Howard University

WASHINGTON, DC

COLLEGE OF PHARMACY

STUDENT HANDBOOK 2026

"This handbook applies to all HUCOP students (new, continuing, NTDP), and is effective immediately."

Table of Contents

STUDENT HANDBOOK DISCLAIMER....6
HOWARD UNIVERSITY COLLEGE OF PHARMACY TRANSFER POLICY....8
READMISSION AFTER WITHDRAWAL/DISMISSAL FROM THE UNIVERSITY/FORMER STUDENT RETURNING (FSR)....10
ACADEMIC CODE OF STUDENT CONDUCT[1]....13
ALCOHOL AND DRUG ABUSE (SUBSTANCE ABUSE) POLICY....15
SEX & GENDER-BASED DISCRIMATION, HARASSMENT, VIOLENCE POLICY....15
INTERPROFESSIONAL EDUCATION VISION AND MISSION....18
DIRECTORY....21
PHARMACEUTICAL CARE AND CONTINUING EDUCATION (PACE) STAFF....24
FAMILY EDUCATION RIGHTS PRIVACY ACT (FERPA) WAIVER PARENTAL DISCLOSURE OF STUDENT INFORMATION....27
HOWARD FORWARD OUTCOMES AND LEARNING OBJECTIVES....29
Entrustable Professional Activities (EPAs of COEPA 2022):....32
CURRICULAR TRACKS....33
CO-CURRICULAR ACTIVITIES....35
STUDENT ADVISING AC[3]....35
TABLE 2: HUCOP CO-CURRICULAR ACTIVITIES OVERVIEW (2025-2026)....37
DOCTOR OF PHARMACY PROFESSIONAL DEGREE PROGRAM CURRICULUM....36
PROFESSIONAL ELECTIVE COURSES AND THEIR PREREQUISITES....43
COURSE REGISTRATION INFORMATION....44
SUMMARY OF PRE AND CO-REQUISITES OF COURSES....44
DOCTOR OF PHARMACY PROFESSIONAL DEGREE PROGRAM COURSE DESCRIPTIONS....46
IMMUNIZATION CERTIFICATION....65
ACADEMIC POLICIES FOR THE PROFESSIONAL PROGRAM (Pharm.D.)....65
CODE OF PROFESSIONALISM FOR HOWARD UNIVERSITY COLLEGE OF PHARMACY STUDENTS, FACULTY AND STAFF....68
GENERAL PROFESSIONALISM CODE OF CONDUCT POLICY....69
CLINICAL CODE OF CONDUCT POLICY*....74
E-PROFESSIONALISM CODE OF CONDUCT POLICY....76
E-MAIL POLICY....76
PROFESSIONALISM CODE OF CONDUCT VIOLATION POLICY....78
HUCOP PROFESSIONAL IDENTITY FORMATION AND CULTIVATION COMMITTEE

COMPLAINANT FORM 82
PROFESSIONALISM PROCESS FOR DIDACTIC COURSE 83
NO RETALIATION POLICY 83
ACADEMIC PROGRAM REQUIREMENT 84
COURSE REGISTRATION 85
PROGRESSION 85
CO-CURRICULAR PROGRESSION POLICY 89
EXPECTATIONS OF A PROFESSIONAL STUDENT IN A PHARM.D. PROGRAM 89
STUDENT DECISION MAKING PROCESS 92
FACULTY OFFICE HOURS 93
ATTENDANCE 93
THE GRADING SYSTEM 93
COMPUTATION OF GRADE POINT AVERAGE (GPA) 94
EXAM TAKING POLICIES AND PROCEDURES 94
BATHROOM POLICY DURING EXAMS 96
POLICY ON BACKWARD NAVIATION IN EXAMINATIONS 96
POLICY ON EXCUSED ABSENCE FROM AN EXAMINATION 97
LAPTOP PRIVACY SCREENS 98
CHEATING OR SUSPECTED CHEATING DURING EXAMINATIONS 98
EXAMPLES OF CHEATING 99
PENALTIES 99
APPEAL 99
EXAM REVIEW 99
AI USE GUIDANCE ACROSS ALL COURSES 100
REMEDIATION POLICY 102
HEALTH SCIENCES LAPTOP REQUIREMENT 105
INSTRUCTIONS FOR EXAMPLIFY 106
GOOD ACADEMIC STANDING 107
ACADEMIC PROBATION 107
ACADEMIC DISMISSAL 107
APPEAL PROCESS FOR ACADEMIC DISMISSAL 108
GRADE APPEAL POLICY 109
REPETITION OF COURSES ON CAMPUS TO IMPROVE GRADE 109
AUDITING COURSES 109
SUMMER COURSE POLICY 110
COURSE WITHDRAWAL 110

CLEARANCE REQUIREMENTS FOR COMPLETION OF THE WITHDRAWAL PROCESS 113
READMISSION AFTER WITHDRAWAL/DISMISSAL FROM THE UNIVERSITY/FORMER STUDENT RETURNING (FSR) 114
STUDENT ACADEMIC GRIEVANCE PROCEDURES** 115
THE FORMAL PROCESS 115
HOWARD UNIVERSITY COLLEGE OF PHARMACY STUDENT GRIEVANCE FORM 116
POLICY ON FILING COMPLAINTS ABOUT ACPE STANDARDS 117
ADVANCED PHARMACY Practice Experience Course Requirements 117
POLICY ON PRE-APPE COMPRHENSIVE EXAM AND READINESSCOMPREHENSIVE EXAM 118
GRADUATION AND NAPLEX READINESS REQUIREMENT 119
DOCTOR OF PHARMACY/MASTER OF BUSINESS ADMINISTRATION (PHARM.D./M.B.A.) DEGREE [1,2] 120
DOCTOR OF PHARMACY/MASTER OF BUSINESS ADMINISTRATION (PHARM.D./M.B.A.) DEGREE [1,2] 120
JOINT DOCTOR OF PHARMACY/MASTER OF BUSINESS ADMINISTRATION PROFESSIONAL DEGREE PROGRAM 122
COURSE DESCRIPTIONS 122
ACADEMIC POLICIES (Pharm.D./M.B.A.) 124
DOCTOR OF PHARMACY/MASTER OF PUBLIC HEALTH (PHARM.D./MPH.) DEGREE 125
ACADEMIC POLICIES (Pharm.D./MPH) GOOD ACADEMIC STANDING 125
ACADEMIC PROBATION 125
ACADEMIC WITHDRAWAL 125
ISSUANCE OF DUAL DEGREE 125
DURATION FOR COMPLETION OF THE PROGRAM 125
ELIGIBILITY REQUIREMENTS 126
APPLICATION PROCEDURE 126
COURSE SEQUENCE 127
ONLINE PROGAM TERMS & ACKNOWLEDGMENT FORM 129
Howard University College of Pharmacy Virtual Student Professionalism and Engagement Policy 131
ExamSoft Preparation, Posting, and Proctoring - Operating Procedures 133
Rotation Checklist – Howard University College of Pharmacy 134
STATE BOARD OF PHARMACY DIRECTORY 137
NON-TRADITIONAL DOCTOR OF PHARMACY (PHARM.D.) DEGREE CURRICULUM 139
NON-TRADITIONAL DOCTOR OF PHARMACY COURSE DESCRIPTIONS 141
NON-TRADITIONAL DOCTOR OF PHARMACY (NTDP) PROFESSIONAL DEGREE POLICIES 145
POLICY ON EXCUSED ABSENCE FROM AN EXAMINATION FOR NTDP PROGRAM 147

REMEDIATION POLICY FOR NON-TRADITIONAL DOCTOR OF PHARMACY PROGRAM.....148
HOWARD UNIVERSITY COLLEGE OF PHARMACY NON-TRADITIONAL PHARMD PROGRAM 154
SCHOLARSHIPS AND AWARDS SCHOLARSHIPS.....157
SENIOR AWARDS [1].....158
HONORS DESIGNATION.....161
FINANCIAL AID INFORMATION[1].....161
TYPES OF FINANCIAL AID.....161
APPLICATION PROCEDURES.....161
PRIVATE LOANS.....162
HOWARD UNIVERSITY STUDENT EMPLOYMENT PROGRAM (HUSEP).....162
FEDERAL WORK-STUDY PROGRAM.....162
SATISFACTORY ACADEMIC PROGRESS.....162
FINANCIAL AID - RIGHTS AND RESPONSIBILITIES.....162
COLLEGE OF PHARMACY STUDENT COUNCIL.....164
CLASS OFFICERS.....164
CLASS ADVISOR RESPONSIBILITIES.....165
STUDENT LEADER REQUIREMENT.....166
STUDENT ORGANIZATION FACULTY ADVISOR RESPONSIBILITIES.....166
STUDENT ORGANIZATIONS DESCRIPTIONS.....168
STUDENT ORGANIZATION REQUEST TO USE COP FACILITIES & CLASSROOMS AFTER 5 PM171
PROFESSIONAL FEE USAGE POLICY.....171
PROCEDURES FOR POSTING AND DISTRIBUTION OF ANNOUNCEMENTS.....174

STUDENT HANDBOOK DISCLAIMER

The information contained in this *STUDENT HANDBOOK* is subject to change without prior notice and is not to be construed as a contract between the college or university and the student. This handbook does not necessarily contain all information on the College of Pharmacy or its program and policies. However, every effort has been made to provide as much information as practicable to assist our students. This handbook applies to all HUCOP students (both new, continuing, NTDP) and is effective immediately.

Statement of Acknowledgement

I, the undersigned, acknowledge that I have reviewed the College of Pharmacy Student Handbook, which contains the College's Academic Policies, Procedures, and other pertinent information. Furthermore, I am expected to become thoroughly familiar with these policies and procedures.

Name _____ ID # _____

Signature _____ Date _____

Please submit this signed form to the Office of Student Affairs (Ms. Aliya Muhammad) by August 30th.

PLEASE NOTE:
Failure to read this manual does not excuse students from the rules and procedures described herein. Personal factors, illness, or contradictory advice from any source are not acceptable grounds for seeking exemption from these rules and procedures.

ADMISSIONS REQUIREMENTS

PRE-REQUISITES REQUIREMENTS FOR THE FOUR-YEAR DOCTOR OF PHARMACY (PHARM.D.) PROGRAM

To be eligible for admission consideration into the entry-level Pharm.D. program, an applicant must present evidence of successful completion of the required Pre-Pharmacy program at the Howard University College of Arts and Sciences or at any other college or university whose program is accredited by a United States regional accreditation agency.

The applicant must be in good academic standing at each college or university attended and must have a minimum grade point average (GPA) of 2.5 (4.0 scale) in Sciences, Mathematics, English and Speech and an overall GPA of 2.5 in all pre-pharmacy courses. Applications will be available ONLY through the Pharmacy College Application Service (PharmCAS) website at www.pharmcas.org. The Howard University College of Pharmacy website, https://pharmacy.howard.edu/academic-programs/four-year-entry-level-pharm-d-program/admission-requirements provides more information on the admissions process.

ADMISSIONS CRITERIA

- Students will need to complete all prerequisites before starting the Pharm.D. program. Below you will find a link to our prerequisites: https://pharmacy.howard.edu/sites/pharmacy.howard.edu/files/2021-05/HUCOP%20New%20Prerequsites%20Fall%202021.pdf.
- Students are required to have a grade point average (GPA) of a 2.5 or higher in the Sciences, Mathematics, English and Speech and an overall GPA of a 2.5 or higher in all Pre-Pharmacy courses.
- A personal statement is required. The statement is required to be a minimum of 250 words. The essay should set forth the applicant's goals and reasons for pursuing a career in pharmacy.
- Two letters of recommendation are required. One letter should be from a Science Professor or Instructor. The other letter should be from a non-relative.
- Admission into the Pharm D. program is highly competitive. Meeting the minimum admission requirement does not guarantee an interview or automatic admission.
- The deadline for admission into our program is March 1st.
- If the applicant meets all eligibility requirements and is considered to be highly competitive, they will then be contacted for an in-person interview.
  The interview will include a one-on-one interview with a team of Faculty and/or Alumni, a college tour, and an additional mathematics test will be administered.
- Successful applicants are admitted in the Pharm D. program only in the fall semester of the academic year.
- Once a student candidate accepts our Offer of Admission, a criminal background check is conducted by a PharmCAS-facilitated criminal background check (CBC) service.

HOWARD UNIVERSITY COLLEGE OF PHARMACY TRANSFER POLICY

A transfer student is any person who was previously enrolled in a Doctor of Pharmacy program at a college or university other than Howard University College of Pharmacy whose program is accredited by a United States regional accreditation agency and the Accreditation Council on Pharmacy Education (ACPE). To qualify for admission consideration as a transfer student, the applicant must be in good academic, professional and ethical standing (cumulative and semester GPAs of 2.5 on a 4.0 scale, or better) in all institutions previously attended, in addition to meeting all other requirements for admission to the Howard University College of Pharmacy, including eligibility for licensure upon graduation.

