that must be met to be considered for admission at Regis University. All applicants must meet the above defined minimum qualifications for admission plus international students must:

- Submit an evaluation of foreign educational credentials from one of the agencies approved by Regis University (Note: approved agencies can be found at www.naces.org. Photocopies of the evaluation are not acceptable.)

- Provide Proof of English Proficiency*
 - A. Send official test scores from one of the exams listed below directly to the Regis University Office of Admissions in a sealed envelope, or they can be emailed to your admission counselor. We accept the following scores:
 - Official TOEFL iBT test result of 78 or higher (Regis TOEFL code: 4656)
 - Official IELTS score of 6.0 or higher
 - Official Duolingo English Test score of 105 or higher
 - Official PTE score of 53 or higher
 - AP English score of 4 or higher
 - IB English score of 5 or higher
 - “A” Level English score of B or higher
 - Cambridge: First Certificate in English (FCE) with a grade of B or higher
 - **SAT** score of 650 or higher on the redesigned SAT evidence-based reading and writing section. (*Must submit official scores directly from the testing center. No self-reported scores accepted.*)
 - **ACT** score of 27 or higher on the ACT English section. (*Must submit official scores directly from the testing center. No self-reported scores accepted.*)
 - B. Provide an official letter or Certificate of Level Completion from the Director of New America College showing satisfactory completion of the Level 6 English Language Acquisition (ELA) Program at New America College <https://newamericacollege.edu/>
 - C. Provide official transcripts showing a grade of C or better in a college-level English class at a regionally accredited U.S. institution.
 - D. Provide official transcripts stating courses were taught in English, and that you earned a grade of C or better in those courses.
 - E. Provide official transcripts showing a completed undergraduate or graduate degree from a regionally accredited U.S. institution.

* Citizens of one of the following countries are not required to provide proof of English proficiency: Australia, Canada, Ghana, New Zealand, South Africa and the United Kingdom.

- Submit a financial statement showing that you can pay all expenses for your first year of study on campus. The statement should be an unaltered color copy of an original bank statement that is stamped, dated, and signed by the bank official. Your financial statement must include:
 - The name of the account holder
 - The length of time the account has been active
 - Proof of a balance of **at least**:
 - \$66,250 USD* for undergraduate programs
 - \$36,296 USD* for graduate programs
 - If you will have dependents, add the following amounts to the required balance:
 - Add \$5,000 for a dependent spouse
 - Add \$3,200 for each dependent child
 - If a sponsor or organization will pay for part or all of your expenses during your first year as an on-campus Regis student, you must also submit an Affidavit of Support form.
- Submit a clear, color copy of your passport front and back. Email it to ruadmissions@regis.edu.

If you want to **transfer from another U.S. college or university**, and you will be studying on campus, please send us the following additional items:

- A copy of your current visa with I-94
- All I-20s from all U.S. institutions you have attended

Once you have received your Regis University acceptance letter, you must take the following steps to initiate your transfer to Regis University:

1. Contact your current University DSO and request that they process your transfer request in SEVIS to Regis University.
2. Present your current University DSO a copy of your acceptance letter to Regis.
3. Let your current University DSO know your start date for Regis (must be within 5 months of transfer).
4. Regis University will receive the transfer request from SEVIS and process your new I-20, assuming you have met all other requirements.

PREREQUISITES

Natural Sciences and Mathematics 37SH

General Biology and Lab I 4SH

General Biology and Lab II 4SH

General Chemistry and Lab I* 4SH

General Chemistry and Lab II* 4SH

Organic Chemistry and Lab I* 4SH

Organic Chemistry and Lab II* 4SH

One upper division biology class (examples include): 3SH

Biochemistry Cell

Biology

Genetics & Genomics

Immunology Microbiology

Molecular Biology

College Algebra or Higher (Statistics recommended) 3SH

Human Anatomy (Lab recommended) 3SH

Human Physiology (Lab recommended) 3SH

Written and Oral Communication 6SH

English Composition 3SH

Speech Communication or equivalent 3SH

Social/Behavioral Sciences 6SH

Social Science Electives (Sociology, Psychology, and Economics recommended)

6SH

Other 24SH

General electives 24SH

Total Pre-Professional Requirements 72SH

*Four-credit courses in General Chemistry I & II and Organic Chemistry I & II will be honored as long as a lab is included.

Students may complete their pre-pharmacy course requirements at Regis University or at any regionally accredited college or university in the U.S. International graduates must submit an evaluation of foreign educational credentials from one of the agencies approved by Regis University. All prerequisite coursework must be completed before a student begins the program. A student may be admitted prior to completion of all prerequisites contingent upon successful completion by the start of classes.

LIMITATIONS OF PREREQUISITES

Due to the dynamic nature of knowledge in the biological and chemical sciences, there is a seven-year limit on those prerequisite courses. However, this time limit may be waived if the applicant has a prior bachelor's degree or higher. Applicants with a prior bachelor's degree, who have completed the prerequisites, will be reviewed on an individual basis.

TRANSFER CREDIT FROM ANOTHER SOP

The Regis University SOP curriculum includes Integrated Pharmacotherapy courses for the first three professional years, which integrate therapeutics and content from pharmaceuticals, pharmacology, medicinal chemistry, and biological science. Because the curriculum is highly integrated, it is unlikely that a student wishing to transfer into the SOP during the first three professional years will be able to do so without difficulty (e.g., not having adequate background in the pharmaceutical sciences or therapeutics). However, requests will be considered on a case-by-case basis. Students requesting transfer credit from another SOP should contact the Office of Admissions when applying for admission. Requests will be forwarded to the SOP Assistant Dean for Student Affairs.

V. Additional Admission Requirements

Background Check and Drug Screening

It is common practice for agencies and/or field placement sites to have policies requiring screening and/or criminal background checks for their employees, volunteers, and for students who are assigned to the facility. Regis University will comply with these requirements in placing students at such facilities or agencies. As a condition for enrollment and continued matriculation in academic programs involving external placements, clinical rotations, internships, or service learning experiences, students are required to submit to drug screening tests and to participate in a criminal background prior to matriculation. This will be at the discretion of Regis University or the agency sponsoring the field placement or internship.

Regis University will assist students in understanding and complying with the requirements. However, the responsibility for providing such information and their associated costs rests with the student and not with Regis University. Failure to submit to such testing or to provide such information as required as a condition for admission, clinical placement, or internship may result in disqualification from further study at the University. Similarly, results from the drug screening tests or criminal background

check may result in disciplinary action on the part of the University, including, but not limited to disqualification from further studies at the University.

Cardiopulmonary Resuscitation (CPR) Certification

All Doctor of Pharmacy students are required to obtain and maintain CPR certification for the healthcare provider from the American Heart Association. Students must provide a current CPR certification from the American Heart Association Basic Life Support for Health Care Providers course. If the CPR certification expires before you complete the program, you must recertify and send in documentation of completion. Students will be responsible for the cost of the certification program. Proof of CPR certification will be submitted to the Office of Compliance through Complio®.

Computer Literacy, Access, and Computer Requirements

Students are required to be computer literate prior to entering the program. Necessary skills include proficiency in several computer programs including Microsoft Word, Excel, PowerPoint, and Outlook. Students are also expected to be comfortable navigating web pages using common internet browsers, attaching documents to e-mails, and participating in online discussion groups as required by specific courses within the program. For students unfamiliar with computers and software, courses can be taken through community colleges, continuing education programs, or through private companies prior to beginning the program.

- ***Students are also required to have a laptop computer. The laptop must meet requirements as noted by ExamSoft/Examplify and can be found here:***
<https://help.examssoft.com/s/article/Minimum-System-Requirements>
- Ensuring exam-taker devices meet requirements before assessments begin is an essential step in creating a smooth exam day experience. Please see this resource for the Exam-Taker Quick Start Guide: <https://help.examssoft.com/s/article/Exam-Taker-Quick-Start-Guide>

Information Technology Services provides limited support for personal laptop computers (1-800-388-2366 ext. 4050 or 303-458-4050 or its@regis.edu). Students are responsible for maintaining a functioning laptop.

Since nearly all public spaces on the Regis campus have wireless internet access, any device with a wireless internet allows students to access internet resources necessary for the SOP program. This includes library databases, audio, and video files pertinent to course content, and specialized databases.

All student, faculty, and staff electronic communication (email) is completed through an issued RegisNET e-mail account. Class notes, routine school communication, and class scheduling are examples of critical information that students will access daily through the RegisNET account. In addition, the University has several computer labs on campus that students may use.

HEALTH INSURANCE

As a condition of enrollment, all Doctor of Pharmacy students must maintain and submit proof of health insurance coverage that includes an effective date and renewal date to the Office of

Admissions and Student Operations at the beginning of each academic year. This requirement can be met by enrolling in the University-sponsored student health insurance plan or by presenting proof to the University of coverage by an alternative health insurance plan. Personal health insurance covers illness and injury in classroom and lab situations as well as any off-campus injuries/illnesses. As required by Colorado state law, the Regis University Worker's Compensation insurance policy covers all students and faculty who are injured during courses, including experiential education experiences.

COMPLIANCE REQUIREMENTS

Students are required to complete all compliance items outlined by the Office of Admissions prior to the first semester enrollment at the SOP. Subsequently, while enrolled in the SOP, students are responsible for maintaining all ongoing required compliance items including, but not limited to, background checks, drug tests, immunizations, and required trainings. Additional tests, exams, and/or immunizations may be required depending on experiential placement. Expenses for these items will be incurred by the student. Students will submit these required compliance items to the Office of Compliance via the Regis University Complio® system. Students failing to be in compliance, as indicated by a "red" status in Complio®, at the end of the fall and spring semesters will either not be registered for classes for the subsequent academic term or will be unregistered from classes for the subsequent academic term if registration has already been completed. Upon successful documentation that outstanding compliance items have been completed registration for all classes will be instituted or reinstituted as necessary. If a student is found to be out of compliance during the semester (or experiential timeframe) the Office of Experiential Education (OEE) has the right to remove a student from an experiential site resulting in the failure of the course.

OBLIGATION TO REPORT REGULATORY OR LEGAL ACTIONS

Students must report any actions taken by a licensing authority (Board of Pharmacy or other agency) against a professional license (pharmacy intern or technician license or another health-related license). If at any time a student receives notice of a violation that may result in a conviction or licensure action after admission to the Doctor of Pharmacy program and until the student either graduates or leaves the program it must be immediately disclosed to the Assistant Dean of Student Affairs. Failure to report a notice of a violation may result in dismissal from the program.

TECHNICAL STANDARDS

Introduction

Regis University SOP is committed to producing highly educated and compassionate pharmacists who will excel in the dynamic and demanding field of pharmacy. Pharmacy education demands a combination of academic knowledge, clinical skills, and professional behavior. Students are expected to develop an extensive knowledge base and skill set to take care of patients across a broad spectrum of clinical situations and settings. Students must possess the necessary intelligence, integrity, physical, personal, and emotional characteristics that are necessary to acquire the knowledge, behaviors, clinical and technical skills that they will need to successfully complete the curriculum and

pursue any pathway of pharmacy practice. All applicants are held to the same academic and technical standards of admission and training.

These standards reflect the rigorous and multifaceted nature of pharmacy practice, ensuring that students are well-prepared to meet the health care needs of the public. The technical standards describe academic and non-academic performance standards essential to admission, progression, and graduation from Regis University SOP. These requirements may be achieved with or without reasonable accommodation.

Accessibility Statement

To be protected by the Americans with Disabilities Act (ADA), one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered. For more information, see <https://www.ada.gov/resources/disability-rights-guide/>.

Regis is committed to creating a learning environment that is equitable, inclusive, and welcoming. If you have a disability (or think you may have a disability) that may affect your work in class or experiential rotations and feel you need accommodations, contact Student Disability Services & University Testing (SDS/UT) to schedule an appointment and initiate a conversation about reasonable accommodations. To receive any academic accommodation, you must be registered with SDS/UT, which works with students and faculty to identify reasonable accommodations. SDS/UT can be reached in Clarke Hall, suite 241, by phone at (303) 458-4941, or by email at disability@regis.edu. For more information or to begin an application for accommodations, please visit the SDS/UT's website at regis.edu/disability.

Please refer to Appendix 1 and <https://www.regis.edu/academics/colleges-and-schools/rueckert-hartman/disqualifying-offenses-essential-functions> for further details on technical standards. Qualified applicants to the SOP are expected to meet all admission criteria, including these technical standards, with or without reasonable accommodations.

VI. The Curriculum

Educational outcomes

A Regis pharmacist recognizes the relationship of trust and responsibility they have with patients and the community. In order to engage fully in this relationship, a Regis pharmacist will be knowledgeable, skillful, and principled. A Regis pharmacist will be proficient in the biological, chemical, clinical, and administrative sciences that are fundamental to pharmacy practice. A Regis pharmacist will also have exceptional problem-solving, communication, and interpersonal skills that will enable him or her to provide optimal patient-centered care. A Regis pharmacist will have a well-defined set of principles that guides their thinking, decision making, and conduct throughout their professional career and personal life. With these attributes, a Regis pharmacist will be a socially responsible leader in the service of others, prepared to improve and transform healthcare in a global community.

A REGIS PHARMACIST MUST BE KNOWLEDGEABLE

Regis University SOP must prepare students so that they know how:

- to acquire and process information to solve problems efficiently;
- the pharmacy profession fits into the interdisciplinary healthcare system;
- to integrate knowledge from different scientific and academic disciplines into pharmacy practice;
- economic, psychological, social, and cultural factors affect all aspects of healthcare;
- scientific and clinical principles dictate disease management strategies; and
- business, social, and administrative aspects affect pharmacy practice.

A REGIS PHARMACIST MUST BE SKILLFUL

Regis University SOP must ensure that students will:

- acquire and critically evaluate information related to patient care;
- provide pharmaceutical care using evidence-based principles;
- accurately communicate drug therapy information to healthcare professionals, patients and their caregivers;
- be proficient in drug compounding, distribution, and administration;
- demonstrate the ability to manage business aspects of pharmacy practice;
- be able to adapt to changes in the healthcare system; and
- collaborate with all members of the healthcare team.

A REGIS PHARMACIST MUST BE PRINCIPLED

Regis University SOP must foster students who are:

- aware of their own and others' emotions and respond to them appropriately;
- accountable to, responsible to, and respectful of others;
- committed to continuous professional and personal development;
- empathetic towards others;

- trustworthy;
- prepared for leadership roles in the profession and in the community;
- ethical and socially responsible;
- culturally aware when interacting with others;
- sensitive to issues of social justice; and
- willing to accept the crucial role that pharmacists play in achieving a common good within society.

Center for the Advancement of Pharmacy Education Outcomes

An initiative of the Center for the Advancement of Pharmaceutical Education (CAPE), the CAPE Educational Outcomes are intended to be the target toward which the evolving pharmacy curriculum should be aimed. Their development was guided by a consultant and an advisory panel composed of educators and practitioners nominated for participation by practitioner organizations. For more information visit the American Association of Colleges of Pharmacy (AACP) website at:

<https://www.aacp.org/resource/cape-educational-outcomes>

Traditional (4-year) and Accelerated (3-year) Pathway Options

All first-year Doctor of Pharmacy students will have the option to choose between a traditional (4-year) and accelerated (3-year) pathway. Students in the traditional pathway will complete the didactic curriculum in 6 semesters as follows: P1 fall, P1 spring, P2 fall, P2 spring, P3 fall, P3 spring. Students in the accelerated pathway will complete the didactic curriculum in 6 semesters over two years as follows: AP1 fall, AP1 spring, AP1 summer, AP2 fall, AP2 spring, AP2 summer. Students will be asked to declare their intent to pursue the accelerated pathway at the end of the eight-week 1 (8W1) term of the spring semester of their first year in pharmacy school. Students having any progression issues in the P1 fall term or P1 spring term or those who need to remediate any course from the P1 fall term or P1 spring term will be required to choose the traditional pathway. Students who declare an intent to pursue the accelerated pathway will register for an additional one-credit IPPE course [Introductory Pharmacy Practice Experience (IPPE) A] for Spring 8W2. To continue to be eligible for the accelerated pathway, a student must continue to have no progression issues in the P1 spring term and must not need to remediate any P1 course. Students officially become AP pathway students in the summer of the P1 year, when they take the AP1 summer courses.