Transfer Application Procedure

To apply, please submit all application materials bulleted below, plus a letter from your current Dean stating you are in good academic, professional and ethical standing. DO NOT APPLY THROUGH PHARMCAS! All of the following application materials will need to be submitted directly to the Howard University, College of Pharmacy, Office of Student Affairs, c/o Admissions Committee, 2300 4th Street, NW, Washington, DC 20059:

- A completed and signed Supplemental Application;
- A Supplemental Application Fee of $45.00;
- A 'Personal Statement' (minimum 250 words) which sets forth the applicant's goals and reasons for pursuing a career in pharmacy at Howard University College of Pharmacy;
- Detailed description of reason(s) that applicant is seeking transfer to Howard University College of Pharmacy at this time. (Please provide supporting documentation)
- An official transcript from each college or university attended;
- Two (2) Letters of Recommendation of which, one should be from a current school /college faculty advisor and the other from the current school/college student affairs dean; plus,
- A letter from the Dean of any Doctor of Pharmacy program in which you have previously been enrolled, stating that you are in good academic, professional and ethical standing, or at the time of your departure from the program were in good academic, professional and ethical standing.
- As with all prospective College of Pharmacy students, an in-person interview and criminal background check will be required.
- Should a student withhold information in their application, such as academic integrity issues, the College of Pharmacy has the right to dismiss the student.
- All students who have attended a college of pharmacy/school of pharmacy in the United States will be considered a transfer student and should not apply as a new student. If this information is withheld or not disclosed we have the right to dismiss the student.

An admissions decision will be based on a thorough review by the College of Pharmacy Admissions Committee of all submitted materials. Submission of all required materials does not guarantee admission to the College of Pharmacy.

If Transfer is Approved:

Transfer Credits--The Associate Dean for Academic Affairs of the College of Pharmacy will determine the courses to be accepted for a credit from a regionally accredited college or university for transfer. Only courses with a grade of "C" (2.0 on a 4.0 scale) or above will be considered for transfer credit. The College

of Pharmacy DOES NOT evaluate foreign transcripts. Foreign transfer credits MUST appear on a U.S. regionally accredited college or university transcript prior to consideration by the Associate Dean for Academic Affairs

You will be required to sign an agreement certifying your level equivalency in the College of Pharmacy at Howard University and a registration form with the courses in which you are eligible to enroll.

READMISSION AFTER WITHDRAWAL/DISMISSAL FROM THE UNIVERSITY/FORMER STUDENT RETURNING (FSR)

Students who were previously dismissed from the College of Pharmacy due to poor academic standing or ethical or professional reasons will NOT be readmitted.

A former student is any person who matriculated in at least one semester in the Howard University College of Pharmacy (entry-level PharmD or Nontraditional Doctor of Pharmacy program) and at some point during their matriculation separated from the College for at least one semester for any reason, voluntary or involuntary.

Students who voluntarily withdrew from the University may apply to the Dean of the College of Pharmacy for readmission. Neither the application fee nor the enrollment fee will be assessed. Application must be made at least 60 days before the semester in which readmission is sought. Withdrawing pharmacy students, planning to return in the immediate following semester, should contact the Office of Student Affairs for information on readmission procedures. **(See Duration of Completion Policy).**

FSR Application Procedure

- A completed and signed Supplemental Application;
- Petition for Readmission Form available at http://healthsciences.howard.edu/education/colleges/pharmacy/programs/admissions-policies
- Former Student Returning Explanation Statement (minimum 250 words) which sets forth the applicant's reason(s) for his/her separation from the College of Pharmacy, and subsequent reasons for his/her desire for resumption;
- An in-person interview may be required;
- Students must include a detailed plan for successful completion of the pharmacy program.
- A letter from your current Academic/Student Dean stating you are in good academic, professional and ethical standing.
- Any Additional Supporting Documentation
- Students must be in compliance with all current Howard University Regulations and requirements,

Please Note: Readmission is discretionary and is not guaranteed.

Revised 1-24-2017

HOWARD UNIVERSITY STATEMENT OF AMERICAN DISABILITY ACT PROCEDURES

1. Howard is committed to providing equal access to students with documented disabilities. If you believe you have a disability that requires accommodation, please notify the Office of Student Services. There you can engage in a confidential conversation about the process for requesting reasonable accommodation in the classroom and clinical settings. **Accommodations are not provided retroactively. Accommodations letters are valid for one semester only.**

Process for Requesting Reasonable Accommodations

First Time Requestors/New Students

2. Student must submit by email to oss.disabilityservices@howard.edu the below listed items
   a. Completed *Student Request for Accommodations form**
   b. Signed *Rights and Responsibilities Form**
   c. Supporting documentation as appropriate to disability e.g. medical, chronic illness, psychological, learning disability, etc.
   d. 504 Plan or IEP Plan (optional) may be used as supporting evidence but may not contain enough information to support the request for accommodations
      i. **Forms are available on our website at https://studentaffairs.howard.edu/diversity-inclusion/accommodations-requests, or may be requested by calling 202-238-2420 or emailing oss.disabilityservices@howard.edu*

3. The Director of the *Office of Student Services* will review submitted documents and schedule a meeting with the student as part of the "interactive process". This meeting may be in person, by phone or video conference. Additional information may be requested at this time.

4. The *Office of Student Services* will provide a draft copy of the accommodations letter to the student for review and approval. During remote learning this will be completed online.

5. Upon approval, the *Office of Student Services* will finalize the letter and prepare for distribution.
   a. During in person, on-campus classes the Director will provide a printed copy of the letter for students to hand deliver to professors/instructors. The professors are required to review and sign the letter acknowledging receipt.
   b. During remote learning semesters (due to the impact of Covid19), the *Office of Student Services* will send by email a copy of the letter to the professors/instructors indicated by student. Professors are requested to acknowledge receipt electronically

6. **Accommodations letters are valid for one semester only.**

7. Please allow at least six weeks to process the request for new students/ first time requestors.

Process for Requesting Reasonable Accommodations

Returning Students

- Student must submit by email to oss.disabilityservices@howard.edu a completed and updated *Student Request for Accommodations* form
    - *Forms are available on our website at https://studentaffairs.howard.edu/diversity-inclusion/accommodations-requests, or may be requested by calling 202-238-2420 or emailing oss.disabilityservices@howard.edu*
- If there is no change in the disability or the request for accommodations, the student does not need to submit documentation again. Please allow at least two weeks for this request to be fulfilled.
- If a returning student would like to amend or change the accommodation plan, documentation to support this request must also be provided. Please allow at least 3 weeks for this request to be processed.
- If a returning student was initially issued a temporary or provisional plan, student must provide requested documentation to receive an updated accommodations plan. Please allow at least 3 weeks for this request to be processed.

Process for Requesting Reasonable Accommodations

Request for accommodations due to temporary disability or temporary condition

1. Student must submit by email to oss.disabilityservices@howard.edu the below listed items:
    a. Completed *Student Request for Accommodations form**
    b. Signed *Rights and Responsibilities Form**
    c. Supporting documentation as appropriate
        - *Forms are available on our website at https://studentaffairs.howard.edu/diversity-inclusion/accommodations-requests, or may be requested by calling 202-238-2420 or emailing oss.disabilityservices@howard.edu*
2. The **Director of the Office of Student Services** will review submitted documents and schedule a meeting with the student to discuss the request. This meeting may be in person, by phone or video conference. Additional information may be requested at this time.
3. The OSS will provide a draft copy of the temporary accommodations letter to students for review and approval. During remote learning this will be done online.
4. Upon approval, the *Office of Student Services* will finalize the plan and prepare for distribution.
    - During in-person, on campus classes the Director will provide a printed copy of the plan for students to hand deliver to professors/instructors. The professors are required to sign the letter acknowledging receipt.
    - During remote learning semesters (due to the impact of Covid19), the OSS will send by email a copy of the plan to the professors/instructors indicated by student. Professors are requested to acknowledge receipt electronically.
5. This plan will be temporary and valid for one semester only. If reasonable accommodations are needed for subsequent semesters, the student must complete updated forms and may need to supply additional supporting documentation.
6. Please allow at least three weeks for this request to be processed.

ACADEMIC CODE OF STUDENT CONDUCT[1]

Howard University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty regardless of any seeming advantage or gain that might accrue from such dishonesty. To better assure the realization of this goal, any student enrolled for study at the university may be disciplined for the academic infractions defined below.

- Academic cheating is defined as any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individuals(s), organization, document or other aid not specifically and expressly authorized by the instructor or department involved. (Note: This infraction assumes that with the exception of authorized group assignments, all work shall be completed by an individual student only, without any consultation or collaboration with any other individual, organization, or aid)
- Plagiarism is defined as the act of taking and passing off intentionally as one's own the ideas, writing, etc. of another person, without attribution or acknowledging the author.

Professionalism

Admission to the College of Pharmacy carries with it the presumption that the student will be a responsible member of the academic community. Thus, by enrolling in the professional program, you also assume the obligation to observe the following principles of professionalism.

1. Accountability
2. Sense of Duty
3. Responsibility
4. Regard for Mankind
5. Competence
6. Ethics
7. Pursuit of Excellence

Finally, please note that professionalism not only embodies academic achievement but also physical appearance and general demeanor.

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[1] Please consult the Howard University Academic Code of Conduct Policy on https://www.howard.edu/policy/academic/student-conduct.htm, and Student Code of Conduct on http://www.howard.edu/secretary/documents/StudentCodeofConductApprovedApril182015.pdf.

ACADEMIC HONESTY DECLARATION

My name is: _____ _____ and I
(first name) (last name)
hereby attest to the following:

- ☐ During my time as a student in _____ course, I did not send, transmit, or furnish passwords or other test-related information to people who were not authorized to get the information.
- ☐ During my time as a student in the _____ course, I did not inform people who did not dutifully attend class that a pop quiz / exam was being given.
- ☐ During my time as a student in the _____ course, I did not view unauthorized materials (such as lecture notes, textbooks, internet sites) while taking a quiz / exam.
- ☐ During my time as a student in the _____ course, I did not:
  - Cheat on any quiz / exam
  - Knowingly and willingly allow others to view my answers on a quiz / exam when I was not authorized to do so.
- ☐ During my time as a student in the _____ course, I did not facilitate acts of academic dishonesty.

By signing below, I certify that all of the information in this document is complete, true, and correct. I understand that providing false information on this document can make me subject to disciplinary action, such as receiving a failing grade for the course or complete dismissal from the pharmacy program.

_____ _____
(signature) (date)

*This is available on a course-by-course basis

ABUSE POLICIES

ALCOHOL AND DRUG ABUSE (SUBSTANCE ABUSE) POLICY

In accordance with federal law, Howard University has adopted policies consistent with the *Drug Free School and Communities Act Amendments* of 1989 and the College of Pharmacy complies. The policy can be found using the following website https://www.congress.gov/bill/101st-congress/house-bill/3614

SEX & GENDER-BASED DISCRIMATION, HARASSMENT, VIOLENCE POLICY

Howard University Title IX Policy: Summary of Key Provisions

Howard University's *Policy Prohibiting Sex and Gender-Based Discrimination, Sexual Misconduct and Retaliation* (aka, the Title IX Policy) prohibits discrimination, harassment, and violence based on sex, gender, gender expression, gender identity, sexual orientation, pregnancy, or marital status. With the exception of certain employees designated as confidential, note that all Howard University employees – ***including all faculty members*** – are required to report any information they receive regarding known or suspected prohibited conduct under the Title IX Policy to the Title IX Office (TitleIX@howard.edu or 202-806-2550), regardless of how they learn of it. For *confidential* support and assistance, you may contact the Interpersonal Violence Prevention Program (202-836-1401) or the University Counseling Service (202-806-7540). To learn more about your rights, resources, and options for reporting and/or seeking confidential support services (including additional confidential resources, both on and off campus), visit titleix.howard.edu.

Where and to Whom Does the Title IX Policy Apply?

This policy applies to all students, faculty, staff, contractors and vendors doing business with the University; visitors, alumni, and non-members of the University community present on campus or participating in University-sponsored/related events or programs; to conduct occurring on University property or in the context of a University-related/sponsored program regardless of location (including travel, research, and internship programs); to conduct occurring through the use of University-owned/provided technology resources; or when the conduct has a sufficient connection to the University.

Prohibited Conduct

The following forms of conduct, including attempting to engage in such conduct, are prohibited: Sexual Assault, Sexual Harassment, Gender-Based Discrimination or Harassment, Sexual Exploitation, Dating and Domestic Violence, Stalking, Retaliation, and Complicity (any act that knowingly aids, facilitates, or encourages prohibited conduct by another person).

Prohibition on Consensual Relationships Between Students and Faculty/Staff

Sexual or romantic relationships between students and faculty, staff, or any other University employee are strictly prohibited. Student-employees also may not engage in consensual relationships with students over whom they have any form of supervisory responsibility, including students residing in the housing unit supervised/managed by the student employee, or students enrolled in a class taught by the student-employee.

Consent

Consent is a voluntary, informed, and freely given agreement, through words and/or actions, to participate in mutually agreed-upon sexual acts. Consent can be withdrawn at any time. Consent cannot be obtained through physical force, threat of force, or coercion, and cannot be given by someone who is incapacitated.

Incapacitation

Incapacitation is the temporary or permanent inability to give consent because an individual is mentally and/or physically helpless (voluntarily or involuntarily), unconscious, asleep, unaware that sexual activity is occurring, or unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction.

Amnesty Provision

In order to encourage and remove barriers to reporting, anyone reporting sexual misconduct, as either a complainant or witness, will not be subject to discipline by the University for their own personal consumption of alcohol or drugs at the time of the incident, provided that their consumption did not endanger the health, safety or well-being of any other person.

Responsible Employees

With the exception of Confidential Employees, all Howard University and Howard University Hospital employees and contractors are considered Responsible Employees and are required to report any information regarding a known or suspected policy violation to the Title IX Office, no matter how they learn of it.

Confidential Employees

Confidential Employees include licensed medical, clinical, or mental health professionals; clergy; and employees providing administrative/operational or related support to these employees. Confidential Employees will not report disclosures of prohibited conduct received while acting in their professional roles/providing services without permission. Campus confidential resources include the Interpersonal Violence Prevention Program (phone: 202-836-1401), University Counseling Services (phone: 202-806-6870), Student Health Center (phone: 202-806-7540), Howard University Hospital (phone: 202-865-1131), Employee Assistance Program (visit hr.howard.edu or contact Employee Relations at 202-806-1280), and the Chapel (phone: 202-806-7280). Additionally, DC Forensic Nurse Examiners are based at MedStar Washington Hospital Center (phone: 202-877-7000) and can also travel to other DC hospitals to provide a medical forensic exam (SANE exam/"rape kit") following a sexual assault. Consulting a Confidential Employee does not constitute a Title IX report to the University, but will enable a student or employee to access support services on campus.

Reporting Options

The University encourages all individuals to report prohibited conduct or a potential policy violation to the Title IX Office Angie Logan-Pope, Interim Title IX Coordinator (phone: 202-806-2550, email: TitleIX@howard.edu, walk-in hours: Tues & Wed, 10:30 am - 2:00 pm, Johnson Admin. Building, Suite G06), Department of Public Safety (phone: 202-806-1100), and/or local law enforcement (911). The Title IX Office responds to reports of prohibited conduct with measures designed to (1) eliminate the conduct, (2) remedy any adverse effects of the conduct, and (3) prevent its recurrence. Available responses include: interim remedial/protective measures, academic/residential accommodations, no contact orders, investigation, alternative resolution, and referrals to confidential services, DPS, or other relevant offices for resolution, as appropriate.

PHARMACIST'S OATH

Each graduating student is required to take the pharmacist's oath during a ceremony that will be scheduled during Commencement Week each year.

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

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the lifelong obligation to improve my professional knowledge and competence.
- I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

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

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

PHARMACIST'S CODE OF ETHICS

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

I. A pharmacist respects the covenantal relationship between the patient and pharmacist.
Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

II. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner.
A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

III. A pharmacist respects the autonomy and dignity of each patient.
A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

IV. A pharmacist acts with honesty and integrity in professional relationships.
A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

V. A pharmacist maintains professional competence.
A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.

VI. A pharmacist respects the values and abilities of colleagues and other health professionals.
When appropriate, a pharmacist asks for consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

VII. A pharmacist serves individual, community, and societal needs.
The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

VIII. A pharmacist seeks justice in the distribution of health resources.
When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

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

INTERPROFESSIONAL EDUCATION AND PRACTICE STATEMENT

Interprofessional education and practice is a cornerstone element of the pharmacy profession. As such the Howard University College of Pharmacy curriculum and co-curriculum emphasizes this component strongly. Within the curriculum, pharmacy students are required to engage in interprofessional discussions in the didactic and experiential courses. At the same time, each student is required to actively engage in an interprofessional activity involving both medical physicians and students at least once during their pharmacy education.

INTERPROFESSIONAL EDUCATION VISION AND MISSION

Vision
Our vision is to establish a university-wide culture of collaboration amongst the Howard University Health and Behavioral Science programs that will produce culturally responsive, collaborative, and practice-ready professionals across the spectrum of health and behavioral science disciplines.

Mission
Our mission is to lead Howard University to ensure the preparedness of faculty and students to learn and work along with professionals from other disciplines in a patient-centered, collaborative manner.

GENERAL INFORMATION

Located in the capital city of the nation, Washington, D.C., Howard University is a comprehensive research-oriented, historically African American private university providing an educational experience of exceptional quality to students of high academic potential, with particular emphasis upon the provision of educational opportunities to promising minority students. The university was conceived by members of the First Congregational Society at a meeting in the District of Columbia in 1866. General Oliver Otis Howard, Commissioner of the Freedmen's Bureau, was a member of the founding group, and the institution was named in his honor. Within the first three years of its existence, the University established a College of Liberal Arts and School of Law, Medicine, Pharmacy and Religion.

Howard University students are of many races and represent the 50 states, the District of Columbia and about 110 foreign countries.

The College of Pharmacy, College of Nursing and Allied Health Sciences, the College of Dentistry, the College of Medicine, the Health Sciences Library, the Howard University Hospital, the University Cancer Center, and the Center for Sickle Cell Disease comprise the University's Health Sciences Center.

The College of Pharmacy was organized in 1868 and graduated its first student in 1870. Today, the College offers a four-year professional entry-level program leading to the Doctor of Pharmacy (Pharm.D.) degree, a two-year post-baccalaureate Doctor of Pharmacy (Pharm.D.) degree, and a two-year Non-Traditional online post-baccalaureate Doctor of Pharmacy (Pharm.D.) degree program. All programs are accredited by the Accreditation Council on Pharmacy Education (ACPE), the national accrediting agency for pharmacy programs in the United States.

Howard University is not only one of the oldest but has one of the most technology-advanced schools of pharmacy in the United States. We offer state-of-the-art research libraries and facilities. This includes a 27-million-dollar ***Louis Stokes Health Science Library***, which comprises 80 thousand square feet, brimming with cutting-edge technology. The four-story structure provides digital classrooms and data-port access for 600, in addition to telemedicine and teleconferencing facilities. It houses 400 thousand health care books, periodicals and digitally formatted materials. This also includes a ***new Interdisciplinary Research Building*** located at 2201 Georgia Avenue, NW, Washington, DC, which was conceived, designed and constructed to foster collaborative interdisciplinary research at the University. It includes a clean room, wet and dry laboratories, instructional space, research support space, ground floor retail, and centralized offices for faculty, students and academic staff. Their research encompasses Bio Nano Sciences; Natural Products Research and Development; Microbial Ecology, Diversity, and Immunology; Atmospheric Sciences; and, Developmental Biology and Stem Cell Differentiation or related areas. And lastly, a 6000 square foot state-of-the-art ***Health Sciences Simulation Center*** which is comprised of a Lounge area, a Grand Multifunctional Conference Room, two Debriefing Rooms, four Simulation Suites, and Instructor Touchdown area, and a comprehensive Technology room powered by B-Line Medical and designed by Human Circuit.

The administrative center of the College of Pharmacy is in Chauncey I. Cooper Hall (CCH) located at 2300 Fourth Street, N.W., Washington, DC, (which houses the Dean's Office; the Office of Student Affairs; and the Department of Pharmaceutical Sciences Faculty and Chair Offices). The CCH building also includes: a 24-station Computer Laboratory; a 30-station Student Reading Room; a 120-

seat Smart Classroom; 6 Problem Based Learning Classrooms; a Student Lounge; a Student Leaders Office; a 50-station Pharmaceutics Lab; a 25-station Pharmacy Dispensing Laboratory; a 16-station Research Laboratory; and an Intravenous Admixture Laboratory. The Department of Clinical and Administrative Pharmaceutical Sciences Faculty and Chair Offices; Office of Experiential Education; Office of External and Continuing Education Programs; Center of Excellence Program; National Workforce Diversity Pipeline Program, and two 60-seat Smart Classrooms are located in the Annex III Building across the street from the main College of Pharmacy building. We offer easy access to the *Information Highway* plus a wireless network infrastructure in the College of Pharmacy. In addition, all 14-residence halls offer Internet access.

Other facilities utilized by the College of Pharmacy are: Freedmen's Annex III (Fourth and College Streets, N.W., Washington, DC, which houses the Department of Clinical and Administrative Pharmacy Sciences Faculty and Chair Offices, along with the Center of Excellence (COE) and The Center for Minority Health Services Research (CMHSR) Programs); Howard University Hospital (2041 Georgia Avenue, N.W., Washington, DC); Classrooms and auditoriums in the College of Medicine (Fifth and W Streets, N.W., Washington, DC), and the Louis Stokes Health Science Library.

The College offers a dual degree (Pharm.D./M.B.A.) with the School of Business at Howard University and offers the M.S. and Ph.D. degrees in Pharmaceutical Sciences with the Graduate School of Arts and Sciences at Howard University.

Howard University pharmacy graduates have actively pursued postgraduate training and graduate education in pharmaceutical sciences at prestigious hospitals and universities respectively and have been able to take advantage of numerous career opportunities.

DIRECTORY

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Building Abbreviations
A Bldg.-Mordecai Johnson Administrative Building; AN2-Freedmen's Annex II; AN3-Freedmen's Annex III; CCH-Chauncey I. Cooper Hall; CHB-Chemistry Building; GA-Georgia Avenue; HURB1-Howard University; LSHSL-Louis Stokes Health Sciences Library; HUH-Howard Univ. Hospital

DIRECTORY

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Emeritus Faculty	**Adjunct Faculty**	
Clarence Curry, Jr., R.Ph., Pharm.D	Tayo Alex Adekiya, Ph.D.	Ryan Nelson, PharmD
Fred Lombardo, Ph.D.	Jasmine Carpenter, Pharm.D.	E'Shay Winfield, Pharm.D.
Olu A. Olusanya, R.Ph., Pharm.D.	Maria Clary, Pharm.D.	Robin Whitsell, B.Ph.
Soon Park, R. Ph. Pharm.D.	Careen Franklin, Pharm.D.	Brandon Smith, Pharm.D.
Jerome Pittman, Pharm.D.	Rebecca Hernandez, Pharm.D.	Lindsay Smith, Pharm.D.
Manohar Sethi, Ph.D.	Kimberly Kue, Pharm.D.	
Vasant Telang, Ph.D.	Sheheryar Muhammad, Pharm.D.	

Building Abbreviations AN3-Freedmen's Annex III; CCH-Chauncey I. Cooper Hall

DIRECTORY

ADMINISTRATIVE SUPPORT STAFF

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* Part-time Staff

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DIRECTORY

CENTER OF EXCELLENCE (COE) STAFF

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DEPARTMENT OF PUBLIC HEALTH INFORMATICS & TECH WORKFORCE DEVELOPMENT

Carrie Crowther Program Manager PHIT4DC	HSL 139 carrie.crowther@howard.edu	250-5121

PHARMACEUTICAL CARE AND CONTINUING EDUCATION (PACE) STAFF

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GRANT MIDATLANTIC AIDS EDUCATION & TRAINING CENTER STAFF - HU LOCAL PERFORMANCE SITE

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CLASS ADVISORS

Class of 2027	TBD	TBD	
Class of 2028	Patricia Noumedem, Pharm.D.	C133	patricia.ayuk@howard.edu
Class of 2029	Nicholas Rebold, Pharm.D., MPH	C151	nicholas.rebold@howard.edu
Class of 2030	Adaku Ofoegbu, Pharm.D., Ph.D.	C153	adaku.ofoegbu1@howard.edu

TUITION AND FEES

Howard University
College of Pharmacy
2025-2026 Student Budgets

Pharmacy I	**Academic Yr (11 Months)**	**Pharmacy III**	**Academic Yr (11 Months)**
Tuition*	$38,296.00	Tuition*	$38,296.00
Mandatory Fees	$2,335.00	Mandatory Fees	$2,874.00
Estimated Expenses		***Estimated Expenses***	
*Loan Fees***	*$2,284*	*Loan Fees***	*$2,284*
Room and Board	*$26,194*	*Room and Board*	*$26,194*
Travel and Personal Expenses	*$9,241*	*Travel and Personal Expenses*	*$9,241*
Total	**$78,350.00**	**Total**	**$78,889.00**

Pharmacy II	**Academic Yr (11 Months)**	**Pharmacy IV**	**Academic Yr (9 Months)**
Tuition*	$38,296.00	Tuition*	$38,296.00
Mandatory Fees	$2,874.00	Mandatory Fees	$2,044.00
Estimated Expenses		***Estimated Expenses***	
*Loan Fees***	*$2,284*	*Loan Fees***	*$2,284*
Room and Board	*$26,194*	*Room and Board*	*$26,194*
Travel and Personal Expenses	*$9,241*	*Travel and Personal Expenses*	*$9,241*
Total	**$78,889.00**	**Total**	**$78,059.00**

http://hucpfinancialaid.webs.com/
Tiffany Perry
Financial Aid Counselor
CCH–107
202-806-0368
finaidpharm@howard.edu

Non-Traditional Pharm Academic Yr (12 Months)	
Tuition*	$28,308.00
Mandatory Fees	$982
Loan Fees**	$2,284
Room and Board	$30,420
Travel and Personal Expenses	$10,986
Total	**$61,994**

**Based on full-time enrollment per semester*
***Loan fees vary based on PLUS loan credit decision*

CHANGE OF NAME, ADDRESS or TELEPHONE NUMBER

It is the responsibility of each student to inform the College and the University of a change of name, address or telephone number as soon as possible by completing a "Change of Name, Address or Telephone Number" form available in the Student Affairs Office, Room 106-CCH, and at https://howard.az1.qualtrics.com/jfe/form/SV_bJJO4QTgnfGQjVc. You must also complete a **Student Personal Data Form** in the University Office of Records and Articulation, Mordecai Johnson Building ('A' Building), 2400 6th Street, N.W., Washington, DC 20059

Change of Address Form
(Please print clearly)

Name _____ ID # _____

Old Address _____
(Number/Street/Apt.)

_____
(City/State/Zip)

_____
(Area Code – Telephone #)

New Address_____
(Number/Street/Apt.)