The educational outcomes, curriculum (total 150 credits) and policies such as professionalism and progression policies will be identical for students in both pathways. The major difference between the two pathways will be that students in the traditional pathway are not required to take courses in the summer semesters following their 1st and 2nd years of the PharmD program while students in the accelerated pathway will be taking courses in those summer terms. While the graduation requirements are identical for both pathways and each pathway requires a total of 150 credits to graduate, there are some differences in the sequencing of courses between the two pathways as listed in the curricular sequence for each pathway below.

Regis University SOP Curricular Sequence (Traditional 4-year pathway), 150 Semester Hours

PROFESSIONAL YEAR 1		
Fall Semester	Course Identification	Credit Hours
Introduction to Pharmacy Practice	PHRM 750	2
Integrated Pharmacotherapy 1	PHRM 701	4
Integrated Pharmacotherapy 2	PHRM 702	4
Integrated Laboratory 1	PHRM 721	1
Pharmacy Law & Policy	PHRM 740	3
Therapeutic Principles of Self Care	PHRM 741	3
Total Semester Hours		17
Spring Semester	Course Identification	Credit Hours
Introductory Pharmacy Practice Experience (IPPE)-I	PHRM 751	2
Integrated Pharmacotherapy 3	PHRM 703	4
Integrated Pharmacotherapy 4	PHRM 704	4
Integrated Laboratory 2	PHRM 722	1
Faith, Spirituality and Culture in Health Care	PHRM 743	3
Pharmacy and the U.S. Healthcare System	PHRM 730	3
Total Semester Hours		17
Summer Semester	Course Identification	Credit Hours
Elective(s)	Variable	0-9 ¹
Total Semester Hours		0-9
PROFESSIONAL YEAR 2		
Fall Semester	Course Identification	Credit Hours
IPPE-II	PHRM 752	2
Integrated Pharmacotherapy 5	PHRM 705	4
Integrated Pharmacotherapy 6	PHRM 706	4
Integrated Laboratory 3	PHRM 723	1
Integrated Literature Evaluation 1	PHRM 727	3
Integrated Literature Evaluation 2	PHRM 728	3
Total Semester Hours		17
Spring Semester	Course Identification	Credit Hours
IPPE-III	PHRM 753	2
Integrated Pharmacotherapy 7	PHRM 707	4
Integrated Pharmacotherapy 8	PHRM 708	4
Integrated Laboratory 4	PHRM 724	1
Literature Analysis	PHRM 731	3
Elective(s)	Variable	0-3 ¹
Total Semester Hours		14-17

Summer Semester	Course Identification	Credit Hours
Elective(s)	Variable	0-9 ¹
Total Semester Hours		0-9
PROFESSIONAL YEAR 3		
Fall Semester	Course Identification	Credit Hours
IPPE-IV	PHRM 754	2
Integrated Pharmacotherapy 9	PHRM 709	4
Integrated Pharmacotherapy 10	PHRM 710	4
Professional Development I	PHRM 725	1
Pharmacoeconomics	PHRM 7XX (TBD)	1
Leadership & Management	PHRM 732	3
Elective(s)	Variable	0-3 ¹
Total Semester Hours		15-18
Spring Semester	Course Identification	Credit Hours
IPPE-V	PHRM 755	2
Integrated Pharmacotherapy 11	PHRM 711	4
Integrated Pharmacotherapy 12	PHRM 712	4
Professional Development II	PHRM 726	1
Healthcare Ethics	HCE 742	3
Elective(s)	Variable	0-3 ¹
Total Semester Hours		14-17
Summer Semester	Course Identification	Credit Hours
Advanced Pharmacy Practice Experience (APPE) 1-2	PHRM 760	6
	PHRM 761	6
Total Semester Hours		12
PROFESSIONAL YEAR 4		
Fall Semester	Course Identification	Credit Hours
APPE 3-5	PHRM 762	6
	PHRM 763	6
	PHRM 764	6
Total Semester Hours		18
Spring Semester	Course Identification	Credit Hours
APPE 6-8	PHRM 765	6
	PHRM 766	6
	PHRM 767	6
Total Semester Hours		18

¹Elective courses can range from 1-3 credits. Nine (9) approved elective credits are required for the PharmD degree. In addition to the times indicated in the above sequence, students may choose to take approved electives in the summer semesters prior to the start of APPE coursework to fulfill elective requirements.

Regis University SOP Curricular Sequence (Accelerated 3-year Pathway), 150 Semester Hours

ACCELERATED PROFESSIONAL YEAR 1		
Fall Semester	Course Identification	Credit Hours
Introduction to Pharmacy Practice	PHRM 750	2
Integrated Pharmacotherapy 1	PHRM 701	4
Integrated Pharmacotherapy 2	PHRM 702	4
Integrated Laboratory 1	PHRM 721	1
Pharmacy Law & Policy	PHRM 740	3
Therapeutic Principles of Self Care	PHRM 741	3
Total Credit Hours		17
Spring Semester	Course Identification	Credit Hours
Introductory Pharmacy Practice Experience (IPPE)-I	PHRM 751	2
IPPE-A	PHRM 756	1
Integrated Pharmacotherapy 3	PHRM 703	4
Integrated Pharmacotherapy 4	PHRM 704	4
Integrated Laboratory 2	PHRM 722	1
Faith, Spirituality and Culture in Health Care	PHRM 743	3
Pharmacy and the U.S. Healthcare System	PHRM 730	3
Total Credit Hours		18
Summer Semester	Course Identification	Credit Hours
Integrated Pharmacotherapy 5	PHRM 705	4
Integrated Pharmacotherapy 6	PHRM 706	4
Integrated Laboratory 3	PHRM 723	1
Integrated Literature Evaluation 1	PHRM 727	3
Elective(s)	Variable	3-6 ¹
Total Credit Hours		15-18
ACCELERATED PROFESSIONAL YEAR 2		
Fall Semester	Course Identification	Credit Hours
IPPE- IV	PHRM 754	3
Integrated Pharmacotherapy 9	PHRM 709	4
Integrated Pharmacotherapy 10	PHRM 710	4
Pharmacoeconomics	PHRM 7XX (TBD)	1
Leadership & Management	PHRM 732	3
Integrated Literature Evaluation 2	PHRM 728	3
Total Credit Hours		18

Spring Semester	Course Identification	Credit Hours
IPPE-III	PHRM 753	2
Integrated Pharmacotherapy 7	PHRM 707	4
Integrated Pharmacotherapy 8	PHRM 708	4
Integrated Laboratory 4	PHRM 724	1
Literature Analysis	PHRM 731	3
Elective(s)	Variable	0-3 ¹
Total Credit Hours		14-17
Summer Semester	Course Identification	Credit Hours
IPPE-B ²	PHRM 757	1
Integrated Pharmacotherapy 11	PHRM 711	4
Integrated Pharmacotherapy 12	PHRM 712	4
Professional Development II	PHRM 726	1
Healthcare Ethics	HCE 742	3
Elective(s)	Variable	0-3 ¹
Total Credit Hours		13-16
ACCELERATED PROFESSIONAL YEAR 3		
Fall Semester	Course Identification	Credit Hours
APPE III	PHRM 762	6
APPE IV	PHRM 763	6
APPE V	PHRM 764	6
Total Credit Hours		18
Spring Semester	Course Identification	Credit Hours
APPE VI	PHRM 765	6
APPE VII	PHRM 766	6
APPE VIII	PHRM 767	6
Total Credit Hours		18
Summer Semester	Course Identification	Credit Hours
APPE I	PHRM 760	6
APPE II	PHRM 761	6
Total Credit Hours		12

¹Elective courses can range from 1-3 credits hours. Nine approved elective credit hours are required for the PharmD degree. Students may choose to take approved electives in the summer semesters before the start of APPE coursework to fulfill elective requirements. Like students in the traditional pathway, students in the accelerated pathway may choose to use the electives to pursue a graduate certificate or dual degree.

²IPPE-B is a 1-credit course that spans multiple semesters of the Accelerated Professional Year 2 or at the end of the Accelerated Professional Year 3.

Course Descriptions

EXPERIENTIAL SEQUENCE

PHRM 750 Introduction to Pharmacy Practice (P1 & AP1 fall): Focuses on preparing students for the introductory pharmacy practice experiences. Students spend the semester obtaining necessary training for experiential education, learning elements of professionalism, specifically, communications, interactions, and behaviors. Introduction is also made to healthcare documentation and drug information.

PHRM 751 Introductory Pharmacy Practice Experience I (P1 & AP1 spring): Introductory Pharmacy Practice Experience I is the first experiential course for all students. Students spend 80 hours (or 110 hours if in the accelerated program) at either a community OR a hospital health system site learning about the community pharmacy practice setting OR institutional pharmacy practice setting and completing assignments related to concepts in their concurrent course work and one hour weekly on campus participating in activities supporting their experiences.

PHRM 752 Introductory Pharmacy Practice Experience II (P2): Introductory Pharmacy Practice Experience II is the second of five experiential courses for traditional students. Students spend 80 hours at either a community OR a hospital health system site learning about the community pharmacy practice setting OR institutional pharmacy practice setting and completing assignments related to concepts in their concurrent course work and one hour weekly on campus participating in activities supporting their experiences.

PHRM 753 Introductory Pharmacy Practice Experience III (P2 & AP2 spring): Introductory Pharmacy Practice Experience III is the spring experiential course for all students. Students spend 80 hours (or 110 hours in the accelerated program) at a site (hospital, community, and/or specialty/elective rotation) learning about the practice setting and completing assignments related to concepts in their concurrent course work and one hour weekly on campus participating in activities supporting their experiences.

PHRM 754/PHRM 755 Introductory Pharmacy Practice Experience IV and V (P3 fall/spring; AP2 fall, AP2 fall/spring): Introductory Pharmacy Practice Experience IV and V are the final introductory experiential courses for all students. Students are assigned a site placement and complete the interprofessional simulation courses. Students completing the experiential component spend 80 hours (or 110 hours in the accelerated program) at a site (hospital, community, and/or specialty/elective rotation) learning about the practice setting and completing assignments related to concepts in their concurrent course work and one hour weekly on campus participating in activities supporting their experiences. All students complete the interprofessional simulation course experiences as assigned. There are a minimum of five interprofessional simulation experiences designed to combine pharmacy knowledge with practice in professionalism.

PHRM 760 Advanced Pharmacy Practice Experience (P4 & AP3 summer – after all other APPEs for accelerated): This is one of eight required advanced experiential courses for the students in the

traditional pathway, and required advanced experiential courses for the students in the accelerated pathway. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 761 Advanced Pharmacy Practice Experience (P4 & AP3 summer – after all other APPEs for accelerated, shortened in accelerated program): This is another of eight required advanced experiential courses for the students in the traditional pathway, and required advanced experiential courses for the students in the accelerated pathway. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 762 Advanced Pharmacy Practice Experience (P4 & AP3 fall): This is another of eight required advanced experiential courses for the students in the traditional pathway, and required advanced experiential courses for the students in the accelerated pathway. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 763 Advanced Pharmacy Practice Experience (P4 & AP3 fall): This is another of eight required advanced experiential courses for the students in the traditional pathway, and required advanced experiential courses for the students in the accelerated pathway. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 764 Advanced Pharmacy Practice Experience (P4 & AP3 fall): This is another of eight required advanced experiential courses for the students in the traditional pathway, and required advanced experiential courses for the students in the accelerated pathway. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 765 Advanced Pharmacy Practice Experience (P4 & AP3 spring): This is another of eight required advanced experiential courses for the students in the traditional pathway, and required advanced experiential courses for the students in the accelerated pathway. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 766 Advanced Pharmacy Practice Experience (P4 & AP3 spring): This is another of eight required advanced experiential courses for the students in the traditional pathway, and required advanced experiential courses for the students in the accelerated pathway. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 767 Advanced Pharmacy Practice Experience (P4 spring & AP3 summer): This is the longitudinal required advanced experiential courses for the students in the traditional and

accelerated pathways. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 756 Introductory Pharmacy Practice Experience A (AP1 spring): This is the first of two supplemental introductory experiential courses for students in the accelerated pathway. Students spend an additional 30 hours at a community OR hospital health system site learning about the pharmacy practice setting and completing assignments related to concepts in their concurrent course work and one hour weekly on campus participating in activities supporting their experiences.

PHRM 757 Introductory Pharmacy Practice Experience B (AP2/AP3 Summer): This is the second of two supplemental introductory experiential courses for students in the accelerated pathway. Students spend an additional 30 hours at a community OR hospital health system site learning about the pharmacy practice setting and completing assignments related to concepts in their concurrent course work.

INTEGRATED PHARMACOTHERAPY SEQUENCE

PHRM 701 Integrated Pharmacotherapy 1 (P1 & AP1 fall): Introduces students to basic biochemical, pharmacologic, pharmacokinetic, pharmaceutical, and medicinal chemistry principles essential to understanding the scientific basis of drug therapy.

PHRM 702 Integrated Pharmacotherapy 2 (P1 & AP1 fall): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 703 Integrated Pharmacotherapy 3 (P1 & AP1 spring): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 704 Integrated Pharmacotherapy 4 (P1 & AP1 spring): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal

chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 705 Integrated Pharmacotherapy 5 (P2 fall & AP1 summer): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 706 Integrated Pharmacotherapy 6 (P2 fall & AP1 summer): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 707 Integrated Pharmacotherapy 7 (P2 & AP2 spring): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 708 Integrated Pharmacotherapy 8 (P2 & AP2 spring): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 709 Integrated Pharmacotherapy 9 (P3 & AP2 fall): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 710 Integrated Pharmacotherapy 10 (P3 & AP2 fall): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 711 Integrated Pharmacotherapy 11 (P3 spring & AP2 summer): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 712 Integrated Pharmacotherapy 12 (P3 spring & AP2 summer): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies. Includes a complex patient case capstone course.

INTEGRATED LABORATORY SEQUENCE

PHRM 721 Integrated Pharmacy Laboratory 1 (P1 & AP1 fall): Designed to introduce basic pharmaceutical measurements, prescription interpretation and dispensing, emphasizing preparation of sterile products and blood pressure measurement. Physical assessment, documentation, and clinical skills are covered that extend student understanding of disease states covered in the Integrated Pharmacotherapy sequence.

PHRM 722 Integrated Pharmacy Laboratory 2 (P1 & AP1 spring): Pharmaceutical calculations, prescription and medication order interpretation, preparation, and dispensing skills are further developed and strengthened. Students build and expand on clinical skills needed to practice the Pharmacists' Patient Care Process, such as interpretation of physical exam findings, point-of-care, and diagnostic tests. Students will also learn the basics of patient counseling skills.

PHRM 723 Integrated Pharmacy Laboratory 3 (P2 fall & AP1 summer): The course is designed to develop patient assessment and counseling, prescription preparation, extemporaneous compounding, and dispensing skills. The topic sequence is designed to coordinate with those presented in the integrated therapeutics sequence

PHRM 724 Integrated Pharmacy Laboratory 4 (P2 & AP2 spring): Builds on skills introduced in IL 1-3 and acquire new patient assessment, communication, pharmaceutical calculations, prescription preparation and dispensing, and extemporaneous compounding skills. Topics are designed to complement the integrated pharmacotherapy course.

SOCIAL ADMINISTRATIVE SCIENCES SEQUENCE

PHRM 725 Professional Development I (P3):

In this course, students will present a journal club to enhance their skills in drug literature evaluation, clinical reasoning, and professional communication. The journal club experience builds upon foundational competencies developed during the first and second professional years and emphasizes critical appraisal of primary literature and the application of evidence to patient care.