_____
(City/State/Zip)

_____
(Area Code – Telephone #)

(You must take a completed copy of this form to the College of Pharmacy's Office of Student Affairs located in CCH Building, Room 106 and the Howard University's Enrollment Management, Office of Records)

FAMILY EDUCATION RIGHTS PRIVACY ACT (FERPA) WAIVER

PARENTAL DISCLOSURE OF STUDENT INFORMATION

Student records are kept confidential and maintained in compliance with the Family Educational Rights and Privacy (FERPA).

You have certain rights to the privacy of your educational records under a federal law titled the **Family Educational Rights and Privacy Act (FERPA)**. The permission granted by you in this document waive certain rights under FERPA, so that we may disclose relevant information to your parent, guardian or other person you designate below.

By signing, below, you grant the Howard University College of Pharmacy permission to discuss your academic record and/any disciplinary infractions information to people you designate, below.

Last Name_____ First Name_____ MI_____
HUID#_____

Address:_____
City:_____ State:_____Zip Code:_____

Email Address:_____ Telephone Number:_____

Please indicate whether your parent(s), legal guardian or other designated person may obtain requested information, as stated above:

_____Yes. I certify the Howard University College of Pharmacy has permission to discuss my student/educational record information.

_____No. I certify the Howard University College of Pharmacy does not have permission to discuss my student/educational record information.

Please list your parent/guardian or other designee name(s) below:

1. _____
2. _____

Student Signature: _____ Today's Date :_____

SPECIAL PROGRAMS

New Student Orientation

Office of Student Affairs — Contact Person: Marlon Prince, MBA
Telephone: (202) 806-6533 — marlon.prince@howard.edu

The second professional year class is responsible for decorating and assisting with the weeklong activities for orientation.
All incoming students are required to attend the New Student Orientation.

White Coat Ceremony

Office of Student Affairs — Contact Person: Marlon Prince, MBA
Telephone (202) 806-6533 — marlon.prince@howard.edu

All incoming students are required to attend the White Coat Ceremony which is held during the orientation period.

Student Registration and Program Changes

Office of the Dean — Contact Person: TBD
Telephone: (202) 806-6530

Registration for students enrolled in the College of Pharmacy is done in the academic affairs office located in the Dean's Office. The College of Pharmacy strictly adheres to **all deadlines** published by the University for Registration, program changes, and financial obligations. Only students whose names appear on Official Class Rosters issued by the Office of the Registrar are registered officially and therefore authorized to attend class. **Instructors will not permit students whose names do not appear on the official class roster to attend classes, receive assignments, or take examinations. The University will <u>not</u> register students retroactively for any classes.**

Welcome Back Cookout and Graduation Cookout

Cookouts are hosted through a joint effort of the College of Pharmacy Student Council (CPSC) and the leadership teams of all student organizations. Food and decorations are coordinated through donations of the faculty, staff and CPSC funds.

Oath and Awards Ceremony

Office of Student Affairs — Contact Person: Joshua Zellar, MEd
Telephone (202) 806-5009 — joshua.zellar@howard.edu

The third professional year class is responsible for decorating and assisting with the ceremony and reception that follows the ceremony. All seniors are required to attend the Oath & Awards Ceremony which recognizes the outstanding academic achievements of seniors earned throughout their matriculation in the pharmacy program. The event is hosted by the College of Pharmacy.

Commencement Convocation

Office of Student Affairs — Contact Person: Joshua Zellar, MEd
Telephone (202) 806-5009 — joshua.zellar@howard.edu

The conferring of degrees takes place during the University's annual Commencement Convocation ceremony. All seniors are required to attend.

CURRICULUM OUTCOMES

The Howard University College of Pharmacy is committed to assuring that its Doctor of Pharmacy graduates achieve competence in the outcome areas set forth by the Accreditation Council of Pharmacy Education (ACPE) Standards 2025 and the AACP Curricular Outcomes and Entrustable Professional Activities (COEPA) 2022 documents. These Curricular/Educational Outcomes (COs/EOs) are intended to guide the design of didactic and skills lab portions of the curriculum for PharmD graduates and provide an organizing structure around which to frame discussions of curriculum design, restructuring, implementation, and assessment. Each CO/EO requires supporting learning objectives, and each EPA requires supporting tasks to demonstrate students' achievement of the EO or EPA.

This document identifies the 12 outcomes (Domain/Sub-Domain) and their related learning objectives. Proficiency in these twelve outcomes will ensure general educational competency as well as professional competency in the three core Domains of Knowledge, Skills, and Attitudes.

HOWARD FORWARD OUTCOMES AND LEARNING OBJECTIVES

Domain # Sub-Domain # *Objective #*	**Domain** Sub-Domain Objective	**One Word Descriptor**	**Outcome/Objective Description**
1	**KNOWLEDGE**		
1.1	Scientific Thinking	Learner	Seek, analyze, integrate, and apply foundational knowledge of medications and pharmacy practice (biomedical; pharmaceutical; social, behavioral, administrative; clinical sciences; drug classes; and digital health).
1.1.1	• Analyze and integrate pharmaceutical knowledge (mechanisms of disease and related mechanisms of actions of drug and drug classes) for treatment of diseases.		
1.1.2	• Articulate how knowledge in foundational sciences is integral to clinical reasoning; evaluation of future advances in medicine; supporting health and wellness initiatives; and delivery of contemporary pharmacy services.		
1.1.3	• Evaluate and apply knowledge of biomedical and clinical sciences to address and advance individual and population-related therapeutic problems.		
1.1.4	• Understand and integrate knowledge of social/behavioral/administrative pharmacy practice to solve therapeutic problems		
1.1.5	• Apply critical thinking skills to evaluate and determine accurate, objective, and/or appropriate information (e.g., scientific literature, emerging theories, technologies) by systematically examining the problem, evidence, and solution, to enhance clinical decision-making.		
1.1.6	• Perform error-free mathematical calculations with regard to drug dosing, pharmacokinetics, and compounding dosage forms.		
1.1.7	• Demonstrate comprehension, manipulation, and application of information through digital health platforms.		
2	**SKILLS**		
2.1	Problem-solving Process	Problem- solver	Use problem solving and critical thinking skills, along with an innovative mindset, to address challenges and to promote positive change.
2.1.1	• Identify, define, and prioritize primary medical/therapeutic problems.		
2.1.2	• Use an innovative mindset to consider and develop ideas and approaches to address therapeutic challenges and/or advance the profession.		
2.1.3	• Assess the anticipated or actualized resource implications (costs, revenue, analysis) of decision-making.		
2.1.4	• Conduct a needs assessment to develop creative ways to accomplish professional goals.		
2.1.5	• Demonstrate reasoned and reflective consideration of evidence in a particular context to make a judgment		
2.1.6	• Develop strategies or outcome measures to implement solutions and reflect/evaluate on solutions implemented to improve future outcomes.		
2.2	Communication	Communicator	Actively engage, listen, and communicate verbally, nonverbally, and in writing when interacting with or educating an individual, group, or organization.
2.2.1	• Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.		

2.2.2	• Communicate assertively, confidently, clearly, and with empathy to establish rapport, build trusting relationships, and navigate difficult conversations.		
2.2.3	• Gather, summarize, and report accurate information from various technical, and clinical sources, tailored for the individual or group with whom you are communicating, effectively in written, verbal, and multi- media format.		
2.2.4	• Evaluate verbal feedback and nonverbal cues to assess how well the communication or education was received and verify if it was interpreted the way intended.		
2.2.5	• Document and employ clear, concise, and accurate written communication strategies to achieve intended outcomes.		
2.2.6	• Use technology (e.g., telehealth, digital health applications), media, and other resources (e.g. interpreter services) to facilitate and support communication as appropriate.		
2.3	Cultural and Structural Humility	Ally	Mitigate health disparities by considering, recognizing, and navigating cultural and structural factors (e.g., social determinants of health, diversity, equity, inclusion, and accessibility) to improve access and health outcomes.
2.3.1	• Engage in self-reflection with the intention to understand how one's personal identities, biases, and experiences may influence one's perspectives, interactions, and decision making.		
2.3.2	• Demonstrate knowledge about assumptions such as explicit and implicit bias when interacting with others.		
2.3.3	• Identify the practices and values of cultural humility that foster belongingness with a diverse group of individuals.		
2.3.4	• Recognize ways to reduce biases and stereotyping.		
2.3.5	• Discuss strategies for navigating situations where injustices related to diversity, equity, inclusion, and accessibility (DEIA), stigma, bias, and racism are present.		
2.4	Person-centered Care	Provider	Provide whole person care to individuals as the medication specialist using the Pharmacists' Patient Care Process
2.4.1	• Collect subjective and objective Information related to the patient in order to identify a patient's medication related problems		
2.4.2	• Assess, interpret, and prioritize information and patient data to determine the effects of therapy.		
2.4.3	• Formulate evidence-based and cost-effective care goals, plans, assessments, and recommendations.		
2.4.4	• Implement and document individualized, person-centered care plans and activities.		
2.4.5	• Follow up and monitor the patient and adjust the care plan as needed.		
2.5	Advocacy	Advocate	Promote the best interests of patients and/or the pharmacy profession within healthcare settings and at the community, state, or national level.
2.5.1	• Empower patients to take responsibility for, and control of, their health through assuring their best interests are represented.		
2.5.2	• Review resources to assist patients in navigating the complex healthcare system.		
2.5.3	• Ensure patients obtain the resources and care required in the most efficient and cost-effective manner possible.		
2.5.4	• Discuss how to advocate in the workplace for yourself and other pharmacy colleagues around important issues (e.g., working conditions, expected performance, patient safety, practice advancement, interprofessional equity)		
2.5.5	• Demonstrate a commitment to the advancement of the pharmacy profession through advocacy at the local, state, or national level.		
2.6	Medication-use Process Stewardship	Steward	Optimize patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of medication use systems.
2.6.1	• Define the components of typical medication use processes in different pharmacy practice settings.		
2.6.2	• Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication use process (i.e., procurement, storage, prescribing, transcription, dispensing, administration, disposal, regulatory requirements, monitoring, documentation, and supervising others).		
2.6.3	• Identify and utilize resources to optimize the medication use process.		
2.6.4	• Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.		
2.6.5	• Understand continuous quality improvement techniques in the medication use process.		
2.6.6	• Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents).		

2.7	Interprofessional Collaboration	Collaborator	Actively engage and contribute as a healthcare team member by demonstrating core interprofessional competencies.
2.7.1 *2.7.2* *2.7.3* *2.7.4*	• Collaborate with individuals of other professions to establish and maintain a climate of mutual respect and shared values. • Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. • Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. • Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.		
2.8	Population Health and Wellness	Promoter	Assess factors that influence the health and wellness of a population and develop strategies to address those factors.
2.8.1 *2.8.2* *2.8.3* *2.8.4* *2.8.5* *2.8.6*	• Identify personal, social, economic, and environmental factors that influence individual and population health and wellness. • Describe advocacy approaches and efforts that impact individual and population health and wellness. • Outline the steps for population-based pharmaceutical care services. • Collect and interpret population-based health and wellness qualitative and quantitative data to assess the needs of a patient population and satisfaction of care. • Evaluate the existing approaches and suggest tailored interventions to maximize health and wellness. • Participate in the development and/or implementation of preventative care strategies for a population (e.g., risk/needs assessment, risk reduction, screening, and education).		
2.9	Leadership	Leader	Demonstrate the ability to influence and support the achievement of shared goals on a team, regardless of one's role.
2.9.1 *2.9.2* *2.9.3* *2.9.4*	• Demonstrate understanding of one's role in a team-based situation, including taking responsibility for a leadership or supporting role, when appropriate. • Develop trusting relationships, actively listen, explore a team's history, and value diverse perspectives to promote collaboration and teamwork. • Engage team members by building shared goals, gathering input or feedback, utilizing individual strengths, using persuasive communication when necessary, and managing conflict to promote team functionality. • Identify and address factors that affect team morale and performance.		
3	**ATTITUDES**		
3.1	Self-awareness	Self-aware	Examine, reflect on, and address personal and professional attributes (e.g., knowledge, metacognition, skills, abilities, beliefs, biases, motivation, help-seeking strategies, and emotional intelligence[50] that could enhance or limit growth, development, & professional identity formation.
3.1.1 *3.1.2* *3.1.3* *3.1.4* *3.1.5*	• Utilize metacognition to understand and regulate one's own thinking and learning. • Establish motivation during didactic and experiential activities. • Recognize, correct, and learn from errors; while selecting and using constructive coping strategies or help-seeking behaviors (personal, professional, or academic support) to manage stress and improve well-being. • Utilize elements of emotional intelligence when working with others. • Reflect on the evolution of one's own professional identity formation (PIF) during the PharmD program and how it will continue to evolve across one's career.		
3.2	Professionalism	Professional	Exhibit attitudes and behaviors that embody a commitment to building and maintaining trust with patients, colleagues, other health care professionals, and society.
3.2.1 *3.2.2*	• Demonstrate altruism, integrity, trustworthiness, flexibility, compassion, inclusiveness, and curiosity. • Display preparation, initiative, and accountability consistent with a commitment to excellence.		

3.2.3	• Conduct activities and fulfill responsibilities in a legal, moral, and ethical manner.
3.2.4	• Project the pharmacy profession's core values and beliefs outlined in the Oath of a Pharmacist and how they contribute to professional identity formation.

4.4.1. #Voted on, edited, and approved by the Curriculum (CIRC) committee of HUCOP.

Entrustable Professional Activities (EPAs of COEPA 2022):

Entrustable Professional Activities are another vital part of the Howard Forward curriculum that assesses pharmacy students' level of entrustment on certain activities. The Accreditation Council of Pharmacy Education (ACPE) Standards 2025 and the AACP Curricular Outcomes and Entrustable Professional Activities (COEPA) 2022 documents emphasize these practical activities as EPAs in the curriculum to ensure pharmacy student familiarity and competency up to a specific level of trust. The entrustment scale is according to five levels of entrustment in terms of independence in performing the activity, which also match with four general precepting roles from instructing, modeling, coaching, and facilitation, that instructors/preceptors can use as learning instruction for teaching or grading an activity. These EPAs or skills/activities are individually assessed per student to ensure the student achieves the required level of mastery/entrustment. The graded EPA entrustment rubric for Howard is below:

Jarrett et al (2022): Entrustment Scale with Sublevels[1]

Table 2. Prospective and Retrospective Entrustment-Supervision Scales Developed Using Sequential Focus Groups

	Entrustment-Supervision Statements	
	Prospective[a]	**Retrospective[a]**
Level		
1a	I *would not trust* the learner to perform or even observe this task. The learner lacks the professional behavior, knowledge, and related skill to perform or even observe this task.	I *did not allow* the learner to perform or even observe this task.
1b	I would trust the learner to *thoughtfully observe* (but not perform) this task. The learner **has foundational knowledge** and skill about the task.	I allowed the learner to *observe* (but not perform) this task.
2a	I would trust the learner to perform this task *WITH the preceptor* and under full supervision. The learner will require **direction, guidance and help** during their performance of the task.	I allowed the learner to perform this task *WITH me* and under full supervision.
2b	I would trust the learner to perform this task under full supervision and the *preceptor ready to step in*, as needed. The learner is **new in performing the task alone** and guidance should be immediately available during the task.	I allowed the learner to perform this task under full supervision and I was *ready to step in*, as needed.
3a	I would trust the learner to perform this task with *on-demand, nearby preceptor supervision* and **ALL** findings and work are **checked immediately afterward.**	I allowed the learner to perform this task *with me nearby* and I checked **ALL** work **immediately afterward**.
3b	I would trust the learner to perform this task with *on-demand, nearby preceptor supervision* and **KEY** findings and work are **checked immediately afterward.**	I allowed the learner to perform this task *with me nearby* and I checked **KEY** work **immediately afterward**.
3c	I would trust the learner to perform this task with *on-demand, remote preceptor supervision* and findings and work is **audited soon afterward.**	I allowed the learner to perform this task *with me remotely available* and I audited the work **soon afterward.**
4	I would trust the learner to perform this task independently and unsupervised.	I allowed the learner to perform this task independently and unsupervised.
5	I would trust the learner to perform this task independently as well as to supervise and teach other learners.	I allowed the learner to perform this task independently as well as to supervise and to teach other learners.
Not Observed	Not applicable to this practice setting.	Not applicable to this practice setting.

[a]*Italicized* and **bolded** words are to draw emphasis to differences across the sublevels.

- 1a = 1.0, 1b = 1.5, 2a = 2.0, 2b = 2.5, 3a = 3.0, 3b = 3.5, 4 = 4.0, 5 = 5.0
-

Under this entrustment rubric, pharmacy students can be graded by faculty or preceptors on numerous activities. Some of these activities are vital to the curriculum and occur prior to APPEs, while some may occur during APPEs. The below list

of curricular activities are part of the Howard Forward curriculum and ensure that students meet a minimal standard by each specific timepoint. A level of 3.0 (3a) on certain competencies or activities indicates tasks that all pharmacy graduates should be proficient in, while an alternative standard (<3.0) is for other activities that pharmacy graduates may need to have foundational knowledge of, but aren't expected to be entrusted to perform upon graduation.

The EPAs chosen were informed by the COEPA 2022 document, ACPE standards, AACP resources, and the administration of a survey which was modeled after a study conducted across 10 colleges of pharmacy to gather data from preceptors on what competencies and skills pharmacy students were expected to be proficient in prior to starting.1 The survey was administered to HUCOP faculty, preceptors, and students with over 60 total responses.

Passing Score and Nature of Assessment

A passing score is proposed for EPAs according to the EPA rubric above (scale of 1-5) with the indicated level for the associated timepoint. The EPAs are proposed to incorporate multiple methods of assessment including OSCEs, short answer questions, simulations, cases, and possibly multiple choice. For students to proceed to APPEs, they must pass both EOs from course passage AND required minimal EPA passage.

CURRICULAR TRACKS

Track 1: Entrepreneurship and Leadership – 9 Cr.

HUCOP Courses

1. PHSC 418 – Pharmaceutical Law and Policy (P2/P3 Spring; 3 Cr.); Dr. Ettienne

Other College courses:

2. XENT 520 – Entrepreneurship (P2/P3 Spring; 3 Cr.); School of Business, Management – Stacye Brown Loman (stacye.brownloman@Howard.edu)
3. GLAW 500 – Legal Environment (P3 Fall; 3 Cr.); School of Business, Accounting – Rafique Anderson (rafique.anderson@Howard.edu)
4. GMGT 500 – Organizational Management (P3 Fall; 3 Cr.); School of Business, Management – Rayshad Holmes (rayshad.holmes@Howard.edu)
5. GSCM 501 – Procurement Management (P2/P3 Spring; 3 Cr.); School of Business, Information Systems – Carolyn Alleyne Perry (carolyn.alleyneperry@howard.edu)
6. GECN/OECN 503 – Economics for Global Business (P2/P3 Fall/Spring; 3 Cr.); School of Business, Finance – Eunpyo Hong (Eunpyo.Hong@howard.edu) / Maru Etta-Nkwelle (metta@howard.edu)
7. GIST 501 – Statistics and Business Analytics (P2/P3 Fall/Spring; 3 Cr.); School of Business, Information Systems – Anupam Kumar (anupam.kumar@Howard.edu)

Track 2: Data Sciences and Analytics – 9 Cr. / 10 Cr. (PHIT Certificate)

Completion of any three courses (below) OR full completion of a 'PHIT pathway'

HUCOP Courses

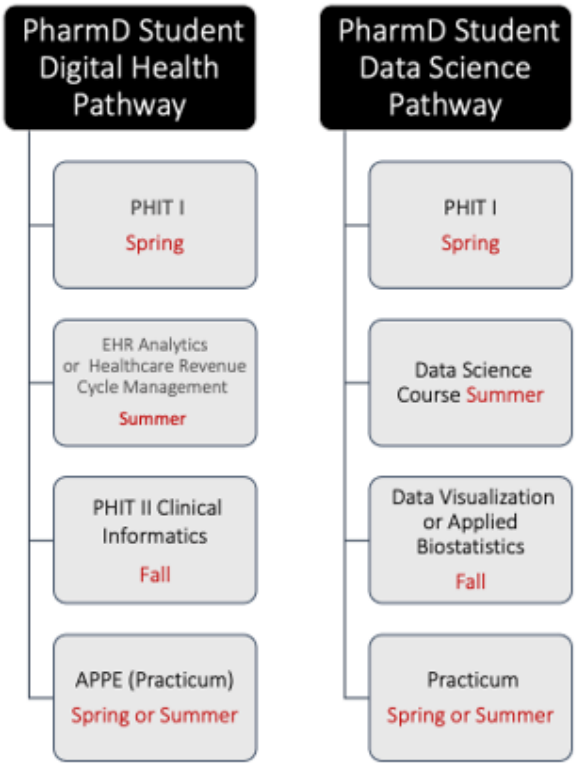
1. CLPS 325-01 – New Informatics Technologies in Pharmacy [Pharmacy Dispensing Lab] (P3 Fall; 3 Cr.); Dr. Wang
2. CLPS-105-01 – Intro to Machine Learning (P2/P3 Fall/Spring; 3 Cr.); Dr. Ameyaw (Prerequisite: Biostatistics/Research Methods by Dr. Awuonda (P2 Fall)

Other College courses:

3. DATA 405 – Genomic Data Science (P3 Fall; 3 Cr.); College of Arts and Sciences – Earth, Environment and Equity (E3) – Amy Yeboah Quarkume (amy.yeboah@Howard.edu)
4. GIST 501 – Statistics and Business Analytics (P2/P3 Fall/Spring; 3 Cr.); School of Business, Information Systems – Anupam Kumar (anupam.kumar@Howard.edu)
5. CLPS 402 – PHIT I (P2 Spring; 4 Cr.); Dr. Awuonda
6. Electronic Health Records (EHR) Analytics (Summer – Online; 3 Cr.); Dr. Awuonda
7. Introduction to Revenue Cycle Management (Summer/Fall – In-person; 3 Cr.); Dr. Awuonda
8. Introduction to Data Science (Summer – Session 1 & 2; 3 Cr.); Dr. Awuonda
9. PHIT II – Clinical Informatics (P3 Fall; 3 Cr.); Dr. Awuonda
10. Introduction to Data Visualization (P3 Fall; 3 Cr.); Dr. Awuonda
11. Applied Biostatistics (P3 Fall; 3 Cr.); ?

12. APPE (Practicum) & Practicum (P3 Spring/Summer; ? Cr.); Dr. Awuonda

PHIT-DH (Public Health Informatics and Digital Health) Course Pathways [10 cr.]:



Track 3: Pharmaceutical Industry – 9 Cr.

HUCOP Courses

1. PHSC 302 – Research in Pharmaceutical Sciences (P2/P3 Fall/Spring; 3 Cr.); Pharm Sci Faculty1
2. PHSC 418 – Pharmaceutical Law and Policy (P2/P3 Spring; 3 Cr.); Dr. Ettienne
3. PHSC ??? Value in Practice (VIP) Case Elective (P3 Fall; 3 Cr.); Dr. Ettienne
4. Only ONE of these:
   - PHSC 422 – Drug Design (P3 Fall; 3 Cr.); Dr. Wang
   - PHSC 523 – Molecular Model (P3 Fall; 3 Cr.); Dr. Wang

Other College courses:

5. GECN/OECN 503 – Economics for Global Business (P2/P3 Fall/Spring; 3 Cr.); School of Business, Finance – Eunpyo Hong (Eunpyo.Hong@howard.edu) / Maru Etta-Nkwelle (metta@howard.edu)

CO-CURRICULAR ACTIVITIES

Co-curricular activities are: "Experiences that complement, augment, and/or advance what is learned in the formal didactic and experiential curriculum. Co-curricular activities and experiences can be developed by the college or school or by student professional organizations or external groups, such as local or state pharmacy associations." ***(ACPE Standards 2016)***

STUDENT ADVISING AC^3

Student Advising at Howard University College of Pharmacy focuses on developing a mutually beneficial relationship between the student (advisee) and the professor (advisor) with the primary goal of helping the student gain the necessary skills, attitudes, beliefs and experiences to be successful academically and professionally. We believe advising our students is essential to ensure their successful matriculation and on time completion of their program. Faculty Advisors will have the opportunity to advise students individually and/or in a group, outside of the classroom, about their **a**cademic progression, **c**urricular courses, **c**o-curricular activities, and **c**areer counseling, (**AC^3**). Office of Student Affairs (OSA) in collaboration with the College of Pharmacy will assign one faculty member to advise (8-10) students per semester.

Minimum Standards:
The following are minimum standards for advising/mentoring:

- A **minimum of one (1) mandatory meeting per semester** with assigned faculty; meetings can be held as a **group meeting** for all assigned students or as an **individual meeting**. Meetings should ideally be held at the beginning of semester and in person.
- The faculty advisor should also make themselves available throughout the semester to their assigned advisees for meetings by appointment.
- Booked appointments are usually 30 minutes long.
- The faculty advisor shall review student progress every semester using the **AC^3** model via a review of grades and other available information; and meet, as stated above, with each student to assess his/her progress.

The Role of the Faculty Advisor

- Hold a minimum of **minimum of one (1) mandatory meeting per semester** in which the student is enrolled; Meetings can be held as an **initial group meeting** for all assigned at the beginning of semester or as **individual meeting** in person by appointment
- Faculty are encouraged to schedule the initial Fall semester meetings with the student advisees, for all other subsequent meetings the student must make the appointment.
- Make students aware of **AC^3** model of advising
- Provide academic support to aid with progression toward on time graduation
- Be sure to review student progress every semester via a review of student grades and other available information; and meet, as stated above, with each student to assess progress.
- Talk about career and educational plans and the skills and knowledge necessary to meet career and educational goals
- Ensure that students are being advised regarding academic progress and mentored regarding professional development.
- Collaborate with other faculty, Dean's Office, practitioners and others campus wide to facilitate academic success by helping students gain access to necessary resources
- Recommend appropriate college and/or campus resources and offer referral sources
- Understand common concerns of students and advise them accordingly
- Provide periodic review of students' progression toward academic and career goals
- Notify the Dean's Office if an advisee misses a scheduled appointment or is unprepared

- Although faculty advisors should be responsive and willing to assist students to the best of their ability, advisors are not expected to be an expert in all areas and should not hesitate to refer the student to appropriate college and/or campus resources when necessary.
- Student who may need mentorship in a very specific area which cannot be provided by his/her assigned faculty advisor can seek assistance (by appointment only) of any other faculty member, who is capable of mentoring the student, at any time throughout his/her matriculation in the College of Pharmacy.