PHRM 726 Professional Development II (P3 spring & AP2 summer): The material presented in the integrated laboratory course for the third professional year is intended to serve as an extension of skills developed during professional years 1 and 2 regarding effectively accessing and critically evaluating drug information. This course focuses on formal presentation skills. In such, students will research contemporary health topics, interpret and evaluate literature, organize and prepare audiovisual materials for a seminar presentation, learn public speaking skills, and deliver a formal presentation to a professional audience. Students are expected to integrate pharmacy knowledge and skills into the doctoral level presentation.

PHRM 727 Integrated Literature Evaluation 1 (P2 fall & AP1 summer): Study of literature evaluation and research study design. Discuss advantages and disadvantages of primary, secondary, and tertiary literature. Students learn to systematically approach drug information requests and efficiently find and evaluate biomedical literature. Evaluate a study for validity, design, and methods.

PHRM 728 Integrated Literature Evaluation 2 (P2 fall & AP2 fall): Study of literature evaluation including critical assessment of research design and statistical method. Systematic evaluation of primary literature. Students learn to respond systematically to drug information requests and to efficiently find and evaluate biomedical literature and apply it to patient care.

PHRM 740 Pharmacy Law and Policy (P1 & AP1 fall): Students learn the history of pharmacy laws and how the laws structured current practice guidelines and impact the distribution /dispensing of drugs. Students learn the state and local statutes concerning business and pharmacy practice. Civil liability and professional ethics are discussed.

PHRM 741 Therapeutic Principles of Self-Care (P1 & AP1 fall): Provides principles of self-care, product selection and rational use of nonprescription medications. Emphasizes appliances, durable medical goods, and OTC testing devices. Practices interviewing, decision-making for patient triage, and consultation skills. Service learning allows students to consider issues of self-care in socio-economically challenged populations.

HCE 742 Healthcare Ethics (P3 spring & AP2 summer): Examines ethical/moral reasoning in health care. Emphasizes pharmacy practice and leadership. Explores philosophical, faith-based foundations including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms. Students analyze ethical dilemmas/practices using ethical theory, moral argument, case studies.

PHRM 743 Faith, Spirituality and Culture in Health Care (P1 & AP1 spring): Students survey different religious belief structures and explore how people in various faith traditions access and use health care resources. Emphasis is placed on understanding and communicating with patients who present with beliefs that are less commonly encountered than those of patients who pharmacists routinely counsel.

PHRM 730 Pharmacy and the U.S. Healthcare System (P1 & AP1 spring): Provides an introduction of the U.S. health care system and examines ways health care is accessed and used in the United States. Discusses roles of regulatory agencies, advocacy organizations, and the pharmaceutical industry. Covers issues of public health policy, economic behavior, outcomes.

PHRM 731 Literature Analysis (P2 & AP1 spring):

This course will develop literature analysis skills through the evaluation of primary literature, including randomized controlled trials, non-inferiority trials, cohort studies, case-control studies, and meta-analyses. Students will also learn about evidence-based medicine and how it relates to critical literature analysis. Throughout the course series, students will apply research skills to critically assess

contemporary healthcare literature, with an emphasis on study design, internal and external validity, and statistical interpretation. The course culminates in a student-led evaluation of a primary literature article, presented in the form of a structured journal club, demonstrating the application of critical appraisal of the literature.

PHRM 7XX Pharmacoeconomics (P3 & AP2 fall): This course covers key concepts in pharmacoeconomics, including cost measurement, cost-minimization analysis, cost-benefit analysis, cost-effectiveness analysis, and cost-utility analyses. Students will also examine health-related quality of life and its role in economic evaluations.

PHRM 732 Pharmacy Leadership & Management (P3 & AP2 fall): This course provides an introduction to the principles, skills, and issues important to the successful management of a pharmacy enterprise. It will introduce topics such as key business relationships, business planning, market analysis, forms of ownership, service offerings, competitive strategies, and operational issues. This course will also provide an overview of fundamental principles of leadership. Attributes of effective leaders are identified and discussed. An emphasis is placed on identifying and cultivating personal leadership qualities that can be utilized throughout one's pharmacy education and career.

EXAMPLES OF POTENTIAL COURSE ELECTIVE OFFERINGS

Refer to the Regis University course catalog at:

<https://www.regis.edu/academics/catalogs-and-calendars>

Dual Degree and Certificate Programs

More information regarding the dual degree and certificate programs can be found at the links provided. Prior to registering for any coursework related to either certificate or degree, the Assistant Dean of Academic Affairs should be notified to ensure that the appropriate approved coursework is identified. Please note that some certificate or dual degree programs may have application or other requirements for admission.

Certificate Programs:

- Health Care Business Management Graduate Academic Certificate (HCBM)
<https://www.regis.edu/RHCHP/Schools/School-of-Pharmacy/Dual-Degree-Certificate/Health-Care-Business-Management-Certificate.aspx>
- Health Care Quality and Patient Safety Graduate Academic Certificate (HCQPS)
<https://www.regis.edu/RHCHP/Schools/School-of-Pharmacy/Dual-Degree-Certificate/Health-Care-Quality-and-Patient-Safety-Academic-Certificate.aspx>
- Pharmaceutical Industry Affairs Certificate
<https://www.regis.edu/academics/majors-and-programs/certificate/pharmaceutical-industry-affairs>

Dual Degree Programs:

- Doctor of Pharmacy and Master of Science in Drug Development (MSDD)
<https://www.regis.edu/academics/majors-and-programs/graduate/pharmacy-drug-development-ms> and additional information in Appendix 3.
- Doctor of Pharmacy and Master of Business Administration
<https://www.regis.edu/academics/majors-and-programs/graduate/pharmd-mba-dual>
- Doctor of Pharmacy and Master of Science in Health Informatics (MSHI)
<https://www.regis.edu/RHCHP/Schools/School-of-Pharmacy/Dual-Degree-Certificate/Doctor-of-Pharmacy-Master-Science-Health-Informatics-Dual-Degree.aspx>
- Doctor of Pharmacy and Master of Science in Health Services Administration (MS-HSA)
<https://www.regis.edu/RHCHP/Schools/School-of-Pharmacy/Dual-Degree-Certificate/Doctor-of-Pharmacy-and-Master-of-Science-Health-Services-Administration.aspx>

Team-Based Learning: What is Team-Based Learning (TBL)?

The main purpose of TBL is to change the classroom experience from acquiring course content and concepts in a lecture-based format to applying course content and concepts in an active-learning, team format. In other words, students spend their classroom time applying course material rather than simply acquiring it. In a TBL course, classroom learning occurs in teams that are typically comprised of 4 to 6 students. Teams are formed such that each group contains a variety of students in terms of skills and backgrounds. Students begin each TBL unit by studying assigned class material (readings, website tutorials, video demonstrations, etc.) prior to class.

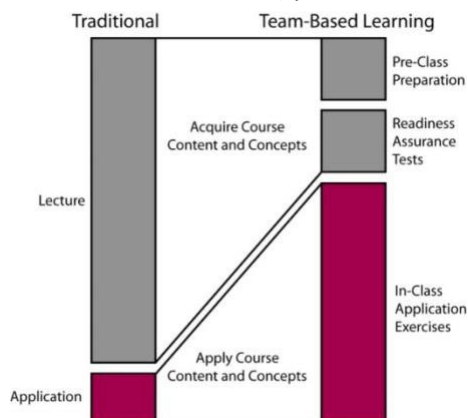


Figure 1: TBL Compared with Traditional Lecture-Based Learning (Adapted from Team-Based Learning: Alternative to Lecturing in Large Class Settings, Centre for Instructional Support, Univ of British Columbia)

During the first class session of a TBL unit, students take an individual readiness assurance test (iRAT) to assess knowledge on the assigned material. After the iRAT, students retake the same test as a team (team readiness assurance test or tRAT) and immediately find out how they scored on both the individual and team test. Both grades count towards final grade calculations. The individual tests hold students accountable for learning the material before class and the team tests provide an exciting opportunity for students to learn from one another while working together on the test. Periodically throughout the course students assess each team member's performance in a peer evaluation exercise. In addition to earning a 69.5% or higher total course grade, students must earn an average exam score of 69.5% or higher and a combined average of 69.5% or greater on the individual grade component (iRATs + exams).

Following the readiness assurance process, each team is assigned the same application exercise to solve. Application exercises are designed such that students use the material they learned outside of class to solve challenging problems. Each team reveals their answer to the application exercise simultaneously, resulting in energetic conversation between teams, as each team seeks to justify their answer. Teams are held accountable for their work by providing verbal or written explanations of their answers to application exercises. While most learning occurs amongst students in their

teams, faculty are always present and available to provide a “mini-lecture” over material that teams find difficult to master.



Figure 2: Typical Timeline for a TBL Unit

HOW IS TBL DIFFERENT FROM GROUP LEARNING?

To promote active and collaborative learning, students are sometimes asked to work in groups in class or on projects outside of class. While group work does benefit student learning, unfortunately, it is often plagued by “social loafers,” or students who do not pull their weight in terms of helping the group. As a result, many students learn to dislike group work and may seek to avoid it. TBL is different. TBL ensures that each member of the team is held accountable for their own learning outside of class. Students who do not prepare adequately before class will perform poorly on the iRAT and will not be able to contribute in a meaningful manner to the tRAT and application exercises. As a result, most students who would normally remain “social loafers” in a group learning project are instead quickly motivated to do the assigned work out of class to perform well on the iRAT. In addition, as teams work together and compete with other teams in the class, loyalty to the team develops among each member. This further motivates the “social loafers” to prepare outside of class so that they can contribute and help the team succeed. Finally, team members evaluate one another periodically during the semester, and each student’s grade is partly based on their peer evaluation score.

WHY DID THE SOP FACULTY CHOOSE TBL?

When developing the curriculum, the faculty researched several instructional strategies. Of these strategies, TBL provided more benefits and solved more learning problems than any other single instructional strategy. Not only does TBL provide an exciting learning environment that fosters critical thinking and problem-solving skills, but it also develops teamwork skills in students that are critical for a successful career in pharmacy practice. TBL not only enhances the learning process but also gives RHCHP pharmacy students a competitive edge over other pharmacy students in an increasingly team-oriented healthcare system.

Portfolios

Doctor of Pharmacy candidates will develop and maintain a professional portfolio over the 4-year program, culminating with the graduation portfolio. The portfolio will contain documents evidencing growth and development in the areas below as well as student reflections in which they self-assess their progress toward achieving (or achievement of) program outcomes. In addition to required documents, students may include and reflect on meaningful optional material (e.g., a paper written for a course, a service learning reflection, or documentation of student organization or volunteer activities).

Portfolios:

- are compilations of documentation and evidence of professional growth.
- provide students the opportunity to self-assess progress toward achieving program goals through reflection.

A Regis University SOP portfolio provided to faculty at the completion of the first and second year should contain feedback from faculty, preceptors, and peers as well as a student's self-assessment of the progress they are making toward achieving school outcomes.

A Regis University SOP portfolio presented to faculty advisors at the completion of the last curricular year should contain feedback from faculty, preceptors, and peers as well as a student's self-assessment that they have achieved school outcomes and are prepared to be a knowledgeable, skillful, and principled pharmacist.

Portfolio Details

Submission is required at the end of the P1, P2, and P4 school years of the traditional pathway and the AP1, AP2, and AP3 years in the accelerated pathway to successfully progress in the program. The requirements for these portfolios are listed below.

P1/AP1/P2/AP2 Portfolio Requirements:

1. Submit documents in the following four areas by the specified deadline:

Course work

Experiential activities

Teamwork and professionalism

Professional development

2. Complete guided reflections taking into account activities in all four areas:

Course work

Experiential activities

Teamwork and professionalism

Professional development

3. Sign up at the start of the school year to meet with their faculty advisor; prepare a longitudinal plan with advisor based on this meeting discussion

AP3/P4 Portfolio Requirements:

In addition to the portfolio requirements completed during the P1, AP1, P2, and AP2 years, students will be required to prepare the final portfolio defense to be presented during PHRM 767 of their final year in pharmacy school.

Service Learning

Service Learning is integrated into the core curriculum of most academic programs allowing faculty to use this pedagogical tool to enhance effective teaching and student learning. In RHCHP, Service Learning takes place in the following forms:

- direct service,
- education and consciousness raising,
- advocacy, and/or
- community-based learning and research.

The goal of Service Learning is that students will not only gain an understanding of their ability to impact their community and make a recognizable difference, but also of their responsibility to use their gifts and talents to contribute to a more just world. We encourage students to reflect on how they respond to the needs of others, the impact this has on thought, and the subsequent action needed to change existing conditions.

Orientation

A new student orientation will be held prior to the start of the fall semester. This is a required activity for all students entering the first professional year of the Doctor of Pharmacy program. Failure to attend may result in rescinded admission unless prior approval is granted from the Assistant Dean of Student Affairs.

VII. Academic Progression and Graduation

Grading

All grades are calculated using the scale below.

Grading System

A	4.00	92.5-100
A-	3.67	89.5-92.49
B+	3.33	86.5-89.49
B	3.00	82.5-86.49
B-	2.67	79.5-82.49

C+	2.33	76.5-79.49
C	2.00	69.5-76.49
C-	1.67	68.5-69.49
D+	1.33	66.5-68.49
D	1.00	62.5-66.49
D-	0.67	59.5-62.49
F	0.00	Below 59.5 (no credit)
Z	0.00	Failure by absence (no credit)

(W) Withdrawal may occur from the day following the end of the published add/drop period through approximately 75% of the academic period.

(I/F) Incomplete - An incomplete and “F” grade is submitted by the instructor and recorded on the student’s transcript as “I/F”. No alternate grade other than “F” is permitted within the program for incomplete courses. When the final grade is posted, because of the completion of the course, the “I/F” is removed and the earned grade is recorded on the transcript (e.g., “A”, “B”, “C”).

(IP/F) In the Doctor of Pharmacy program, this grade is used only for “In Progress” due to extraordinary circumstances (e.g., illness or the Research Project courses).

(Y) Instructor did not submit grades by the deadline.

Earning of Team Performance Grade

For TBL courses, students are required to earn their team performance grade in order for this to factor into the calculation of the final course grade. Earning of the team grade is dependent on the student’s exam and individual performance grade (e.g., iRATs/Exams) within the course and will be determined using the following formulas.

- Exam average $\geq 74.5\%$ AND individual performance grade $\geq 74.5\%$
 - Course grade is a pre-determined weighted average of the individual performance grade, peer evaluation grade, professionalism grade, and the team performance grade.
- Exam average $< 74.5\%$ OR individual performance grade (iRAT + exams) $< 74.5\%$
 - Course grade is a pre-determined weighted average of the individual performance grade, the peer evaluation grade, and the professionalism grade.

Academic Progression

Academic progression is awarded based on each student's performance in the Doctor of Pharmacy program. To progress, each student must demonstrate satisfactory performance in each course as described below. All criteria for academic progression as outlined below for each course type must be met. A student who does not meet all criteria for academic progression for a course(s) will receive a non-progression grade of "F" for the course(s).

For the purpose of determining satisfactory performance, courses in the Doctor of Pharmacy program will fall into one of three categories: TBL-based courses, non-TBL courses, and pharmacy practice experiences (i.e., IPPE and APPE). To be awarded academic progression, students must meet the following criteria:

- TBL-based courses (all criteria must be met to qualify for academic progression):
 - Course grade of $\geq 69.5\%$
 - Overall exam average $\geq 69.5\%$
 - Overall individual performance grade $\geq 69.5\%$
 - Meet all other requirements of the individual course for progression as outlined in the course syllabus (e.g., specified required assignments, assessments for successful progression)
- Non-TBL courses (all criteria must be met to qualify for academic progression):
 - Course grade of $\geq 69.5\%$
 - Overall exam average $\geq 69.5\%$
 - Meet all other requirements of the individual course for progression as outlined in the course syllabus (e.g., specified required assignments, assessments for successful progression)
- Introductory and Advanced Pharmacy Practice Experiences (all criteria must be met to qualify for academic progression):
 - Course grade of $\geq 69.5\%$
 - Preceptor evaluation $\geq 69.5\%$
 - Meet all other requirements of the individual course for progression as outlined in the course syllabus (e.g., specified required assignments, assessments for successful progression)

Regis University SOP Remediation Policy

Remediation is an abbreviated program of re-study designed to meet the needs of students who require additional assistance to demonstrate competency in a course. Eligible students may Remediate a failed required, non-elective PHRM course and must demonstrate successful Remediation in that course to receive a passing grade in accordance with the constraints described in this Policy.

Remediation differs from Repeated Courses. A Repeated Course occurs when a student has failed a course and retakes the class in its entirety the next time it is offered and is controlled by the terms of the SOP Supplemental Student Handbook.

Eligibility Criteria - All must be met:

- Student receives a failing grade in a required, non-elective PHRM course.
- Students may Remediate a maximum of two (2) courses per the SOP remediation academic year (starting summer, followed by fall and spring). A student is ineligible for Remediation of any PHRM course if they fail more than two courses in an SOP remediation academic year (as described above).
- Students may Remediate up to a maximum of three (3) courses total throughout their enrollment in the Regis University SOP program.
- A student is ineligible for Remediation if they have failed more than three courses total throughout enrollment in the pharmacy program.

Provisions:

- Students are ineligible to Remediate a Repeated Course due to previous non-progression. Failure of a Repeated Course will result in dismissal from the program in accordance with the guidelines of the SOP Supplemental Student Handbook.
- Grade on transcript: The final course grade will be entered as an "Incomplete/Fail" (IF) until the Remediation occurs.
- If a student demonstrates successful Remediation, the student will be assigned a grade of "C" as the final course grade.
- If a student does not demonstrate successful Remediation, the student will non-progress, receive an "F" for the final course grade, and be required to Repeat the course the next time it is offered in the curriculum.
- Previous use of Remediation by a student prior to the current academic year will count as one Remediation (each) out of the maximum three (3) courses allowed throughout enrollment in the program.

Exclusions and Exceptions to the Policy:

- Experiential courses are excluded from the Remediation policy. Please refer to the Office of Experiential Student Handbook for IPPE/APPE progression requirements.
- Failure of a course for reasons other than academic performance (i.e., an academic integrity sanction) will be ineligible for Remediation.

Remediation Process:

- If an eligible student wishes to Remediate a failed course, the student must communicate [email/complete a form, etc.] their intent to complete Remediation within five (5) business days.
- The student must complete and sign a Remediation Agreement between Course Director, Advisor, and student that outlines all requirements for successful Remediation of the course. The Remediation Agreement of the course includes:
 - Assessment information and criteria used to determine competency
 - Accountability of the student's role and responsibility in their own remediation
 - Additional success measures, which may include, but are not limited to, study skills review, exam-taking skills, time management, Exam Master modules, mentoring, meeting with tutors, and/or other personalized measures deemed necessary for future success in the pharmacy program
- The student must successfully register for the "Mastering Pharmacy Topics" course for each course that needs to be remediated.
- Successful Remediation is defined as meeting all requirements outlined in the signed Remediation Agreement.
- Timeline of Remediation Offerings
 - Remediation of courses typically occurs during the summer following failure of the course. At the discretion of the course director and/or as outlined in individual syllabi, Remediation may be offered and occur at other times during the academic year.
 - The timeframe for remediation will be established by the Course Director. Students who need to remediate a course(s) will not be eligible to start rotations (and will not start APPEs) until they have demonstrated successful Remediation or successfully repeated the course.
 - Prior to progression to the next academic year, the student must successfully pass all courses and eligible remediations in the previous academic year.

REMEDIATION AGREEMENT FORM (Course PHRM 7XX)

The student must successfully register for the “Mastering Pharmacy Topics” course for each course that needs to be remediated.

Remediation is a way for students to show competency in course material not yet mastered. It is completely optional and serves as an alternative to non-progression (repeating of a course). The student must recognize and acknowledge that subsequent courses in an academic year may build upon the curriculum, and the student is accountable for all material, even if mastery has not yet been demonstrated through the Remediation process.

Students participating in Remediation will develop a plan with the Course Director on effective strategies that are designed to help students learn the material. The faculty will not re-teach material covered in a course but will be available to address any questions a student has about the relevant concepts covered in the course. Students are expected to review course notes and any additional resources provided, and attend review sessions required by the faculty, and complete all aspects of their remediation contract. Faculty will be available to answer any focused questions about the material after the student has reviewed the material on their own and provide office hours when course faculty are available to meet with students. At the faculty member’s discretion, these meetings and review sessions may include other students.

The Remediation plan below describes how the student will be assessed and what items are required for Successful Remediation as defined by the Regis University SOP Remediation Policy. Some Remediation plans may require students to pass a single comprehensive exam to demonstrate competency, while others may assess students using multiple assessments. Students should understand that Remediation is individualized to the needs of the student to achieve competency in the course material. Therefore, Remediation plans may not look identical to that of another student remediating the same or different course, and the student must agree to their personalized plan by signing below.

Overview:

The Remediation outlined below will allow students the opportunity to remediate the material covered in Course PHRM 7XX.

Office Hours:

Dr. ABC - Mondays from 9 – 11am (or email to schedule an appointment)

Materials:

Review of the PHRM 7XX material will include:

- ☐ Course note packets
- ☐ Topic discussions

☐ Other (please describe): _____

Assessment:

- ☐ A single comprehensive assessment of __ questions/activities covering the material/skills in the course will be administered on date____. Student must achieve a minimum of a 69.5% on the assessment(s) to demonstrate competency in the course.
- ☐ A total of __ summative assessments covering the material/skills in the course will be administered according on date(s)____. Student must achieve a minimum weighted average (as described on the attached document) of a 69.5% on the assessment(s) to demonstrate competency in the course.

Additional Success Measures (choose all that apply for requirements of remediation):

- | | |
|---|--|
| <input type="checkbox"/> Study Skills | <input type="checkbox"/> Time Management |
| <input type="checkbox"/> Exam-Taking Skills | <input type="checkbox"/> Upper-class Mentoring |
| <input type="checkbox"/> Reflection | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Metacognition | <input type="checkbox"/> Others: |

Student Signature

Date

Course Director Signature

Date

Academic Probation and Suspension

Academic probation is an official sanction that is applied when a student fails below the minimum acceptable cumulative grade point average for the program.

Academic suspension is an official sanction that is applied when a student on academic probation fails to achieve the required minimum acceptable cumulative grade point average, or other conditions established under their probation. Academic suspension may also be applied for violations of the Academic Integrity Policy.

A student will be placed on academic suspension if the student: 1) does not meet all criteria for academic progression for one or more courses (see “Academic Progression” policy), AND 2) is ineligible or chooses not to implement Remediation (see “Remediation Policy” above). A student placed on academic suspension will receive a non-progression grade of “F” for the course(s).

For P1/AP1 through P3/AP2 courses: A student placed on academic suspension will not progress into the next semester and is required to repeat all course(s) resulting in non-progression(s) within the next two academic years of the non-progression. A student will have a maximum of six (6) academic years to complete the Doctor of Pharmacy degree, beginning with the initial date of matriculation. A student must meet all required criteria for academic progression in all repeated course(s). Upon meeting all criteria for academic progression for the repeated course(s), the previous non-progression grade will be converted to the grade earned in the repeated course(s), the student will be taken off academic suspension, and the student will be allowed to progress into the next semester. This process will delay graduation by at least one year.

Subsequent non-progression(s): Failure to meet criteria for academic progression in a repeated course will result in dismissal from the Doctor of Pharmacy program.

For APPE courses: A student who does not meet minimum academic progression criteria for an APPE course will be required to repeat the APPE course, which may result in a delay in graduation. A student must meet all required criteria for academic progression in the repeated APPE course. Upon successful completion of the repeated APPE course, the student will be taken off of academic suspension.

Subsequent APPE non-progressions: Failure to meet criteria for academic progression in a repeated APPE course will result in dismissal from the Doctor of Pharmacy program. Failure to meet academic progression criteria for two APPE courses will result in dismissal from the Doctor of Pharmacy program.

A student will remain on academic suspension from the time the unsatisfactory or failing grade is recorded until the time the student meets all criteria for academic progression for the repeated course(s).

A student will be immediately ineligible to hold an officer position in a student organization after experiencing academic suspension. The student will remain ineligible until starting a full semester of

course material.

Academic Dismissal

Academic dismissal is an action taken by the SOP that renders a student ineligible to return to the Regis University SOP. Dismissal is final until an appeal is granted and overturned by the Dean. A student will receive academic dismissal from the SOP program in the following instances:

- The student failed to meet all academic progression requirements for a repeated course,
- The student failed to meet all academic progression requirements for any two APPE courses, and/or
- The student is unable to complete the Doctor of Pharmacy degree within a maximum of six (6) academic years, beginning with the initial date of matriculation.

The SOP reserves the right to deny admission, services, continued enrollment and re-enrollment to any applicant or student whose personal history, medical history, background, licensure, eligibility for licensure or behavior indicates they would endanger themselves, the health, safety, welfare, well-being or property of the University, its employees, students, guests, or patients.

The SOP does not guarantee professional licensure. The laws and rules for professional licensure are outlined by the Colorado Department of Regulatory Agencies (DORA) or other state pharmacy licensure board. A conviction or licensure action (including lapse, surrender, or revocation of licensure) may be grounds for actions by the SOP, including but not limited to, failure of a course or dismissal from the program. A failure to report a violation within 5 days of receipt may result in dismissal from the program.

Academic Appeal Procedure

APPEALS OF ACADEMIC DISMISSAL

Upon being notified of dismissal, students who wish to appeal the decision should do the following:

1. Write a letter of appeal to the SOP Dean within the deadline stated on the letter of notification. This letter should include:
 - The student's honest and straight-forward assessment of how the academic problems came about
 - Why the student failed to achieve the required satisfactory grade(s). (Were there, for example, any extenuating circumstances beyond the student's control?)
 - Why the student should not be dismissed from the SOP
 - Some indication that the student is ready to continue serious academic work
 - The names of the student's advisor or faculty members from whom supporting statements may be solicited

2. Collect supporting statements from the student's advisor, faculty members, and/or external medical providers as appropriate that are willing to support the appeal and submit these statements with letter of appeal by the designated deadline. The SOP is interested in any pertinent information that has genuine bearing on the matter. The focus is on why the student failed to reach his/her academic goals and why the student should be allowed to continue studies at the SOP.

The SOP Dean reviews all materials submitted by the student and, if appropriate, forwards them to the designated faculty committee within the program. The SOP Dean notifies the student in writing of the decision regarding the student's appeal.

APPEALS OF DISPUTED COURSE GRADES

If a student would like to dispute a course grade, the student must first contact the course director* to review and discuss any grade issues. After review and discussion of grade issues, a student may choose to appeal the grade if the student believes that the course grade or any component of the course grade is assigned unfairly or incorrectly.

If a student wishes to appeal a course grade, the student and course director* must complete and sign the Regis University SOP Grade Appeal Form (see below). The student must submit the signed form to the ADSA as soon as possible and **within 5 business days** after posting of disputed course grade or official course grade notification. The Student Affairs Committee Special Committee will aim to meet as soon as possible and within 10 business days after the end of each course to review the appeal; this timeframe may change at the discretion of the committee. The student and course director* will be notified of the date of the meeting. The committee reserves the right to request additional information from either the student and/or course director* and may request that the student and/or course director* attend the meeting to clarify any questions. The committee will review the disputed course grade, make a decision about the appeal, and convey that decision in writing to the student, course director, ADSA, and Dean within 3 business days of the review of the disputed course grade.

Appeal of the committee's decision: If either party wishes to contest the committee's decision, the dissatisfied party may appeal the decision to the Dean of the SOP **within two business days of receipt of the decision notification**. The Dean may request additional information and will make the final determination. The Dean notifies all involved parties in writing of the final decision. The appeal committee, in their sole judgement, may require the decision and associated sanctions to be implemented pending the outcome of an appeal to the Dean.

* If the course director is unavailable, a designated faculty representative may be appointed to serve in the course director role for grade review and appeal proceedings.

REGIS UNIVERSITY SOP GRADE APPEAL FORM

Student, upon completion of this form, please submit to the Assistant Dean of Student Affairs in the SOP via email or suite 208 mailbox.

Student Information:

Name _____ Student ID _____

Email _____ Phone Number _____

Course Information:

Course _____ Course Director _____

TBL-Based Course Yes No Final Grade in the Course _____

Student Response:

I have met with the course director*, reviewed my grade in this course, and discussed any grade issues. After consideration, I believe that the course grade or a component of the course grade was assigned unfairly or incorrectly. Thus, I would like to appeal my grade.

In the space below or in a separate attachment, please indicate why the grade you received is not the grade you earned. Please attach a copy of the relevant data to justify your appeal.

Course Director* Response:

If applicable, reason for failure of the course (please check all that apply)

- ☐ Course Grade < 69.5%
- ☐ Overall Exam Average < 69.5%
- ☐ Overall Individual Performance Grade < 69.5%
- ☐ Preceptor Evaluation < 69.5%
- ☐ Failure of other requirements of the individual course for progression as outlined in the course syllabus

Course Director*, please attach a copy of the relevant data to support the resulting grade or describe the relevant data below. (e.g., syllabus, exam averages, individual performance scores). If you choose to provide assessment data containing actual assessment questions/material, please email this information directly to the ADSA.

(Insert additional lines for information as needed)

I have met with _____ (student name), reviewed the student's grade in _____ (course name) and discussed any grade issues. I have been notified that the student wishes to appeal the course grade.

Course Director* Signature

Date

Student Signature

Date

*Note: If the course director is unavailable, a designated faculty representative may be appointed to serve in the course director role for grade review and appeal proceedings.

Academic Jeopardy Early Intervention Plan

The SOP is committed to student academic and professional success. The intention of the academic jeopardy plan is early intervention. The academic jeopardy policy helps faculty and preceptors identify a student who is at risk of not progressing in the program due to low academic or professional performance. Faculty and preceptors are encouraged to initiate the academic jeopardy process as soon as they have sufficient evidence that a student may be at risk.

ACADEMIC JEOPARDY DEFINITION

A student may be placed in academic jeopardy due to, but not limited to, one or more of the following:

- a score of less than 70% on:
 - an exam
 - an exam average
 - individual performance grade
 - a summative peer evaluation
- a preceptor midpoint evaluation indicating possible failure of an IPPE or APPE

ACADEMIC JEOPARDY PROCESS

1. Following each exam or for summative peer evaluation scores at the end of the course, course directors will send a notice to the ADSA of students who meet criteria for academic jeopardy.
2. The Office of Student Affairs will notify the student and faculty advisor that the student has been placed on academic jeopardy. This email will include a checklist that the student may be required to complete as part of academic jeopardy (see checklist below).
3. P1/AP1 students are required to meet with their faculty advisors to discuss the checklist.
4. P1/AP1 students are required to submit the checklist to the ADSA.
5. P2, AP2 and P3 students are highly encouraged to complete the checklist.
6. P2, AP2 and P3 students who are in academic jeopardy for more than one course in a given semester or term are required to meet with their faculty advisor and complete the academic jeopardy checklist.
7. Non-adherence to this process may be detrimental to a subsequent grade appeal for a P1, P2, AP1, AP2 or P3 student.

ACADEMIC JEOPARDY STUDENT CHECKLIST

For students required to complete the following checklist, it must be completed and returned to the ADSA within two weeks of notification of academic jeopardy from the ADSA. All activities do not need to be completed at the time of submission, but at the minimum all activities should be scheduled. This is a mandatory form for first year students, whereas second and third year students are highly encouraged to complete the checklist.