The Role of the Student Advisee

- Schedule and keep his/her appointments with assigned advisor per instructions.
- Schedule and attend a minimum of **one (1) mandatory meeting** with adviser each semester in which the student is enrolled; one **initial group meeting** for all assigned students (will be scheduled at start of each semester during the 1st common hours) OR a minimum of one **individual meeting** in person by appointment (student must make the appointment).
- Be professional in all communications, behaviors and ethics. Come to the appointment on time and prepared. Booked appointments are usually 30 minutes long.
- Reflect on strengths and shortcomings and develop a plan to capitalize on strengths and overcome obstacles
- Take primary and increasing responsibility for making decisions based on available information and advice
- Ask questions and identify academic concerns and seek assistance
- Demonstrate an awareness of college and campus resources available to assist with academic and professional success
- Respond to all correspondence from faculty advisors in a timely manner
- Student who may need advisement in a very specific area which cannot be provided by his/her assigned faculty can seek out assistance (by appointment only) of any faculty member, who is capable of advising the student, at any time throughout his/her matriculation in the College of Pharmacy.

TABLE 2: HUCOP CO-CURRICULAR ACTIVITIES OVERVIEW (2025-2026)

Activity	Frequency	P1	P2	P3	P4	NTDP
CPD Portfolio	**P1 only**					**Once in 1st year**
Professional Identity Formation Seminar Series*						
Association/Organization Visits	**P1-P3**					
Howard University Opening Convocation	**P1 only**					
Cultural Humility Workshop	**P2 only**					
Career Development Workshop	**P3-P4**					
Public Health Outreach/Patient Care (IPE Day for P2s only)**	**P1-P3**					
Service to the College or Community**	**P1-P3**					
Membership in Pharmacy Organization or Leadership Position	**P2-P3**					**Once**
HUCOP Career and Internship Fair*	**P1-P4**					
TOTAL REQUIRED CO-CURRICULAR ACTIVITIES PER YEAR:		**6**	**6**	**6**	**2**	**2**

Unshaded areas= not required to complete
Red highlighted area=required to complete

*Attendance: Oversight by Office of Student Affairs
**Co-curricular approval form available for non-listed activities

TABLE 3: CO-CURRICULAR MAPPING TO AACPE STANDARDS 2 (STANDARDS 2025)

Co-curricular Activity	Professional Skills and Attitudes								
	Communication	Cultural Humility	Person-Centered Care	Advocacy	Self-Awareness	Interprofessional Collaboration	Leadership	Professionalism	Public Health and Wellness
1. CPD Portfolio	√				√			√	
2. Professional Identity Formation Seminar Series	√	√		√	√	√		√	
3. Public Health Outreach/Patient Care	√	√	√	√		√		√	√
4. Service to College **OR** Community	√			√		√	√	√	√
5. Membership in Professional Pharmacy Organization **OR** Leadership Position							√	√	
6. HUCOP Career & Internship Fair								√	

YEAR 1

DOCTOR OF PHARMACY PROFESSIONAL DEGREE PROGRAM CURRICULUM

Course Title	Credits	Prerequisite(s)
First Professional Year– Fall 2024 Semester – Effective Class of 2028		
Pharmacological Therapeutics I	4	*None*
Drug Informatics	2	*None*
Pharmaceutical Calculations I	3	*None*
Pharmaceutics I	3	*None*
Pharmaceutical Chemistry I	3	*None*
Foundations of Pharmacy Practice I	3	*None*
PIF Seminar 1	0	*None*
** Co-curricular Requirements for this academic year*		
Total Credits	**18**	
First Professional Year-- Spring 2025 Semester		
Pharmacological Therapeutics II	4	*None*
Pharmaceutical Chemistry II	3	*None*
Foundations of Pharmacy Practice II	3	*None*
Pharmaceutical Calculations II	2	*None*
Pharmaceutics II	3	*None*
Pharm Compounding lab	2	*None*
** Co-curricular Requirements for this academic year*		
Total Credits	**17**	
First Professional Year– Summer 2025 Semester		
Introductory Pharmacy Practice Experience I Rotation (IPPE I) *(Successful completion of all courses prior to IPPE I)*	**4**	

YEAR 2

DOCTOR OF PHARMACY PROFESSIONAL DEGREE PROGRAM CURRICULUM

Course Title	Credits	Prerequisite(s)

Second Professional Year– Fall 2025 Semester – Effective Class of 2028

Biostatistics /Research Methods	4	*None*
Biopharmaceutics	3	*PC I & II, PT I & II, Pharmaceutics, Physico-chemical principles of pharmacy*
IT 1 – Foundations of IT	2	*All courses prior to IT 1*
IT 2 – Cardiology/Endocrine	4	*None*
IT Lab 1**	2	*None*
Principles of Pharmacy Administration 1	2	*None*
PIF Seminar 2	0	*None*

** Co-curricular Requirements for this academic year*

1. ** In order to take an IT Lab course in a semester, the corresponding IT Lecture course must either be a pre-requisite or co-requisite to the IT Lab course.

Total Credits **17**

Second Professional Year– Spring 2026 Semester

IT 3 – Infectious Disease/Antimicrobials	4	*None*
IT 4 – Respiratory, Bone, Joint and Immunology	2	*None*
IT Lab 2**	2	*None*
Pharm & Out Res	3	*Biostatistics/Res Meth*
Pharmacokinetics	4	*Biopharm*
Elective	3	*See Elective Page*

** Co-curricular Requirements for this academic year*

** In order to take an IT Lab course in a semester, the corresponding IT Lecture course must either be a pre-requisite or co-requisite to the IT Lab course.

Total Credits 18

Second Professional Year– Summer 2026 Semester

Introductory Pharmacy Practice Experience II Rotation **4**
(Successful completion of all courses prior to IPPE II)

YEAR 3

DOCTOR OF PHARMACY PROFESSIONAL DEGREE PROGRAM1 CURRICULUM

Course Title	Credits	Prerequisite(s)
Third Professional Year– Fall 2026 Semester – Effective Class of 2028		
IT Lab 3***	2	*None*
Pharm Jurisprudence	3	*None*
IT 5 – Oncology/Hem/Pain Palliative	3	*None*
IT 6 – Critical Care/GI/Renal	3	*None*
Health Care Ethics **	2	*None*
Elective	3	*See Elective Page*
Applications for Pharmacy Practice A	1	*None*
PIF Seminar 3	0	*None*

** Co-curricular Requirements for this academic year*
*** Health Care Ethics can be taken either fall or spring*
*** In order to take an IT Lab course in a semester, the corresponding IT Lecture course must either be a pre-requisite or co-requisite to the IT Lab course.

Total Credits **15/17**

Third Professional Year– Spring 2027 Semester		
IT 7 – Neuro/Psych	3	*None*
IT 8 – Special Populations	3	*None*
IT Lab 4***	2	*None*
Principles of Pharmacy Administration 2	2	*Pharm Administration 1*
Professional Practice Readiness	3	*None*
Health Care Ethics**	2	*None*
Applications for Pharmacy Practice B	1	*None*
Elective	3	*See Elective Page*

** Co-curricular Requirements for this academic year*
*** Health Care Ethics can be taken either fall or spring*
*** In order to take an IT Lab course in a semester, the corresponding IT Lecture course must either be a pre-requisite or co-requisite to the IT Lab course.

Total Credits 17/19

Fourth Professional Year– Summer 2027 Semester

Advanced Pharmacy Practice Experience (APPE) I Rotation** **10** *(Successful completion of all courses prior to APPE and other required assessments such as PCOA, Co-curricular activities)*

NAPLEX/MPJE Readiness I 0

***Pass/Fail Grade Only*

YEAR 4

DOCTOR OF PHARMACY PROFESSIONAL DEGREE PROGRAM1 CURRICULUM

Course Title	Credits	Prerequisite(s)
Fourth Professional Year– Fall 2027 Semester – Effective Class of 2028		
APPE II**	15	
NAPLEX/MPJE Readiness I	0	
** Co-curricular Requirements* ***Pass/Fail Grade Only*		
Total Credits	**15**	
Fourth Professional Year – Spring 2028 Semester		
APPE III**	15	
NAPLEX/MPJE Readiness I	0	
** Co-curricular Requirements* ***Pass/Fail Grade Only*		
Total Credits	15	

YEAR 3

DOCTOR OF PHARMACY PROFESSIONAL DEGREE PROGRAM1 CURRICULUM

Course Title	Credits	Prerequisite(s)
Third Professional Year– Fall 2024 Semester		
IT Lab 3***	2	*None*
Pharm Jurp	3	*None*
IT 5 – Oncology/Hem/Pain Palliative	3	*None*
IT 6 – Endocrine/GI/Renal	3	*None*
Health Care Ethics **	2	*None*
Elective	3	*See Elective Page*
Applications for Pharmacy Practice 5	1	*None*
Professionalism Seminar	0	*None*

** Co-curricular Requirements for this academic year*
*** Health Care Ethics can be taken either fall or spring*
*** In order to take an IT Lab course in a semester, the corresponding IT Lecture course must either be a pre-requisite or co-requisite to the IT Lab course.

Total Credits **15/17**

Third Professional Year– Spring 2025 Semester		
IT 7 – Neuro/Psych	3	*None*
IT 8 – Special Populations	3	*None*
IT Lab 4***	2	*None*
Principles of Pharmacy Administration 2	2	*Pharm Administration 1*
Professional Practice Readiness 2	3	*None*
Health Care Ethics**	2	*None*
Applications for Pharmacy Practice 6	1	*None*
Professionalism Seminar	0	*None*

** Co-curricular Requirements for this academic year*
*** Health Care Ethics can be taken either fall or spring*
*** In order to take an IT Lab course in a semester, the corresponding IT Lecture course must either be a pre-requisite or co-requisite to the IT Lab course.

Total Credits 14/16

Fourth Professional Year– Summer 2025 Semester

Advanced Pharmacy Practice Experience (APPE) I Rotation** **10** *(Successful completion of all courses prior to APPE and other required assessments such as PCOA, Co-curricular activities)*

NAPLEX/MPJE Readiness I 0

***Pass/Fail Grade Only*

YEAR 4

DOCTOR OF PHARMACY PROFESSIONAL DEGREE PROGRAM[1]
CURRICULUM

Course Title	Credits	Prerequisite(s)
Fourth Professional Year– Fall 2024 Semester		
APPE II**	15	
NAPLEX/MPJE Readiness I	0	
** Co-curricular Requirements* ***Pass/Fail Grade Only*		
Total Credits	**15**	
Fourth Professional Year – Spring 2025 Semester		
APPE III**	15	
NAPLEX/MPJE Readiness I	0	
** Co-curricular Requirements* ***Pass/Fail Grade Only*		
Total Credits	15	

ELECTIVES

PROFESSIONAL ELECTIVE COURSES AND THEIR PREREQUISITES CURRICULUM

Title	Pre-Requisite(s)
Fall Semester	
Research in Pharmaceutical Sciences[3]	• All department of Pharmaceutical Sciences Courses in the first year (Fall and Spring • Minimum Cumulative 2.75 GPA • Permission of the Instructor
Research in Clinical and Administrative Sciences (CAPS)	• All Department of CAPS Courses in first year (Fall and Spring) • Minimum Cumulative 2.75 GPA • Permission of the Instructor
New Informatics Technologies in Pharmacy	• None
Introduction to Machine Learning	• None
Public Health Informatics and Technology (PHIT)	• None
Spring Semester	
Research in Pharmaceutical Sciences[3]	• All department of Pharmaceutical Sciences Courses in the first year (Fall and Spring • Minimum Cumulative 2.75 GPA • Permission of the Instructor
Research in Clinical and Administrative Sciences (CAPS)[3]	• All Department of CAPS Courses in first year (Fall and Spring) • Minimum Cumulative 2.75 GPA • Permission of the Instructor
Drug Stability and Packaging in Pharmacy	• None
Drugs & Elderly	• Pharmacological Therapeutics I • Biopharmaceutics
Herbal and Complementary Therapy	• Completion of all courses in the first year (Fall & Spring and second year Fall)
Pharmaceutical Law and Policy	• None
Introduction to Machine Learning	• None
Nanotherapeutics	• None
Public Health Informatics and Technology (PHIT)	• None

[3]This course is offered by several instructors, each with a different course number section (see Schedule of Course for instructors' names/sections). Enrollment may be limited. Therefore, you must obtain the instructor's written permission before registration, and you must register in the section assigned to this instructor.

*Not offered this Fall

COURSE REGISTRATION INFORMATION

1. A student will no longer be allowed to register for more than two (2) lecture-based IT courses in a semester
2. The two lecture-based IT courses within a particular semester must be sequential and not concurrent.
3. In order to take an IT Lab course in a semester, the corresponding IT Lecture course must either be a pre-requisite or co-requisite to the IT Lab course.
4. No courses from the previous curriculum will be available to repeat any more. Therefore, if a student received an 'F' in the previous curriculum, he/she must take a substitute course from the list attached. All policies of the previous courses will be applicable to the new courses. In other words, if a student fails in the substituted course, he/she will be considered failing the same course twice and will be dismissed from the program.