Student Name:

Course/Exam:

Checklist		
Meet with faculty academic advisor. <ul style="list-style-type: none">• Evaluate/discuss study habits		
<input type="checkbox"/> Completed Date completed: _____	<input type="checkbox"/> Summary of discussion/actions to be completed:	
Meet with course director. <ul style="list-style-type: none">• Review exam and/or iRATs• Review Examsoft® strengths and opportunities report		
<input type="checkbox"/> Completed Date completed: _____	<input type="checkbox"/> Summary of discussion/actions to be completed:	
Meet with individual unit faculty to discuss missed questions/concepts		
<input type="checkbox"/> Completed Date completed: _____	<input type="checkbox"/> Summary of discussion/actions to be completed:	<input type="checkbox"/> Not applicable
Attend peer tutoring sessions at the Learning Commons		
<input type="checkbox"/> Completed Date completed: _____	<input type="checkbox"/> Summary of discussion/actions to be completed:	<input type="checkbox"/> Not applicable

The academic jeopardy plan is a confidential matter between the student, academic advisor or preceptor, and the Office of Student Affairs. Faculty, preceptors, administration and staff of the SOP comply with the Family Educational Rights and Privacy Act (FERPA). For more information refer to the SOP student handbook.

Academic Withdrawal

A student who chooses to withdraw from the program should give written notice of this decision to the SOP Dean, ADSA, or appointed designee. In addition, a withdrawal form (available in Ranger Portal) must be completed by the student for the University. Upon withdrawal, a student must immediately surrender their Regis University identification card, key cards, and any other Regis University property to the SOP Dean's Administrative Assistant. Any student who withdraws may be readmitted to the program without reapplication and review if the following conditions are met:

- The student was in good academic standing before withdrawing. This means that at the time of withdrawal the student must have a "C" or better in every course, and
- The student returns to the program within one academic year of withdrawing.

Students who meet these criteria must submit a written request for readmission to the SOP Dean or ADSA. Students may be required to pass a competency exam verifying retention of previous course material. If the stated conditions are not met, the student must apply and be accepted for readmission to the program. Initial acceptance into the program does not guarantee re-admittance.

Graduation Requirements

DEGREE AWARD

Students graduate when all requirements are met and documentation of such is received by the Office of the Registrar. Incomplete grades and late application for graduation may delay graduation. Students must meet the following criteria to be awarded a Doctor of Pharmacy degree:

- Satisfactory completion of 150 semester hours of 600 or 700-level academic and clinical coursework
- Cumulative GPA of 3.000 and no less than a "C" grade in any course
- Satisfactory completion and final defense of the Professional Development Portfolio
- Satisfactory completion of all degree requirements within six years (72 months) from the date of matriculation

Graduation with Honors

Graduation honors for graduate students are applicable to students who completed doctoral degree requirements with a cumulative grade point average of 3.850 or better for 700-level courses. The

diploma and Regis University transcript includes an honors designation for honors graduates.

Graduation Application

Graduation applications are due several months prior to graduation. A schedule of graduation dates, commencement dates, due dates for graduation applications, and the link for graduation applications can be found at <https://www.regis.edu/about/offices-services/office-of-registrar/graduation-commencement/>. Prior to graduation applications being due, the student must visit complete a graduation application.

Commencement Activities

Attendance at commencement exercises is encouraged. The Office of the Registrar should be notified through the “Application for Graduation” of the student’s intent to participate in commencement. Graduates of the SOP will participate in the May commencement ceremonies since students complete all degree requirements at the end of the spring semester.

Financial Clearance

Diplomas, transcripts, and information that may be needed by outside entities is not released if any financial indebtedness to Regis University exists. Students must clear their student account and arrange an exit interview in the Student Accounts Department prior to graduation. Information regarding payment of charges is in the Tuition, Fees, and Room and Board charges in the General Information section of the University Bulletin.

Transcripts of Credit

Transcripts of credit are available in the Office of the Registrar upon written request or can be ordered through the National Student Clearinghouse (<http://www.studentclearinghouse.org/>).

VIII. Academic Policies

Attendance Policies

CLASSROOM ATTENDANCE

Regular attendance and active participation are critical in a TBL environment as they contribute significantly to both individual and team learning. Class attendance is required to receive credit for assignments and evaluation exercises completed during class. Students are expected to arrive to class on time and are encouraged to be early, particularly on a RAT/exam day.

If a student arrives to class after an iRAT has started, the student will receive a zero for the iRAT. The student may be asked to remain outside of the classroom until the iRAT is complete. However, the student may then join their team for the tRAT and receive the team grade. Additionally, a student needs to be present for the entire team application exercise to receive credit for their contribution to the team’s grade. The same policy is in place for quizzes during a classroom

course.

EXCUSED ABSENCES

Excused absences will only be granted under certain circumstances, including approved accommodation from Student Disability Services, physical/emotional medical reasons, family/personal emergencies, religious observances, jury duty/court appearance, family births, or weddings. The course instructor(s) and course director determine if an absence is excused for an iRAT, while the ADSA needs to be informed of an excused absence related to a conference or that affects an exam, as further described in this section and the next section titled Exam Attendance. Routine medical follow-up appointments should be scheduled outside of class time. Work-related absences are not considered excused. If a pattern of absences (whether excused or unexcused) is noted by the course instructor(s) and/or course director, the ADSA will be notified and will meet with the student. Documentation may be required by the Office of Student Affairs. See individual course syllabi for attendance expectations for each course.

If, based on the circumstances, the course instructor(s)/course director determine that the absence of an iRAT warrants being excused, the student must contact the course director and/or instructor within 2 business days upon their return to reschedule and take the missed iRAT. If an absence is excused and once the student takes the missed iRAT, the student will receive the team score for the tRAT. For missed application exercises, the student may receive the team grade for the application. See individual course syllabi for attendance expectations for each course. All missed coursework must be completed prior to the final/last exam in the course.

If a student is attending a professional meeting, the student must contact the organization advisor(s), course director(s), and ADSA at least 4 weeks in advance of the start of the meeting. The organization advisor(s), course director(s), and ADSA will review the meeting schedule to determine the maximum number of excused class days (if any). Factors that will be considered when determining if the absence will be excused include the role of the student at the meeting, programming specific to students, impact of travel on class and exam schedule, and academic standing of the student (e.g., academic jeopardy or other).

EXAM ATTENDANCE

Exam attendance is required, unless previously excused in consultation with the course director and ADSA. If the missed exam could not be anticipated due to extenuating circumstances or illness, the student is required to notify the course director(s) and ADSA via a phone call or e-mail before the start of the exam or as soon as possible. If the absence is due to illness, students are required to provide documentation to the ADSA from their provider indicating that they were evaluated on the day of the exam. Documentation will also be required for exam absences due to extenuating circumstances. If documentation for an exam related absence is not provided, the student will receive a score of zero for the exam. Discussion of exam questions with students who have not yet taken the exam due to an absence is a violation of the academic integrity policy and will be

submitted to the Academic Integrity Board.

If, based on the circumstances, the course director(s) and ADSA determine that the missed exam warrants an excusal, the course director(s) and the ADSA will determine how to address the missed exam.

LABORATORY COURSES

Student attendance is expected at all assigned meetings of the integrated laboratory course. Assessments of student performance will be made in each scheduled class session. Lab work may be made up by attending another section at the discretion of the course director, based on availability of bench space and equipment or supplies. In the event of a planned absence, the student will arrange with the course director to attend another section of the lab in order to complete the work.

EXPERIENTIAL COURSES

Both classroom attendance as well as attendance at the designated experiential site is required to receive credit for Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice Experience (APPE) courses. Students are required to report to their scheduled site on time and attend the required hours to complete their IPPE and/or APPE. If for any reason the student is unable to attend their site, the student must contact both the preceptor and the Office of Experiential Education (OEE) as soon as possible. In the event that the preceptor cannot be reached directly, it is requested that students leave a message on the preceptor's voice mail or with the preceptor's designated contact person. In the event that any representative from the OEE cannot be reached directly, the student is required to leave either a voicemail message or an email message with the OEE. Students must work with the preceptor to schedule a makeup time for the missed experience. Completion of the Student Experiential Absence Form outlining the reason for the absence, any written documentation, and a plan for making up the missed time must be filled out for all absences. The student is expected to submit the form through the online experiential management system for preceptor and OEE review, acknowledging approval or disapproval of the absence and plans for makeup if applicable. For planned absences, (e.g., attendance of conference, medical leave) the student must complete the appropriate form and submit through the online experiential management system for preceptor and OEE review. At minimum, students should submit the request within two weeks of the anticipated date(s) missed. For unplanned absences, students have up to two weeks after the absence to submit the form. The preceptor and OEE review all absences and the ADSA reserves the right to determine if further action is necessary by the OEE. Any and all missed time must be made up prior to the end of the current experience. Failure to complete the minimum number of required IPPE or APPE hours as stated within the course syllabus, or failure to successfully complete an IPPE or APPE with a passing grade of "C" or better, will result in the student repeating the IPPE or APPE, which may result in a delay in graduation. Students must complete a minimum of 300 IPPE hours before they are permitted to begin APPE hours.

Please refer to the IPPE and/or APPE Manual for more information including makeup procedures for missed time that would differ from anything aforementioned above.

Classroom Behavior

The classroom setting is one for educational purposes. As professional students, all members of the SOP are expected to behave in a manner that provides the optimum learning experience for all students. Therefore, students shall actively engage in the teaching and learning activities.

Students are expected to refrain from inappropriate talking while others are explaining their answer or point of view. Conversations may contain controversial points of view but shall remain civil, respectful, and considerate.

Electronic Devices

Students are allowed to have cell phones, smartphones, smart watches, and laptops in the classroom. All devices must be kept silent and used only for emergencies, educational purposes, or an approved accommodation. All devices must be stowed away during any assessment or evaluation, unless specifically stated. Students are also required to have a laptop computer. Laptop requirements are previously stated in the handbook under the section entitled "Computer Literacy."

As laptops are required for assessments in the SOP, students are required to maintain a functioning laptop. Lack of a functioning laptop for use in an assessment (i.e., iRAT, exam) is not excused and may result in a zero on the assessment. If a laptop malfunctions prior to or during an assessment, the faculty teaching in the class need to be notified immediately, and a paper copy or alternate copy may be provided at the discretion of the faculty member.

Answer Response Policy

Some courses may utilize an answer response system (e.g., ExamSoft®, Scantron®, answer sheet, clickers, electronic devices) to record the answers of assessment activities, including but not limited to iRATs, application exercises, quizzes, assignments, and/or exams. Answers submitted through the answer response system will count as the final grade unless the faculty member states otherwise.

Assessment Policy

Exams: Exams will be administered during the semester exam block time unless otherwise noted by the course director. Instructions will be provided when you arrive at the exam room regarding where you may sit during the exam. Except for a writing instrument, an approved computer, and as directed, the SOP approved calculator (with the case removed and stored with your other belongings), all reading materials, outer clothing, electronic devices, phones, smart watches, backpacks, etc., must be placed against the wall of the exam room. You may also be instructed to use the calculator in ExamSoft instead of using an external calculator. Please arrive a few minutes before the scheduled start time for each exam; students arriving after the first person finishes the exam and leaves the room may not be allowed to take the exam and will receive a zero for that exam unless an excused absence is obtained from the Assistant Dean of Student Affairs.

If a student needs to leave the exam room, they should follow the instructions provided by the exam

proctor. All electronic devices must be left in the exam room. Students observed using an unauthorized electronic device during an exam, or during exam time if they have requested to leave the room, or materials other than those permissible during exam time will receive a grade of zero for the exam. Any academic integrity violation (<https://www.regis.edu/policies/academic-integrity>) will be reported to the College Academic Integrity Board. Exams require a quiet environment for most students. Therefore, we ask that distractions be kept to a minimum. Faculty will not answer content questions during the exam.

RATs/Quizzes: For RATs and quizzes given during scheduled class time, students should remain seated and quiet for the duration of the assessment. Students are not allowed to leave the room until the iRAT and tRAT are both completed (unless an emergency occurs or permission is provided by the instructor). Students are encouraged to use the restroom prior to the start of the RAT.

Unless otherwise instructed, resources (class notes, web sites, textbooks, all electronic devices) other than the student's personal laptop computer the student is using to take the assessment and a SOP approved calculator (which may be provided or you may be instructed to use the calculator within ExamSoft) must be stowed away during RATs/quizzes. Students will be told at the beginning of the iRAT/quiz the assessment time limit. Unauthorized use of class notes, web sites, textbooks, electronic devices during the RAT/quiz, or any activity consistent with an academic integrity violation (<https://www.regis.edu/policies/academic-integrity>) will result in a grade of zero for the RAT/quiz (iRAT and tRAT). The violation will also be submitted to the College Academic Integrity Board. The RAT process is not complete until all students have finished their tRAT and the faculty member explicitly states that the RAT is complete. Students cannot access any class notes, web sites, textbooks, electronic devices until explicitly told to do so once the RAT is complete.

tRATs: There is always the possibility that a team member may scratch off the wrong box on the IF-AT cards. There will be no allowances for scratch off errors. Teams may submit a tRAT appeal. An appeal may be made for tRAT questions only; iRAT or application exercises may not be appealed. A team must turn in their declaration of appeal with their tRAT. This declaration must be signed by all present team members. The team has 24 hours to prepare their appeal, in writing. The completed work must be signed by the same team members as the declaration. Email appeals will not be allowed. Teams must base their appeal on the materials that were provided as preparation for the RAT. If an appeal is successful, the team RAT score will be adjusted. Individual scores will not be adjusted. There will be no in-class discussion about appeals. A team may submit one appeal per tRAT. Students cannot access any class notes, web sites, textbooks, electronic devices until explicitly told to do so once the RAT is complete.

Exam Results: Exams and quizzes will not be returned to students. Faculty may schedule a time and location, within two weeks after exam grades are posted, for all students to review their exams. If the exam is provided, students are required to return their exam to the faculty prior to leaving the room. Exams that leave the room will have the score converted to zero. Unless the faculty states otherwise, exams and quizzes may not be reviewed after this two-week period.

Assessment Security: It is prohibited to access any assessment or class materials outside a proctored environment without the expressed consent of the faculty. Copying of assessment questions or class materials in any form or manner or audio/video taping of class or exam review sessions is strictly prohibited and will result in submission to the College Academic Integrity Board and may result in academic dismissal.

Experiential Site Placement

Once students are placed at their IPPE site, it will not be possible to change their site placement. Only under extreme situations will a change in placement be considered. For consideration, students should contact the OEE Director.

STUDENT DISABILITY SERVICES AND UNIVERSITY TESTING

Disabilities Accommodation

Regis University is committed to ensuring equal opportunity for students with disabilities to succeed, by providing equal access to Regis Programs and services through Student Disability Services (SDS).

To be eligible for accommodations, students need to register with Student Disability Services and University Testing located in The Learning Commons suite in Clarke Hall, Room 241, phone (303) 458-4941. Please refer to the Student Disability Services and University Testing web site (<https://www.regis.edu/academics/student-success/disability-testing-services>) for additional information.

Students may self-disclose and request academic accommodations any time during the term. However, it is recommended that they do so as soon as possible because accommodations are not provided retroactively, and adequate lead time is required.

GRIEVANCE

Complaints related to services or accommodations that have not been resolved by the Disability Services Director may be submitted in writing to the Office of the President, Regis University, Main Hall, Room 201, 303-458-4190. Students also have the right to file Title 3 disability discrimination complaints with the U.S. Department of Justice, Disability Rights Section, Civil Rights Division, P.O. Box 66738, Washington, D.C. 20035-6738, or with the U.S. Department of Education, Office for Civil Rights, 1244 Spear Blvd., Suite 300, Denver, CO 80204.

Drug Testing

For-Cause or Random Drug Screens: Any students currently enrolled in the SOP may be asked to comply with a For-Cause or Random Drug Screen in addition to the annual drug test. This may be requested of the student by a Clinical Agency, service-learning site, field experience venue, or a SOP representative. The student may be responsible for the cost of the test and may be removed from currently enrolled courses until confirmed to be in compliance.

Leave of Absence (LOA)

A student who is considering a leave of absence must make their request in writing to the ADSA. The student will be required to meet with the ADSA to discuss and identify the best options for the student. The terms of each LOA will be stated in writing, with the expectations for reentry and/ or return clearly articulated, prior to the start of leave. A formal LOA form (available in Ranger Portal) must be completed by the student for the University.

Information about a medical leave of absence (including to assist a family member) is available at: <https://www.regis.edu/policies/medical-leave-and-reentry-policy>

A student seeking pregnant or parenting related accommodations or adjustments should contact the Title IX Coordinator and complete the Pregnant and Parenting Accommodation Request Form found on the Equal Opportunity and Title IX Webpage at <https://www.regis.edu/life-at-regis/student-resources/campus-safety/equal-opportunity-and-title-ix-compliance>. If a LOA is requested due to a Title IX-related concern or for any other requests, including those beyond the pre-allowable periods below, the student should contact the EO & Title IX Coordinator (<https://www.regis.edu/life-at-regis/student-resources/campus-safety/equal-opportunity-and-title-ix-compliance>).

Family Leave Policy

Students who are the partner of a pregnant individual or the parent of a child to be adopted are eligible for a limited period of excused absence if those students follow the appropriate procedures. Allowable periods of excused absences are as follows:

- The partner of a pregnant individual is allowed up to 5 business days of excused absence immediately following delivery to allow for initial adjustments to changes in the family environment.
- Individuals are allowed up to 5 working days of excused absence immediately following the adoption of a child to allow for initial adjustments to changes in the family environment.
- Students may also apply for a modified schedule or for leave of absence if the time periods outlined in this policy are not sufficient to meet their needs.
- Advanced pharmacy practice experiences in the fourth year are not eligible to be considered under this family leave policy.
- The time requirements may be waived if the planned delivery or adoption date occurs unexpectedly earlier than originally planned.
- Students must notify their faculty advisor and the ADSA of a pregnancy or adoption at least 6 weeks prior to the beginning of the semester of the expected delivery or adoption.
- The student must file an official petition to the ADSA requesting the excused absence at least 4 weeks prior to the beginning of the semester of the expected delivery or adoption. This petition must include:
 - The expected date of the delivery or adoption.
 - The requested dates for the excused absences.
 - The ADSA will render a decision prior to the beginning of the semester in questions

after consultation with the Dean of Pharmacy and the faculty course directors for each course involved.

All missed course work and evaluations must be completed by the student to the course director's satisfaction prior to the end of the semester if the student is to continue to progress in the curriculum without a modified schedule. Students are expected to self-learn material missed in courses but may ask for guidance from faculty. Absences from early pharmacy practice experiences can only be made up by completing the required time at the clerkship site. Such absences may result in a delay in the student's progression or graduation date.

Dress Code

GENERAL GUIDANCE AND CLASSROOM:

As future health care professionals, students in the Doctor of Pharmacy program are expected to dress in a manner that demonstrates professionalism during class and on-campus activities which is demonstrated by wearing clothing that is business casual attire, with further requirements for experiential and laboratory settings, as listed below. Students are expected to maintain basic standards of personal hygiene. Strongly scented fragrances should not be worn out of consideration to others who may be allergic or otherwise sensitive to them. Clothing that is offensive, vulgar, revealing, slippers, or pajamas are not permitted. Hats/caps are not allowed to be worn during assessments. Individuals found in violation of expected attire may be asked to change into appropriate attire. Violations may result in disciplinary action.

IPPE, APPE, AND LABORATORY:

Patient consideration and professional image are of utmost importance in any pharmacy setting. The student must exhibit a professional appearance both in manner and dress. Appearance should not distract from a patient-centered focus. In addition to the dress code expectations for classroom attire, the following describes the additional expectations of professional dress in the IPPE, APPE, and Laboratory settings. It is the student's responsibility to follow experiential site-specific dress code policies/procedures.

- Additional dress code expectations for IPPE, APPE, and Laboratory:
 - White Lab Coat: Students are required to wear a clean, pressed, short white lab coat and must wear their Regis University name badge at all times (unless otherwise directed by the preceptor for a particular site). *If you need a new name badge, please e-mail the experiential administrative assistant.*
 - Attire: A student must wear either:
 - A professional shirt (blouse, sweater, or dress shirt with tie) PLUS dress pants/skirt/dress. All dress shirts must have sleeves and worn with a tie.
 - A dress
 - At all times, clothing should be neat, clean, and moderate in style and color.

- Clothing needs to fit properly and be loose enough to allow performance of experiential and laboratory activities.
- Open-toe shoes, tennis shoes, athletic shoes, and sandals are NOT permitted.
- Jewelry: Excessive facial jewelry/piercing and tongue piercing may not be permitted in the IPPE or APPE courses. Jewelry worn for religious or cultural purposes is permissible.

Any student not following the dress code may be asked to leave the rotation or lab until they meet the standards. Violations may result in disciplinary action.

Faculty Advising

A faculty advisor is assigned to all Doctor of Pharmacy students. An advisor counsels students on meeting requirements for the Doctor of Pharmacy program and provides guidance and support for progression throughout the program as necessary. Students are required to meet with their advisors to facilitate ongoing dialogue and development of professional behaviors and complete portfolio requirements. Conflicts with the assigned advisor must be presented in writing (via email) to the ADSA.

Student Grievances

In the case of any perceived conflict with a member of the SOP, Regis University or their policies that is unrelated to grades, the student may file a grievance using the following procedure:

- The student should attempt to resolve the problem at the level at which the conflict occurred within three (3) working days of the conflict.
- If discussion with the relevant parties is not possible, for whatever reason, or does not result in satisfactory resolution of the conflict, the student should contact their faculty advisor.
- If a satisfactory solution cannot be made, the student may submit a written summary of the concern to the ADSA within three (3) working days of the discussion with the faculty advisor. The ADSA will arrange mediation with the involved parties within five (5) working days of receipt of the written complaint. All parties will receive written confirmation of the resolution within five working days of the meeting.
 - If the conflict involves Regis University or Rueckert-Hartman College for Health Professions, the complaint will be forwarded to the appropriate office within each respective academic unit.
 - If the conflict involves a preceptor, the complaint will be forwarded to the Director of Experiential Education.
- If a satisfactory resolution cannot be made at the level of the ADSA, the student may appeal to the Dean of the SOP.
- In the absence of a mediated resolution to the perceived conflict, the issue may be referred to the Dean of the Rueckert-Hartman College for Health Professions.

Accreditation Council for Pharmacy Education (ACPE) Grievance Policy

Students have the opportunity to register complaints to the Accreditation Council for Pharmacy Education (ACPE) regarding a complaint against the SOP related to the standards or the policies and procedures of ACPE. A description of the ACPE complaint process can be found on the ACPE website at <https://www.acpe-accredit.org/complaints/>. Students may direct their complaint to ACPE via e-mail at the complaint form at: https://acpe-accredit.formstack.com/forms/complaint_form_copy or send a written inquiry to:

Accreditation Council for Pharmacy Education
190 S. LaSalle Street, Suite 2850
Chicago, Illinois 60603-3410
(312) 644-3575; FAX (866) 228-2631

Family Educational Rights and Privacy Act of 1974 (FERPA)

FERPA was passed and put into effect in January 1975. The law regulates the use and disclosure of personal information in educational records and permits a student to know what material is maintained in those records. FERPA is designed to protect the privacy associated with educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A student has the right:

- To inspect and review, under supervision, information contained in his/her educational records.
- To challenge the contents of the educational record,
- To request a hearing if the outcome of a challenge is unsatisfactory,
- To submit an explanatory statement for inclusion in the educational record, if the outcome of the hearing is unsatisfactory, and
- To prevent disclosure, with certain exceptions, of personally identifiable information from the educational record.

For more information, see <https://www.regis.edu/policies/ferpa> or contact the ADSA or Provost.

IX. Regis University SOP Code of Conduct

Honor Code for Professional and Academic Conduct

Virtually all professional schools and colleges have instituted codes of professional and academic conduct. This code is aligned with the mission of Regis University, professional pharmacy organizations, and principles of higher education.

Academic Integrity Policy

Students are responsible for familiarizing themselves with the academic integrity policy, which can be

found at <http://www.regis.edu/About-Regis-University/Policies-and-Procedures/Academic-Integrity-Policies.aspx>.

Professional Conduct Pledge

The American Pharmacist's Association (APhA) Oath of a Pharmacist is included below.

"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 treat all patients with dignity and respect and will not discriminate against any patient.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for all patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the responsibility to improve my professional knowledge, expertise, and self-awareness.
- I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public."

Regis University SOP Student Professionalism and Code of Conduct Policy

Developing student professionalism is a critical component to a successful pharmacy school experience. The SOP Student Professionalism Policy seeks to develop pharmacy students according to the Rueckert-Hartman College for Health Professions (RHCHP) mission, vision, values, goals, and the American Pharmacists Association (APhA) Code of Ethics, available at <https://www.pharmacist.com/Code-of-Ethics>. The important role of professionalism has been emphasized by many pharmacy organizations, and SOP students are expected to learn and embody this professionalism by following Regis University Standards and the information contained in this policy, included in Appendix 2. Community Standards and the Regis University Student Code of Conduct are available at: <https://www.regis.edu/life-at-regis/student-affairs/community-standards-and-care>

Student Conduct and Disciplinary Action

All Rueckert-Hartman College for Health Professions students are bound by the provisions of the Regis University Student Handbook, the Regis University Bulletin, and the appropriate RHCHP school or departmental handbook, including, but not limited to, the Standards of Conduct and general University policies and regulations. Copies of the Regis University Student Handbook may be obtained in the Office of Student Life located in the Student Center or accessed online (under Student Affairs)

at <https://www.regis.edu/life-at-regis/student-affairs/student-handbook>

Procedures for reviewing violations of the University's Standards of Conduct are outlined in the Regis University Student Handbook. Incidents of unsafe behavior or unprofessional conduct in a clinical or academic setting are also grounds for disciplinary action, including, but not limited to, suspension or expulsion from the program, as set forth in the Regis University Student Handbook.

Health Insurance Portability and Accountability Act (HIPAA) Policy

The goals for maintaining rigorous adherence to HIPAA compliance requirements within all Regis University-sponsored programs, and activities are designed to:

- Ensure the security and confidentiality of Protected Health Information (PHI) and electronic PHI (ePHI) as covered by HIPAA
- Protect against any anticipated threats or hazards to the security or integrity of such information
- Protect against unauthorized access, use or disclosure of such information.

It is the responsibility of each student to review and adhere to all aspects of the Regis University HIPAA Privacy Policy. In doing so, the student acknowledges that they agree to adhere to these practices. All violations of the Regis University HIPAA privacy and security policies and practices are taken very seriously. All violations will be reported to the Regis University HIPAA Privacy Board and the HIPAA Privacy and Security Committee for review to determine the extent of the violation and the appropriate sanctions to be applied, where necessary. Sanctions may include, but are not limited to, notification of the student's advisor with a note in the student's advising file, reductions in the grade for the course up to and including failure, and remedial action as directed by the Regis University HIPAA Privacy Board.

To review the Regis University HIPAA Privacy Policy, please click on the link:

<https://www.regis.edu/policies/hipaa>

X. Student Involvement Opportunities

The following are opportunities for student involvement within the SOP. Students are encouraged to discuss these opportunities with their faculty advisors to help make an informed decision about participation.

ADMISSIONS INTERVIEWS

Students are encouraged to participate in annual student interviews to be part of the selection of the incoming class.

SOP STANDING COMMITTEES

Students from each class can represent their cohort on the following committees: Admissions Committee, Assessment Committee, Curriculum Committee, Student Affairs Committee, and Experiential Advisory Committee.

Student Attendance at Standing Committee Meetings

If a student volunteers or is elected to serve on a committee, attendance is mandatory at meetings during the academic year. Absences are considered excused for attendance at class, an exam, or experiential site. The student committee member should notify the committee chair in advance if an absence is planned. Failure to attend may result in the student's dismissal from the committee. The decision to dismiss a student from a committee will be made by the ADSA in consultation with the chair of the standing committee.

STUDENT ORGANIZATIONS

General information about clubs and organizations at Regis University is available at:

<https://www.regis.edu/life-at-regis/student-activities/clubs-and-organizations> The following is a list of organizations that are currently available:

Alpha Sigma Nu

Alpha Sigma Nu (ASN) is the national honor society of Jesuit colleges and universities in the United States. The society was founded in 1915 at Marquette University to honor a select number of students each year on the basis of scholarship, loyalty, and service to the Jesuit educational tradition. Selection to Alpha Sigma Nu is one of the highest honors that can be bestowed to a student at a Jesuit college or university. Membership applications are due in October and February. Students with a 3.5 or better grade point average are eligible to apply to Alpha Sigma Nu upon completion of 24 graduate hours of coursework. Induction decisions are made based on GPA, an essay, and two letters of recommendation.

American Association of Psychiatric Pharmacists (AAPP)

Formerly known as the College of Psychiatric and Neurologic Pharmacists (CPNP), AAPP is a national organization with a mission to advance the reach and practice of psychiatric pharmacy and serve as a voice of the specialty. The AAPP mission is lived through core values of excellence, collegiality, innovation, responsiveness, and compassion. The AAPP Regis student chapter supports these aims and is dedicated to caring for the whole person in mind, body, and spirit. This effort is realized through an engagement with mental health, including substance use and neurologic disorders, to ensure patients receive safe, appropriate, and effective treatment and care. For more information: <https://aapp.org>

American College of Clinical Pharmacy (ACCP)

The American College of Clinical Pharmacy's purpose is to advance human health by extending the frontiers of clinical pharmacy. Through strategic initiatives, partnerships, collaborations, and alliances, ACCP: 1) provides leadership, professional development, advocacy, and resources that enable clinical pharmacists to achieve excellence in practice, research, and education; 2) advances clinical pharmacy and pharmacotherapy through support and promotion of research, training, and

education.; and 3) promotes innovative science, develops successful models of practice, and disseminates new knowledge to advance pharmacotherapy and patient care.” For more information: <http://www.accp.com/stunet/index.aspx>.

American Pharmacists Association Academy of Student Pharmacists (APhA-ASP)

The American Pharmacists Association (APhA) is a national professional organization for all pharmacists. The pharmacy student is represented in APhA through the Academy of Student Pharmacists (ASP); hence the more common designation at Regis University SOP as being a member of APhA-ASP. Membership is open to all students enrolled in the Regis University SOP. The mission of APhA-ASP is to be the collective voice of student pharmacists, provide opportunities for professional growth, to improve patient care, and to envision and advance the future of pharmacy. The Regis chapter organization has regular monthly meetings, invites guest speakers, and focuses on health professional programs such as blood pressure screening, immunizations, and opioid misuse and abuse awareness.

Colorado Pharmacists Society

The Colorado Pharmacists Society (CPS) is the statewide professional association for all pharmacists and pharmacy students. All membership functions of CPS are open and available for the student member, including annual meetings, mid-year meetings, continuing professional education events, and a host of others. CPS emails a monthly publication under the title of the e-capsulette. For more information: <https://www.copharm.org/>

Graduate Council

Graduate council is an interdisciplinary club on campus that involves pharmacy, physical therapy, and biomedical science master’s students. There is generally one representative from each class within the schools. Graduate council helps to find and run student events both on and off campus. Our goal is to help foster friendships between schools and help each other better understand our individual professions and life goals. Examples of events and items that are conducted or provided by graduate council include trivia nights, pub nights, kickball, Nuggets tickets, and on campus play tickets. Meetings are every other Thursday at about 5:30pm.