[Student should consult with the Academic Dean with questions prior to course registration]

***Effective Spring 2020**

SUMMARY OF PRE AND CO-REQUISITES OF COURSES

Course Title	Pre-requisites	Co-requisites
P1 Year		
Pharmacological Therapeutics I	• None	• None
Drug Informatics	• None	• None
Pharmaceutical Calculations I	• None	• None
Pharmaceutical Chemistry I	• None	• None
Pharmaceutics I	• None	• None
Foundations of Pharmacy Practice I	• None	• None
Pharmacological Therapeutics II	• None	• None
Pharm Compounding Lab	• Pharmaceutics I	• Pharmaceutics II
Pharmaceutical Calculations II	• None	• None
Pharmaceutical Chemistry II	• None	• None
Pharmaceutics II	• None	• None
Foundations of Pharmacy Practice II	• Foundations of Pharmacy Practice I	• None
P2 Year		
Biostatistics/Research Methodology	• None	• None
Biopharmaceutics	• Pharmaceutical Calculations I+II • Pharmacological Therapeutics I+II • Pharmaceutics I+II	• None
IT I – Foundations of IT	• All courses prior including APP	• IT Lab I
IT II – Cardiology/Endocrine	• Must enroll in IT I simultaneously	• IT Lab I
IT Lab I	• None	• IT I • IT II
Principles of Pharmacy Administration I	• None	• None
IT III	• Passed/Failed IT I	• IT Lab II
IT IV	• Passed/Failed IT I	• IT Lab II
IT Lab II	• None	• IT III • IT IV
Pharmacoepidemiology & Research Outcomes	• Biostatistics & Research Methodology	• None
Pharmacokinetics	• Biopharmaceutics	• None
P3 Year		

Pharmaceutical Jurisprudence	• None	• None
IT V	• Passed/Failed IT I	• IT Lab III
IT VI	• Passed/Failed IT I	• IT Lab III
IT Lab III	• None	• IT V • IT VI
Health Care Ethics*	• None	• None
Applications for Pharmacy Practice A	• None	• All courses except Health Care Ethics
IT VII	• Passed/Failed IT I	• IT Lab IV
IT VIII	• Passed Failed IT I	• IT Lab IV
IT Lab IV	• None	• IT VII • IT VIII
Principles of Pharmacy Administration II	• Principles of Pharmacy Administration I	• None
Professional Practice Readiness	• All prior IT courses and IPPEs	• None
Applications for Practice B	• None	• All courses except Health Care Ethics
Rotations		
IPPE I	• All P1 courses • Co-curricular and EE requirements	• None
IPPE II	• All P1 courses • All P2 courses • Co-curricular and EE requirements	• None
APPE I/II/III	• All P1 courses • All P2 courses • All P3 courses • Co-curricular and EE requirements	• NAPLEX/MPJE Readiness I • NAPLEX/MPJE Readiness II • NAPLEX/MPJE Readiness III
NAPLEX/MPJE Readiness		
NAPLEX/MPJE Readiness I/II/III	• All P1 courses • All P2 courses • All P3 courses • Co-curricular and EE requirements	• APPE I • APPE II • APPE III

Please Note:
Students will **not** be allowed to register for more than two (2) IT Lecture based courses in a semester.
The two courses within a particular semester must be sequential and not concurrent.
Consideration will be made when a student needs to withdraw a course but not the corequisite course.

DOCTOR OF PHARMACY PROFESSIONAL DEGREE PROGRAM
COURSE DESCRIPTIONS

Course Department Chairperson
Clinical & Administrative Pharmacy Sciences ***(CAPS): Dr. Monika Daftary***
Pharmaceutical Sciences ***(PharmSci): Dr. Simeon Adesina***

First Professional Year—Fall Semester

Pharmacological Therapeutics I (PHSC 312) – *4 credits (PharmSci)*
The course deals with the study and application of physico-chemical properties and the relationship between chemical structure and pharmacological activities of organic medicinal agents of natural and synthetic origin.

Pharmaceutical Calculations I (PHSC 323) – *3 credits (PharmSci)*
This course is an introductory development course. Quantitative skills necessary for an understanding of the 37 basic and clinical pharmaceutical sciences will be explored. Various techniques necessary in pharmaceutical calculations employed by the pharmacist in formulation, compounding, manufacturing, and dispensing of medications will be discussed. The course will also provide the student with the development of skills to recognize errors in prescribing in both oral and written medication orders, basic patient and professional staff communication and basic patient data collection skills. Commonly used equipment and pharmaceutical dosing devices available in a variety of simulated practice settings will be introduced.

Drug Informatics (CLPS 306) – *2 credits (CAPS)*
This course refers to the application of technology in the delivery of drug information services. Drug information services, in turn, include responding to drug information inquiries, conducting medication use evaluations and participating in medication quality assurance programs, such as; monitoring adverse drug reactions, drug and herbal product interactions, and medications errors. This course is intended to introduce students to drug information skills required to deliver pharmaceutical care. Students will be trained to develop the skills to obtain information from various literature and reference sources to answer drug information questions efficiently. Techniques for researching and evaluating drug literature will be covered. Emphasis will be placed on systemic approaches to formulation of responses utilizing both verbal and written communication skills.

Pharmaceutics I (PHSC 307) – *3 Credits (PharmSci)*
The design of the course is based on the integration of the study of physicochemical principles of pharmacy with formulation and preparation of pharmaceutical dosage forms. The integration is done within each main class of pharmaceutical dosage forms. The study of the physicochemical principles of pharmacy serves as a prologue to the materials covered in each section. Then the application of the knowledge of the physicochemical principles of pharmacy to the rational formulation, preparation/compounding, quality control, stability, packaging and storage of pharmaceutical dosage forms follows directly after the study of the physicochemical principles for each module (i.e., each major class of dosage forms).

Pharmaceutical Chemistry I (PHSC 315) – *3 credits (PharmSci)*
The course deals with the study and application of physico-chemical properties and the relationship between chemical structure and pharmacological activities of organic medicinal agents of natural and synthetic origin.

Foundations of Pharmacy Practice I (CLPS 330) – *3 credits (CAPS)*
This course utilizes principles of team building, patient-centered approach, and case-based learning to develop, promote and augment student understanding of the practical aspects of modern pharmacy practice. Instructors will introduce students to the Pharmacist's Patient Care Process (PPCP), focusing on the first four steps in the five-step process. Learners will develop knowledge of, and devise patient-centered goals related to self-care therapeutics. Emphasis will be placed on both the verbal and written communication skills needed to interact with a diverse set of patients and across health care disciplines. Students will also learn the Top 300 prescription drugs for the most current year.

Professional Identity Formation Seminar I (CLPS 031) – *0 Credits (CAPS)*
The goal of this course is to help students form their professional identity. The student's professional identity formation includes their personal identity, professionalism, socialism, and reflection. The course will address common attributes of professionalism that will need to be internalized and demonstrated. Students will be introduced to careers performed by pharmacists, and organizations that support the pharmacy professional identities. It will assist students in identifying their personal and professional selves. Lastly, reflections will be utilized so students can think about their social and professional encounters.

First Professional Year—Spring Semester

Pharmaceutics II (PHSC 326) – *3 Credits (PharmSci)*
This course is a continuation of Pharmaceutics I. The design of the course is based on the integration of the study of physicochemical principles of pharmacy with formulation and preparation of pharmaceutical dosage forms. The integration is done within each main class of pharmaceutical dosage forms. The study of the physicochemical principles of pharmacy serves as a prologue to the materials covered in each section. Then the application of the knowledge of the physicochemical principles of pharmacy to the rational formulation, preparation/compounding, quality control, stability, packaging and storage of pharmaceutical dosage forms follows directly after the study of the physicochemical principles for each module (i.e., each major class of dosage forms).

Pharmacological Therapeutics II (PHSC 308) – *4 Credits (PharmSci)*
This is a continuation of Pharmacological Therapeutics I. The course deals with the study and application of physico-chemical properties and the relationship between chemical structure and pharmacological activities of organic medicinal agents of natural and synthetic origin.

Pharmaceutical Chemistry II (PHSC 309) – *3 Credits (PharmSci)*
This is a continuation of Pharmaceutical Chemistry I. The course deals with the study and application of physico-chemical properties and the relationship between chemical structure and pharmacological activities of organic medicinal agents of natural and synthetic origin.

Foundations of Pharmacy Practice II (CLPS 333) – *3 credits (CAPS)*
This course is an introductory development course. Quantitative skills necessary for an understanding of the 37 basic and clinical pharmaceutical sciences will be explored. Various techniques necessary in pharmaceutical calculations employed by the pharmacist in formulation,

compounding, manufacturing and dispensing of medications will be discussed. The course will also provide the student with the development of skills to recognize errors in prescribing in both oral and written medication orders, basic patient and professional staff communication and basic patient data collection skill. Commonly used equipment and pharmaceutical dosing devices available in a variety of simulated practice settings will be introduced.

Pharmaceutical Calculations II (PHSC 313) – *2 credits (PharmSci)*
This course is the continuation of Pharmaceutical Calculation I course. Quantitative skills necessary for an understanding of the 37 basic and clinical pharmaceutical sciences will be explored. Various techniques necessary in pharmaceutical calculations employed by the pharmacist in formulation, compounding, manufacturing and dispensing of medications will be discussed. The course will also provide the student with the development of skills to recognize errors in prescribing in both oral and written medication orders, basic patient and professional staff communication and basic patient data collection skill. Commonly used equipment and pharmaceutical dosing devices available in a variety of simulated practice settings will be introduced.

Pharmaceutical Compounding Laboratory (PHSC 336) - *2 Credits (PharmSci)*
The application of the knowledge of Physico-chemical principles to the formulation, compounding, quality control and storage of pharmaceutical dosage forms.

First Professional Year—Summer Semester

Introductory Pharmacy Practice Experience I (CLPS 021) 4 *Credits (CAPS)*
The primary goal of Introductory Pharmacy Practice Experiences (IPPEs) is to provide the student with an opportunity to experience a broad range of pharmacy practice experiences early in the student's academic career. IPPEs are characterized by various assignments provided to students from their P1 through P3 including actual practice experiences in community and institutional settings. IPPE introduces the profession and continues in a progressive manner leading to entry into Advanced Pharmacy Practice Experiences (APPEs) that they will complete during the fourth professional year. *Prerequisite: Successful completion of all courses in the first professional year, the IPPE I Rotation, and Co-curricular Requirements.*

Second Professional Year—Fall Semester

Integrated Therapeutics I Foundations *of Integrated Therapeutics* (CLPS 425) - *2 Credits (CAPS)*
Module Content: Assessment of Therapy and Pharmaceutical Care Documentation, Interpretation of Clinical Laboratory Tests, Anaphylaxis and Drug Allergies, Drug Interactions Managing Acute Drug Toxicity & Clinical Toxicology, Fluids and Electrolytes (Water, Sodium, Calcium, Phosphorus, Potassium, Magnesium), Introduction to Renal Assessment/Drug Dosing, Introduction to Infectious Diseases I (antibacterials), Introduction to Infectious Diseases II (antifungal/antiviral), Basic Concepts in Geriatrics, Basic Concepts in Pediatrics, Obesity, Pharmacogenetics.

The IT I course will be taught by the clinical faculty utilizing both didactic and practical experience sessions. The course is organized to flow according to special populations and other clinical topic classifications. Students will learn about the pathophysiology and pharmacotherapy of various disease states and medical conditions of select special populations that healthcare practitioners, including pharmacists, may encounter in their practice settings. Students will learn to make appropriate therapeutic choices, define goals of therapy, and learn to evaluate the clinical outcomes of these goals. Students will also learn to create, implement, and monitor pharmaceutical care plans. The goal of this course is to equip students with the ability to render evidence-based pharmaceutical care and successfully participate in experiential programs.

This course is structured in a modular format and is complemented with Integrated Therapeutics Laboratory. For students to achieve the course goals and objectives, a variety of teaching methods will be applied. Students will participate in traditional lectures, small group discussions, and practical laboratories to reinforce didactic teachings and other learning accesses. *Prerequisite: All courses prior to IT I.*

Integrated Therapeutics II Cardiology/Endocrine (CLPS 426) - *4 Credits (CAPS)*
Integrated Therapeutics II (IT II), the second component in the integrated therapeutics course series, is a 4-credit course offered over 10 weeks. The primary focus of the modules in the course will be provided by traditional lectures, integrative case review, and presentations as a team-taught course. IT 2 modules will provide students with the advanced knowledge of the pathophysiology and pharmacotherapy of various disease states that affect the cardiovascular and endocrine system. Students will learn to make appropriate therapy choices, define goals of therapy, and learn to assess whether these goals are being achieved. Students will learn to create, implement, and monitor pharmaceutical care plans.

In conjunction with Integrative Therapeutics laboratory I, students participate in traditional lectures, small group discussions, practical laboratory exercises, SOAP case write-ups, case simulation, and oral exam to reinforce didactic teaching and overall student learning; however, the primary focus of the module is provided by traditional lectures, integrative case review and presentations.

IT II modules will provide the students with advanced knowledge of the pathophysiology and pharmacotherapy of various disease states that affect the cardiovascular system, and several disease states in the intensive care unit.

All topics will be covered with an emphasis on addressing practical information relevant to the practice of pharmacy. Students will learn to make appropriate therapy choices, define goals of therapy, and learn to assess whether these goals are being achieved. Students will learn to create, implement, and monitor pharmaceutical care plans.

The didactic lecture material will be expanded, reinforced, and made practical by the case-based learning method in Integrative Therapeutics Lab. Cases will cover materials taught in prior semesters to ensure adequate understanding of both the basic sciences and clinical application of therapeutics.