Industry Pharmacists Organization

The Industry Pharmacists Organization (IPhO) is exclusively dedicated to advancing the careers of industry pharmacists. IPhO believes that pharmacists' scientific training, medication expertise, clinical acumen, patient focus, and experience as healthcare providers make us ideally suited for a career in the pharmaceutical industry. Pharmacists are playing a key role in development, medical, and commercial organizations and are making valuable contributions to drug development and optimal medication utilization each and every day. IPhO works with its members to advocate for advancing industry-based pharmacists to leadership positions by increasing awareness and recognition among employers, senior management, colleagues, thought leaders, educators, and students of what

pharmacists have to offer. For more information: <https://www.industrypharmacist.org/>

Kappa Psi

Kappa Psi was founded on May 30, 1879, in New Haven, Connecticut, and currently there are 155 chapters (90 collegiate and 65 graduate chapters), more than six thousand collegiate members, and over eighty-seven thousand graduate members across the United States, Canada, and the Bahamas. For more information: <https://kappa-psi.com/>

LGBTQIA+ Club

The LGBTQIA+ club is an open space where members of the LGBTQIA+ community & allies (students, faculty, staff) can come together to talk about LGBTQIA+ in the healthcare space, specifically 1) what it means to be a LGBTQIA+ healthcare provider as well as 2) what we can do to help patients who are LGBTQIA+ in our role as pharmacists. Members of the club will benefit from educational sessions with practicing LGBTQIA+ pharmacists and opportunities to engage in social connection while learning and helping each other along the academic journey. The longer-term goal is to become an interdisciplinary club with participation from the schools of physical therapy, nursing, occupational therapy, and counseling/marriage and family therapy.

National Community Oncology Dispensing Association (NCODA)

The National Community Oncology Dispensing Association is a grass-roots, non-profit organization that was founded to provide leadership, expertise, and quality standards to medically-integrated oncology practices across the country. NCODA creates educational resources about oral and intravenous anti-cancer therapies to positively impact healthcare professionals and the patients they serve. The professional student organization promotes unique and dynamic experiences for student members to practice leadership skills while networking with national and international leaders in oncology. For more information: <https://www.ncoda.org/>

National Community Pharmacists Association (NCPA)

The National Community Pharmacists Association (NCPA) student chapter offers pharmacy students a wide array of opportunities to broaden and enrich their education experience, gain valuable, real world skills, and have some fun in the process. The NCPA student chapter is dedicated to the continuing growth of independent retail pharmacy and its impact on the community and is committed to value-centered education and community service to promote the health and well-being of the public.

Pharmacy Student Governance

The organization is established as the Regis University SOP Student Governance (RUPSG). The student government is comprised of the elected officers and representatives and shall maintain and uphold the bylaws of RUPSG. The student government goals are to improve and facilitate communication between students, faculty, and other colleges within Regis University, aid in the promotion of the pharmacy profession, and to foster leadership and community engagement.

Phi Delta Chi

Phi Delta Chi is a professional fraternity whose mission is to advance the profession of pharmacy through fraternal activities. Membership is by invitation. To be eligible, a student must be enrolled in the Regis University SOP, be in good academic standing, and be of high moral character. Phi Delta Chi sponsors a variety of professional projects designed to increase the public's awareness of pharmacy, and to provide financial or moral support to charitable or worthy groups. It links its members with a communal bond of fraternal spirit that binds them together as they partially fulfill their own personal commitments to their chosen profession.

Phi Lambda Sigma

Phi Lambda Sigma is the leadership society for pharmacy students and is a national pharmacy honors society. Members must be chosen by their peers and must exhibit leadership. To be eligible for membership, you will need to have completed at least 135 quarter hours of coursework toward your degree, have at least a 2.50 GPA, and be of high moral and ethical character. Membership crosses fraternal and organizational lines; thus, the society does not compete with other professional organizations.

Rho Chi

Rho Chi is the national pharmacy honor society. Rho Chi's fundamental objective is the stimulation and recognition of academic excellence. The society serves as an instrument for the advancement of the profession of pharmacy. To be eligible for invitation into this society you will need to be in the upper 20% of your class, with at least a "B" average, and have completed a minimum of three semesters of coursework in the Doctor of Pharmacy program. Because there is a maximum number of inductees for each graduating class, the previously listed criteria are a minimum requirement and do not guarantee invitation into the society.

Student National Pharmaceutical Association (SNPhA)

SNPhA is the student organization of the National Pharmaceutical Association, which is dedicated to representing the views and ideas of minority pharmacists on critical issues affecting health care and pharmacy; as well as advancing the standards of pharmaceutical care among all practitioners. The mission of SNPhA is to provide an educational service association of pharmacy students who are concerned about pharmacy and healthcare related issues, and the poor minority representation in pharmacy and other health-related professions.

Student Society of Health-System Pharmacists (SSHPh)

SSHPh is the student society of the American Society of Health-System Pharmacists (ASHP), which is the only national organization of hospital and health-system pharmacists. ASHP has over 35,000 members, representing pharmacists who practice in hospitals, health maintenance organizations, long-term care facilities, home care, and other components of health care systems. SSHPh sponsors a residency/fellowship information session, professional development projects, speakers, and a clinical

skills competition. SSHP helps prepare students for the ASHP Midyear Clinical Meeting, which is the largest gathering of pharmacy professionals in the world.

XI. Policies

Appointments with Faculty

Faculty are eager to support students outside of scheduled class hours. Faculty are available by appointment. Students should be aware that faculty are also involved in committee work, clinical sites, precepting, research, and other professional and community responsibilities during hours when they are not teaching. Therefore, students are encouraged to be proactive in scheduling appointments with faculty.

Class Cancellations/Schedule Changes

In case of illness or unplanned absence of a faculty member, the faculty member contacts the School office. The office assists the faculty member in notifying students in the class of the cancellation if a substitute is not available and the cancellation is during regular office hours. If possible, the instructor attempts to reschedule the class at a later date in the semester. Faculty with known schedule absences will make prior arrangements for a substitute or reschedule the class with prior notice to all the students. The ADSA and the course director should be notified of all class cancellations/schedule changes.

While faculty attempt to maintain a predetermined class schedule, there may inevitably be changes in order to accommodate guest speakers or other situations that may arise. Every attempt is made to inform students of class schedules in advance. Students should also make every attempt to be flexible with their scheduling to enable participation in these special cases. Lack of attendance does not alleviate student responsibility for the material.

Cancellations Due to Inclement Weather

Students should sign up for the **RU Alert** communication tool found within Campus Safety's website: <https://www.regis.edu/life-at-regis/safety-and-security>. The SOP campus-based courses will follow all scheduled Regis approved closures, late starts, etc. for inclement weather.

WEATHER CONDITIONS FOR IPPE

When there is inclement weather, students are expected to attend their IPPE unless classes are cancelled by Regis University. However, it is understood that weather conditions can vary widely in Colorado from one area to another. Therefore, students who cannot travel to the site due to hazardous weather conditions must immediately notify their preceptor, the Office of Experiential Education, and the Assistant Dean of Student Affairs. The attendance policy still applies regarding making up days and completing and turning in the *Experiential Absence Form*.

WEATHER CONDITIONS FOR APPE

When there is inclement weather during an APPE, students are expected to follow the APPE site's policy. It is important to point out that Regis University may be cancelled but students may still be required to report to their APPE site.

Compliance with Exposure Control, Hazardous Communication, and Fire Evacuation

Students are expected to follow appropriate Hazardous Material Communication and Infection Control Policies as appropriate to the environment whether it is in the classroom, laboratory, or experiential setting. Specific policies and procedures are introduced at student orientation, discussed in courses throughout the program, and reviewed in experiential affiliations.

The Emergency Management Plan of Regis University is available at: <https://www.regis.edu/life-at-regis/student-resources/campus-safety/emergency-management>

Computer Literacy and Access

Students are required to be computer literate prior to entering the program. Necessary skills include proficiency in several computer applications including Microsoft Word, Excel, PowerPoint, and Outlook. Students are also expected to be comfortable navigating web pages using common Internet browsers, attaching documents to e-mails, and participating in online discussion groups as required by specific courses within the program. For students unfamiliar with computers and software, courses can be taken through community colleges, continuing education programs or through private companies prior to beginning the program.

Students are required to have a personal portable computer (laptop). Additionally, students are required to have a printer, broadband internet access (cable or DSL) at home, and printing capabilities. Laptops are required due to portability and daily use in the classroom. A mobile device such as a personal digital assistant (PDA) or Smartphone is also recommended but not required. Because almost all public spaces on the Regis campus have wireless internet access, students can use any Wi-Fi-enabled device to connect to essential online resources. This includes accessing library databases and course materials with audio and video content. Student, faculty, and staff electronic communication is accomplished through an issued RegisNET e-mail account. Class notes, routine school communication, and class scheduling are examples of critical information that students will access daily through the RegisNET account. In addition, the University has several computers on campus that students may use.

Pharmacist's Recovery Network (PRN)

The Colorado Pharmacist Recovery Network Committee has established a program for pharmacists, pharmacy technicians, interns, students and their families who are subject to physical and mental impairment due to the influence of drugs, including alcohol, or due to other causes.

The program provides training and education, confidential intervention, referral and evaluation,

treatment, follow-up and aftercare, financial counseling and/or assistance, and assistance to re-enter practice or find appropriate alternative employment.

For confidential information, referrals and support groups, contact: Colorado Pharmacist Recovery Network in care of Peer Assistance Services, Inc.; Denver 303-369-0039, Grand Junction 970-241-9382, anywhere in Colorado phone toll free 800-765-0263.

Email

Your RegisNET account is your official portal into your Regis email. This is the official form of communication of the SOP and the University. You will be accountable for any information relayed via your RegisNET account. Faculty/staff will communicate with you through this email account. Class notes, routine SOP communication, and class scheduling are examples of critical information that you will need to access daily through your RegisNET account. Please check your email daily and respond in a timely fashion.

Financial Aid

Regis University Office of Financial Aid is available to assist students in identifying potential grant and loan sources. Application deadlines for such materials typically follow a traditional fall/spring calendar. Be sure to obtain sufficient information from the Office of Financial Aid to thoroughly understand these important deadlines. You can contact the Office of Financial Aid directly at (303) 458-4066.

Payment of Student Accounts

Each SOP student is expected to pay in full, set up a Regis Payment Option, or have guaranteed financial aid in place by the published due date for each semester. Students who do not make financial arrangements by the published deadline may have their course schedules dropped for non-payment or be assessed a late fee. Incoming new students who do not make financial arrangements by the published deadline will have courses dropped for non-payment, and the offer of admission will be rescinded.

Office Staff Policies

The school administrative staff is a valued and an integral part of the School. They are support staff to the full and part-time faculty and, as such, maintain heavy workloads. Students should not request to use administrative staff phones, computers, or other equipment. Copiers are located in the library, student center, Peter Claver Hall, and other areas around campus.

Student Professional Liability Insurance

Students are required to carry student professional liability insurance through the group University policy. This insurance premium is included in tuition and is renewed on an annual basis. This policy covers students during all approved student IPPE and APPE experiences while in the program. The

policy also requires appropriate student supervision while in the experiential setting. Students must not take on responsibility which is above their capacity in any student experience.

Transportation

Students need access to a car to participate in course-related activities, such as experiential (i.e., IPPE and APPE) and service learning placements. The student is responsible for all associated transportation costs, parking fees, and any travel-related expenses with student experiences. Whenever possible, attempts will be made to assign students to experiential sites and service learning activities based on preference ranks. However, this is not always possible. Traveling distances up to 90 miles one-way from Regis University are still considered within the Denver Metro Area and would be considered commutable distance.

Housing

APPE sites are not only located in the Denver area but throughout the state of Colorado, nationally, and internationally. Students are responsible for their own housing during APPEs. Students should plan living arrangements well in advance of these off-campus experiences. Housing that falls through is not a valid reason to not complete the assigned rotation.

XII. Services

Campus Security

The Campus Security Office exists to provide a safe and secure environment for the entire Regis community. A staff of full-time security officers work to provide 24-hour/day coverage, seven days a week, including holidays. Campus Security works with students, faculty, and staff to promote awareness and support safety and security issues. Campus Security provides vehicle and foot patrol, responds to all incidents and emergency situations, and provides an escort service to and from parking areas. They also provide assistance for community events and activities on campus, maintain continuous phone and radio contact with the officers in the field, provide parking enforcement, and make presentations to the community on security and safety issues. The Campus Security Office is located in West Hall. The 24-hour/day telephone number to Campus Security is (303) 458-4122.

Career Services

The Center for Career and Professional Development provides employment resources for current students and alumni. Career Services conducts individual advising sessions and seminars on relevant topics such as resume writing, interviewing skills, and networking skills. Current career information is available via Handshake.

Fitness Program

The purpose of the Fitness Program is to assist the students, faculty, and staff of Regis University in their endeavors to increase their physical health. Specifically, the program focuses on exercise and

proper nutrition while recognizing that physical health is but one facet of total wellness. Services are available to all Regis students at no charge. The Fitness Program offers students:

A place to work out: The 6,000 square foot fitness facility housed within the Life Directions Center contains aerobic and strength-training equipment-including both free weights and variable resistance machines. The fitness area is open to faculty, staff, and students.

Exercise guidance and fitness goal setting: Student staff offer orientations to training principles and equipment usage, teach exercise classes, and provide introductory fitness testing and counseling services.

Nutritional guidance and goal setting for proper nutrition or weight management: The Fitness Program offers nutritional analysis, nutrition classes/videos, educational materials, and one-to-one consultation.

Special events and educational opportunities: Exercise incentives, campaigns with prizes, guest lectures, and demonstrations, Healthy Heart Week, and various screenings are some of the services offered.

Food Services

Regis contracts with a food service company, Harvest Table, for all meals served in the cafeteria and snack bar. The cafeteria and snack bar are located in the Student Center and Peter Claver Hall.

Health Services/Office of Counseling and Personal Development

Medical and psychological health services are available to Pharmacy students through the University Health Services and Office of Counseling and Personal Development located in the Coors Life Directions Center. For further information, see <https://www.regis.edu/life-at-regis/student-wellbeing/health-and-counseling-center/counseling-services/services> and <https://www.regis.edu/life-at-regis/student-wellbeing/health-and-counseling-center/medical-services/index>

Intramural Athletics

Many Regis students participate in a wide variety of intramural activities. Regis offers team sports such as men's and women's flag football, coed volleyball, men's basketball, coed floor hockey, coed bowling, ultimate Frisbee, and men's, women's and coed softball. The intramural program also includes several tournaments such as doubles volleyball, tennis, and 3-on-3. Information can be found at

<https://www.imleagues.com/spa/intramural/3ee7b7376de648f08dd11b425c5a2b46/home>

Library Services

The Dayton Memorial University Library is available to students for resource access and independent

study. Information is available at: <https://www.regis.edu/academics/student-success/library>

Parking

Parking permits must be obtained through Campus Security to park in designated areas on campus. Parking policies and costs can be found at the parking and transportation office website at <http://www.regis.edu/About-Regis-University/University-Offices-and-Services/Auxiliary-Business/Parking/Rates.aspx>.

Student ID Cards

All students are issued an Identification Card. Cards are issued through the Registrar's office. The card is required for library services, for participation in the food service program, building access, and when requested by other proper authorities. These cards are not transferable. Lost or damaged cards may be replaced by Enrollment Services. The Office of Student Accounts will assess a fee to the student for lost or damaged cards.

University Ministry

University Ministry serves the entire University community. In the Jesuit tradition, University Ministry provides opportunities and activities that enable members of the community to respond to the invitation of St. Ignatius Loyola to find God in all things. God is present in our lives and can be discovered through faith in all natural and human events, in history as a whole, and, most especially, in the lived experience of each person. To encourage students to integrate mind, body, and spirit, University Ministry offers Sunday and weekday liturgical services, weekend retreats and days of reflection, spiritual direction and advising, Christian Life Community gatherings, scripture study, special University community celebrations, reflection on justice issues and service opportunities. University Ministry is located in the Student Center, Room 214. For more information, see <https://www.regis.edu/life-at-regis/student-resources/university-ministry>

Appendix 1: Technical Standards

Applicants admitted to the pharmacy education program must demonstrate the ability to perform, or learn to perform, the technical standards and skills listed in this document (available at: <https://www.regis.edu/academics/colleges-and-schools/rueckert-hartman/disqualifying-offenses-essential-functions>). The technical standards listed in this document can be accomplished through direct student response, the use of assistance devices or technology, or through other assistive methods (e.g., readers, signers, note-takers). Upon admission a student who discloses a qualifying condition may receive reasonable accommodation(s), but must be able to perform the essential functions of the program and meet the technical standards described.

Reasonable accommodations must be arranged through Student Disability Services & University Testing (SDS/UT). SDS/UT can be reached in Clarke Hall, suite 241, by phone at (303) 458-4941, or by email at disability@regis.edu. For more information, see the SDS/UT's website at [regis.edu/disability](https://www.regis.edu/disability).

Our technical standards encompass several broad areas: observation, communication, psychomotor, cognitive, behavioral and social attributes and ethical and professional behavior, as further described at: <https://www.regis.edu/academics/colleges-and-schools/rueckert-hartman/disqualifying-offenses-essential-functions>

Observational Skills

Doctor of Pharmacy students require the functional use of vision, hearing and somatic sensations with or without reasonable accommodations. A student must be able to observe in the classroom setting, which may include lectures, laboratory demonstrations, small group, team, and collaborative settings and observe other experiments in the basic and pharmaceutical sciences (e.g. medical illustrations, microscopic studies of microorganisms and tissues in normal and pathological states). The student must be able to observe a patient accurately and obtain information needed to form a pharmacotherapy treatment plan. This may include performing appropriate physical assessments and observing digital and waveform readings, and other graphic images to determine a patient's condition.

Communication Skills

Doctor of Pharmacy students must be able to effectively communicate in many forms; these include speech, language, reading, writing and computer literacy (including keyboarding skills). Students must be able to communicate in English (oral and written forms) with faculty and peers in classroom and laboratory settings. Students must communicate effectively and sensitively with patients, maintain written records, elicit information about mood and activities, and perceive non-verbal communications. Students must also communicate effectively and efficiently with other health care community members to convey information for safe and effective care.

Psychomotor Skills

Doctor of Pharmacy students must possess sufficient motor function to elicit information from the patient examination, by palpation, auscultation, percussing, and other examination maneuvers. Students must be able to perform or assist with technical procedures, treatments, administration of medications, and emergency interventions. These skills require coordination of both gross and fine muscular movement, equilibrium, physical strength and stamina, and the integrated use of touch, hearing and vision.

Cognitive Skills

Doctor of Pharmacy students must demonstrate the ability to receive, interpret, remember, measure, calculate, reproduce and use; to reason, analyze, integrate and synthesize information across the cognitive, psychomotor and affective domains in order to solve problems, evaluate work, and generate new ways of processing or categorizing similar information in a timely fashion as listed in course objectives. In addition, students must be able to comprehend the three-dimensional relationships and to understand spatial relationships of structures. Examples in which cognitive skills are essential include performance of a physical evaluations, including extracting and analyzing physiological, biomechanical, behavioral, and environmental factors in a timely manner; use of examination data to formulate and execute a treatment plan in a timely manner, appropriate to the problems identified; and the reassessment and revision of plans as needed for effective and efficient management of health care problems in a timely manner. All of these must be consistent within the acceptable norms of clinical settings.

Behavioral and Social Attributes

Doctor of Pharmacy students must possess the psychological ability required for the utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of responsibilities inherent to the diagnosis and care of patients/clients, and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate heavy workloads and function effectively under stress. They must be able to tolerate and adapt to a changing, unfamiliar (and perhaps, uncomfortable) environment, display flexibility, respect individual differences, and learn to function in the face of ambiguities inherent in the clinical problems of patients. Examples include recognizing and appropriately reacting to one's own immediate emotional responses to situations while maintaining a professional demeanor.

Ethics and Professionalism

Students are expected to exhibit professionalism, personal accountability, compassion, integrity, concern for others, and interpersonal skills including the ability to accept and apply feedback and to respect boundaries and care for all individuals in a respectful and effective manner regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Students should understand, and function within, the legal and ethical aspects of the practice of pharmacy and maintain and display ethical and moral behaviors in all interactions with patients, faculty, staff, students, and the public. Interest and motivation throughout the educational processes are expected of all students.

I acknowledge that I have received, reviewed, and agree to the SOP Technical Standards outlined above. If I am unable to fulfill any of the above technical standards, I have contacted the Assistant Dean of Student Affairs in the SOP. In the event I wish to request appropriate accommodation, I have contacted Student Disability Services. By signing below, I signify I can meet the program's standards with or without accommodations.

Student Signature: _____ Date: _____

Printed Name: _____

Appendix 2. Regis University SOP Student Professionalism and Code of Conduct Policy

Introduction

Community Standards and the Regis University Student Code of Conduct are available at: <https://www.regis.edu/life-at-regis/student-affairs/community-standards-and-care>. Regis University's Academic Integrity Policy is available at: <https://www.regis.edu/policies/academic-integrity> and Regis University's HIPAA Policy is available at: <https://www.regis.edu/policies/hipaa>. Students are expected to follow Regis University Standards and Policies as well as the information contained in this professionalism policy. Developing student professionalism is a critical component to a successful pharmacy school experience. This policy seeks to form pharmacy students according to the Rueckert-Hartman College for Health Professions (RHCHP) mission, vision, values, goals, and the American Pharmacists Association (APhA) Code of Ethics. The APhA Code of Ethics is available at: <https://www.pharmacist.com/Code-of-Ethics>. The important role of professionalism has been emphasized by many pharmacy organizations, and SOP students are expected to learn and embody this professionalism.

Professionalism Expectations

The following categories describe the Regis University SOP student professionalism expectations.

1. Accountability and Responsibility

- a. In order to be professional, each student must be accountable for his/her actions and behaviors. The student must take responsibility for how he/she presents him/herself to other students, faculty, staff, preceptors, patients, and the community.

2. Respect and Compassion

- a. In order to be professional, students must demonstrate respect, empathy, and compassion toward each other, faculty, staff, preceptors, patients, and the community.

3. Communication

- a. In order to be professional, a student must communicate appropriately and effectively with other students, patients, faculty, staff, and preceptors.

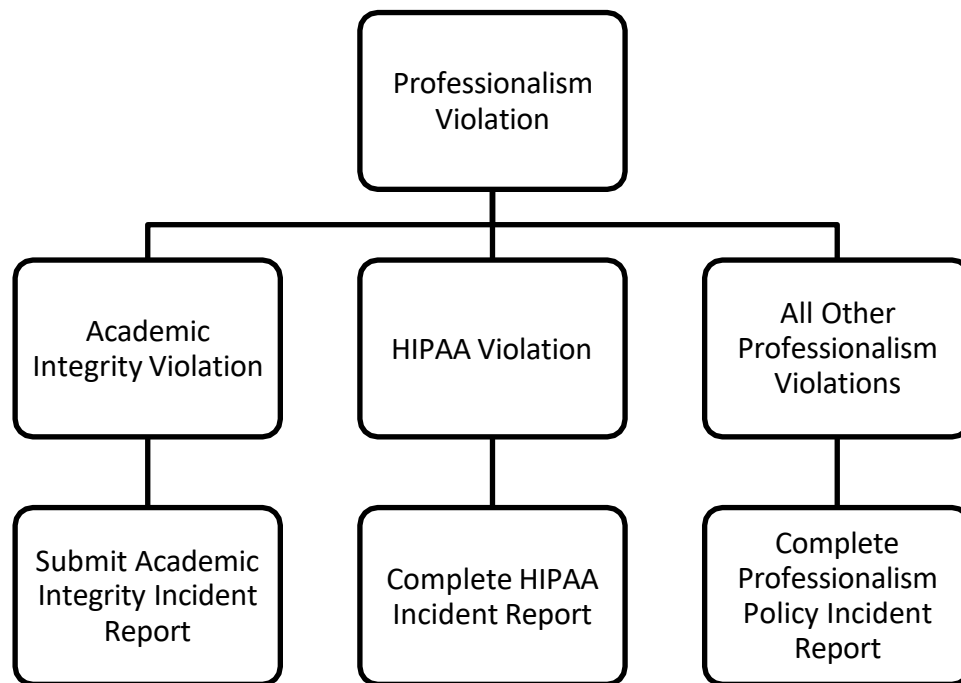
4. Behavioral and Social Attributes

- a. In order to be professional, a student must exhibit behaviors and attitudes aligned with the APhA Code of Ethics.

Reporting Code of Conduct/Professionalism Violations

Academic Integrity and HIPAA Violations should be reported using the weblinks below the flow chart. Faculty, staff, preceptors, and students can report other types of professionalism violations at: https://cm.maxient.com/reportingform.php?RegisUniv&layout_id=70. The ADSA is notified via email each time a report of other types of professionalism violations is made, and the ADSA is responsible for the maintenance of a database containing documented instances of student professionalism issues. The ADSA may work with the Student Affairs Committee, Dean of the SOP, and other University officials to determine the appropriate course of action for a violation.

Flow Chart for Professionalism Violation Reporting



Academic Integrity Policy is located at: <https://www.regis.edu/policies/academic-integrity>

Academic Integrity Form is under Ranger Portal – Employee Forms and also available at: <https://imagenow.regis.edu/imagenowforms/webform/cdd530f9-763f-4295-ba3c-2c53b47c4a61/>

HIPAA Incident Policy and Report:
<https://www.regis.edu/policies/hipaa>

Professionalism Policy Incident Report:
https://cm.maxient.com/reportingform.php?RegisUniv&layout_id=70

APPENDIX 3. Master's Degree in Drug Development (MSDD)

1. Welcome Message

The Master's Degree in Drug Development (MSDD) is housed within the School of Pharmacy. As such the policies outlined in the SOP Handbook apply to the MSDD program unless otherwise stated.

The advancement of new medications is critical to the improvement of human health. Graduates of the MSDD program will be equipped with skills needed to work in industry, academic or government labs that develop new therapeutics. In addition to laboratory scientific development, the program will foster the development of oral and written communication skills to be used in presenting research findings and working collaboratively across scientific and healthcare disciplines.

2. Program Overview

The program will include didactic coursework to introduce students to the pharmaceutical industry and research methods. Most of the learning will follow an experiential model with direct faculty mentorship in a research lab or industry internship. Journal club and capstone components will provide practice and instruction in scientific communication and debate. Credit load for the MSDD degree is 32 credits over 3 semesters. All students must complete the program within 3 years.

3. Admission Requirements

- PharmD/MSDD Dual Degree:
 - Admission to the PharmD program
 - MSDD application
 - MSDD Interview
 - Calculus I
- MSDD only
 - Application
 - Resume/CV
 - Official transcripts

- One letter of recommendation
- Short essay
- Earned BS in a Natural Sciences or Engineering field to include calculus.

4. Curriculum

Curriculum	Credit Hrs
Integrated Literature Evaluation	3
Drug Design	2
Journal Club	1
Internship / Research	3
Intro to Pharma Industry – Bench to Bedside	3
Medical Evidence and Communication	3
Study Design in the Pharma Industry	3
Legal and Regulatory Affairs	3
GLP/GPM Guidelines and Ethical Research	2
Research Methods and Applied Statistics	3
APPE/Capstone	6
Total:	32

Course Descriptions

INTEGRATED LITERATURE EVALUATION 1. Study of literature evaluation and research study design. Discuss advantages and disadvantages of primary, secondary, and tertiary literature. Systematically approach drug information requests and to efficiently find and evaluate biomedical literature. Evaluate a study for validity, design, and methods.

DRUG DESIGN. A review of the drug development process to include small molecule, biologics, vaccines and T cell engineering. This class will involve both laboratory and computer driven exercises and critical, statistical analysis of experimental results. The importance of controls and hypothesis driven experimental design will be emphasized. Students will have the opportunity to work on a variety of laboratory equipment including HPLC, Mass spec, flow cytometry and cell culture.

JOURNAL CLUB. Students will critically evaluate and give a presentation on peer-reviewed research papers. Students will learn how to analyze appropriate research design and analysis using peer-reviewed published research papers.

INTERNSHIP/RESEARCH/APPE/CAPSTONE. Students will complete a research capstone project or industry internship for a total of 9 credits. PharmD/MSDD dual degree students may substitute their

IPPE and APPE rotations for these credits with program director approval.

INTRODUCTION TO PHARMACEUTICAL INDUSTRY: BENCH TO BEDSIDE. An overview of the pharmaceutical industry (RXL) in the context of the drug development process. Students will learn the role that trained individuals can have within the RXL and its associated support services industries.

MEDICAL EVIDENCE EVALUATION AND COMMUNICATIONS. Designed to expand on the students' understanding of medical evidence evaluation. Topics include constructing and executing systematic searches using primary, secondary, and tertiary literature, including guidelines and grey literature; systematically analyzing critiquing and comparing research findings, formulating written and verbal responses to questions, devising a well-written medical sound document, providing a medically sound oral presentation.

STUDY DESIGN IN THE PHARMACEUTICAL INDUSTRY. Introduces students to the types of studies conducted to bring a product from conception to market and beyond. They will gain an overview of research methods, developing scientific questions, hypotheses, and statistical inference. They will be introduced to clinical trials and procedures necessary to conduct them. They will be introduced to observational trials to support a product and as surveillance for safety signals. They will be introduced to health economics and outcomes research (HEOR) methods used by decision makers to compare interventions and treatment options. This course will develop each student's ability to become scientists specializing in the pharmaceutical product lifecycle.

LEGAL AND REGULATORY ENVIRONMENT FOR THE PHARMACEUTICAL INDUSTRY. Introduces students to legal and regulatory practices within the pharmaceutical industry. Topics include pharmacovigilance procedures across the drug development and post marketing lifespan, regulatory considerations for INDs, NDAs and clinical trials. Regulations regarding US and FDA procedures, as well as those outside of the US will be discussed.

GLP/GMP GUIDELINES AND ETHICAL RESEARCH. A review of the importance of Good Laboratory Practice and Good Manufacturing Practices and how to design experiments that adhere to these guidelines so that experiments are reliable and reproducible. Students will also receive education

regarding ethical situations in biomedical research, including Institutional Review Board regulations and the Belmont Report.

RESEARCH METHODS AND APPLIED STATISTICS. This course will focus on the development of hypothesis-driven research design. Students will use their thesis research projects or a project in collaboration with an industry partner on which to base their design. They will then identify the appropriate statistical analysis for their proposed project. Students will also be provided with education on the development of how to design research studies relevant to biotechnology and pharmaceutical sciences. They will be provided datasets including dose response curves, curve fit to improve critical analysis of data skills.

5. Academic Policies

- **Grading System:** Traditional letter system (A-F). Students must maintain a “C” average in all courses.
- **Attendance:** Class participation and participation is expected for students to achieve the best possible outcomes for their program. Students that are absent for more than 15% of a given class will receive a grade of F for that course.
- **Course remediation:** MSDD courses may not be remediated. Students are allowed to repeat an individual course up to 2 times. If a student cannot successfully pass the course with a C average after 3 attempts they will be administratively withdrawn from the program.

6. Research and Internship Opportunities

- There are opportunities for research collaborations with Department of Pharmaceutical Sciences faculty.
- There are opportunities for internships with pharmaceutical companies, contract research organizations or regulatory agencies. The Director of the MSDD program, in alignment with the SOP Office of Experiential Education, will work with local companies to create internship sites for students. Students are welcome and encouraged to seek out their own internship opportunities with companies outside of Colorado with the permission of the program director. Six weeks of notice is required for students who want to complete an out of state internship.

7. MSDD ONLY students

- CPR certification is not required.
- Service learning is not required.