Integrated Therapeutics Laboratory I (CLPS 427) - 2 *Credits (CAPS)*
Integrated Therapeutics Laboratory I is a semester-long, practice-based course designed to complement the didactic content of Integrated Therapeutics I and II. This laboratory course bridges the gap between classroom learning and clinical practice by providing students with opportunities to apply pharmacotherapeutic knowledge and concepts through interactive problem-solving and clinical application.

Through faculty-led case studies, simulations in the HU Simulation Centers, and small group exercises, students develop and refine essential skills for effective pharmaceutical care. Emphasis is placed on interpretation of laboratory and diagnostic data, drug and disease state monitoring, and case evaluation, and physical assessment. Students will also explore appropriate drug selection, therapeutic efficacy, safety considerations, and the use of prescription and non-prescription therapies—including complementary and alternative products.

The course fosters teamwork, communication, and cultural humility, preparing students to deliver patient-centered care that considers health literacy and diverse patient backgrounds. Assessment is multimodal and evaluates the integration of knowledge, clinical decision-making, and professional attitudes necessary for optimal therapeutic outcomes and healthcare provision. *Prerequisite: P1 courses.*

Biopharmaceutics (PHSC 429) - *3 Credits (PharmSci)*
This course discusses basic concepts in pharmacokinetics (kinetics of drug absorption, distribution and elimination); bioavailability (rate and extent of absorption); influence of physicochemical, formulation, physiologic and disease variables on pharmacokinetics and bioavailability; and rationale for drug and dosage selection and monitoring in patient care. *Prerequisites: Pharmaceutical Chemistry I&II, Pharmacological Therapeutics I&II, and Pharmaceutics I&II.*

Biostatistics/Research Methods (CLPS 316) - *4 Credits (CAPS)*
This course serves as an introduction to the principles of biostatistics, study design and analysis. Students will learn basic statistical methods using contemporary computer-based statistical packages, and the application of statistics to pharmacy-based research. The course will introduce students to the elements of scientific research, the scientific process, and the role of research in clinical practice and pharmaceutical care. After this course, students should be able to understand the key elements of the scientific process and study design, and the application of statistical analysis to this process. *Prerequisite: None.*

Principles of Pharmacy Administration 1 (CLPS 428) - *2 credits (CAPS)*
This course is an expansive and in-depth Introduction to Pharmacy Administration. It facilitates the student's management and leadership training by introducing them to a comprehensive overview of management and leadership principles, concepts and practices in pharmacy-based environments. The course further addresses the economic, administrative, entrepreneurial, innovative and human resource aspects of pharmacy practice while furthering students' knowledge on details about the US Health Care System.

Professional Identity Formation Seminar II (CLPS 032) – *0 Credits (CAPS)*
The goal of this course is to help students form their professional identity. The student's professional identity formation includes their personal identity, professionalism, socialism, and reflection. The course will address common attributes of professionalism that will need to be internalized and demonstrated. Students will be introduced to careers performed by pharmacists, and organizations that support the pharmacy professional identities. It will assist students in identifying their personal and professional selves. Lastly, reflections will be utilized so students can think about their social and professional encounters.

Second Professional Year—Spring Semester

Integrated Therapeutics III: Infectious Diseases/Antimicrobials (CLPS 370) - *4 Credits (CAPS)*
Module Content: Structure- Activity Relationship, Application of Pharmacokinetic – Pharmacodynamic (PK/PD) Principles, and Mechanisms of Action and Resistance for Each Class of Antimicrobial Agents. Appropriate Therapy for Community Acquired Infections Versus Hospital Acquired Infections, Recent Epidemiological Data from the Center for Disease Control and Prevention and Their Guidelines for Treatment, Preventive and Infection Control Measures, Defining the Goals of Infectious Disease Therapy, Selecting Appropriate Infectious Diseases Therapy from Among Available Choices, and Evaluating and Documenting Outcomes.

The course is structured in a modular format. For students to achieve the course goals and objectives, a number of teaching methods will be employed. Students will participate in traditional lectures, small group discussions, homework assignments, along with IT Lab II's practical laboratories to reinforce didactic teaching and web discussions.

IT II will cover infectious disease topics and common infections affecting different organ systems. Upon completion of this course, students should be prepared to participate in offering patient care for infectious diseases and conditions

Integrated Therapeutics IV: Respiratory, Bone/Joint and Immunology (CLPS 317) - *2 Credits (CAPS)*
The course is structured in a modular format and complemented with Integrative Therapeutics Laboratory with lectures, and onsite practice activities led by clinical faculty. For students to achieve the course goals and objectives, a variety of teaching methods will be applied. Students are required to participate actively in the didactics (Zoom) portions of the course to earn a passing grade. Traditional (face to face) lectures will be supplemented by participating in online assignments, discussion board and quizzes) before in class participation and small group discussions, role play, question and answer sessions to reinforce didactic teachings and overall student learning. In class (zoom) discussions will increase student presentation skills as they each play to counsel patients on proper use of their prescribed medications; making optimal recommendations to physicians to alter prescription regimens and give general advice on best therapies for patients. This approach will also improve student communication skills, which have been a problem with the old approach of traditional lectures. Students will also gain/build confidence as they exercise critical thinking and interact with classmates on discussion board as well as in class discussions.

The Bone, Joints & Immunologic Disorders Module engages students in learning about the pathophysiology and pharmacotherapy of various disease states that affect the bone, joints and

immune system with an emphasis on addressing practical information relevant to the practice of pharmacy. Students will learn to make appropriate therapy choices, define goals of therapy, and learn to assess whether these goals are being achieved. Students will apply knowledge from IT 1, 2 & 3 to develop, implement and monitor pharmaceutical care plans. It will also introduce students to patient-specific bone, joint & immunologic disease state management and enhance their clinical skills. Starting next spring 2026, the respiratory component will also be addressed.

Integrated Therapeutics Laboratory II (CLPS 372) - *2 Credits (CAPS)*
Integrated Therapeutics Laboratory II is a semester-long, practice-based course designed to complement the didactic content of Integrated Therapeutics III and IV. This laboratory course bridges the gap between classroom learning and clinical practice by providing students with opportunities to apply pharmacotherapeutic knowledge and concepts through interactive problem-solving and clinical application.

Through faculty-led case studies, simulations in the HU Simulation Centers, and small group exercises, students develop and refine essential skills for effective pharmaceutical care. Emphasis is placed on interpretation of laboratory and diagnostic data, drug and disease state monitoring, and case evaluation, and physical assessment. Students will also explore appropriate drug selection, therapeutic efficacy, safety considerations, and the use of prescription and non-prescription therapies—including complementary and alternative products.

The course fosters teamwork, communication, and cultural humility, preparing students to deliver patient-centered care that considers health literacy and diverse patient backgrounds. Assessment is multimodal and evaluates the integration of knowledge, clinical decision-making, and professional attitudes necessary for optimal therapeutic outcomes and healthcare provision. *Prerequisite: All P1 courses.*

Pharmacoepidemiology & Outcomes Research (CLPS 323) - *3 Credits (CAPS)*
The Pharmacoepidemiology and Outcomes Research section is an introduction to the evaluation of scientific studies that supports the rational use of medication use in humans. The goal of this block is to provide opportunities for students to understand the concepts, methods, and applications of epidemiology, pharmacoeconomics, and outcomes studies utilized in clinical settings as well as with to provide tools to critically assess clinical literature. In addition, the methods for the interpretational and generalization of findings from these studies relevant to medical and pharmaceutical care practice will be introduced by utilizing knowledge developed from the Research Methods/Biostatistics block. Students will be also prepared for problem-based critique sessions in the Integrative Therapeutics blocks. *Prerequisite: Biostatistics/ Research Methods.*

Pharmacokinetics (CLPS 314) - *4 Credits (PharmSci)*
At the end of the course, the student should have acquired competency in the selection, design and adjustment of drug dosing regimens to optimize patient therapy on the basis of the patient's age and disease condition and the drug's pharmacokinetic and pharmacodynamic properties. Special emphasis is placed on those drugs with narrow therapeutic windows, which require therapeutic monitoring. *Prerequisites: Biopharmaceutics*

Second Professional Year—Summer Semester

Introductory Pharmacy Practice Experience II (CLPS 022) *4 Credit (CAPS)*
The primary goal of Introductory Pharmacy Practice Experiences (IPPEs) is to provide the student with an opportunity to experience a broad range of pharmacy practice experiences early in the student's academic career. IPPEs are characterized by various assignments provided to students

from their P1 through P3 including actual practice experiences in community and institutional settings. IPPE provides an introduction to the profession and continues in a progressive manner leading to entry into Advanced Pharmacy Practice Experiences (APPEs) that they will complete during the fourth professional year. *Prerequisite: Successful completion of all courses in the first professional year, the IPPE II Rotation, and Co-curricular Requirements.*

Third Professional Year—Fall Semester

Health Care Ethics* (CLPS 235) - *2 Credits (CAPS)*
This course introduces students to ethical and to bioethical issues confronting healthcare providers within the practice setting. The course introduces students to how ethical theory and principles work to critically analyze and construct well-concerned responses to ethical dilemmas. By utilizing the Beaubeu Grid method to collect and analyze case information students will refine their critical thinking skills (both verbal and written) as they read, write, discuss, and resolve the case material presented in class. Emphasis on collaborative dialogue between and among the disciplines represents the hallmark of this course. Finally, the course will familiarize students with ethical and legal considerations, patient-provider relationships, professionalism, and the concepts of moral reasoning. *Prerequisites:*

Integrated Therapeutics V: Hematology/Oncology/Pain Palliative (CLPS 363) - *3 Credits (CAPS)*
Module Content: Neoplastic Disorder: General Principles and Pathophysiology, Principles of Drug Therapy, Acute Myelogenous Leukemia & Acute Lymphocytic Leukemia, Chronic Myelogenous Leukemia & Chronic Lymphocytic Leukemia, Breast Cancer, Lung Cancer, Ovarian and Cervical Cancer, Bone Marrow Transplantation, Prostate Cancer, Acute and Chronic Pain Therapeutics, Lymphomas, Colorectal Cancer, Anemias, Hemoglobinopathies, Renal Cancer, Supportive Care, Death and Dying,

Integrated Therapeutics VI: Endocrine/GI/Renal (CLPS 364) - *3 Credits (CAPS)*
Module Content: Diabetes Mellitus, Thyroid Diseases, Adrenal Diseases, Pituitary Gland Disorders, Acute and Chronic Renal Failure, Dialysis and Drug Loss Issues, Alcoholic Cirrhosis, Portal Hypertension, Drug-Induces Liver Disease, Hepatitis, Peptic Ulcer Disease / Zollinger- Ellison Syndrome, Gastroesophageal Reflux Disease, Stress-Related Gastrointestinal; Bleeding, Infectious Gastritis / Pancreatitis, Disorders of the GI Systems: Cholecystitis, Appendicitis, Diverticulitis, Hemorrhoids, Peritonitis, Nausea and Vomiting, Constipation and Diarrhea, Irritable Bowel Syndrome, Inflammatory Bowel Diseases (Ulcerative Colitis and Crohn's Disease), and Nutrition (parenteral / Enteral/ Pediatric).

Integrated Therapeutics Laboratory III (CLPS 365) - 2 *Credits (CAPS)*
Integrated Therapeutics Laboratory III is a semester-long, practice-based course designed to complement the didactic content of Integrated Therapeutics V and VI. This laboratory course bridges the gap between classroom learning and clinical practice by providing students with opportunities to apply pharmacotherapeutic knowledge and concepts through interactive problem-solving and clinical application.

Through faculty-led case studies, simulations in the HU Simulation Centers, and small group exercises, students develop and refine essential skills for effective pharmaceutical care. Emphasis is placed on interpretation of laboratory and diagnostic data, drug and disease state monitoring, and case evaluation, and physical assessment. Students will also explore appropriate drug selection, therapeutic efficacy, safety considerations, and the use of prescription and non-prescription therapies—including complementary and alternative products.

The course fosters teamwork, communication, and cultural humility, preparing students to deliver patient-centered care that considers health literacy and diverse patient backgrounds. Assessment is multimodal and evaluates the integration of knowledge, clinical decision-making, and professional attitudes necessary for optimal therapeutic outcomes and healthcare provision. *Prerequisite: All P1 courses*

Pharmaceutical Jurisprudence (CLPS 340) - *3 Credits (CAPS)*
The course involves an examination of the laws and regulatory issues pertaining to the practice of

pharmacy. Specifically, the course will focus on pertinent sections of the Federal Controlled Substances Act, Food Drug and Cosmetic Act, as well as an overview of the state board of pharmacy acts and rules governing Virginia, Maryland, and the District of Columbia. *Prerequisite: None.*

Application for Pharmacy Practice 5 (CLPS 366) -*1 credit (CAPS & PharmSci)*
This is a continuation of the Application in Pharmacy Practice 4 course. The course will be co-coordinated by clinical and basic science faculty, who will provide instruction utilizing both didactic and practical teaching modalities. The applications for pharmacy practice 5 course is the fifth in a longitudinal series of courses meant to fully integrate knowledge and skills acquired from each course running during the same semester. It aims to incorporate the entrustable professional activities (EPAs), which emphasize practical applications for being a clinical pharmacist, using interactive and case-based learning activities during scheduled 3-hour sessions. Students will learn the purpose of the material taught in each course as well as how that material may be applied in practice-based real-world scenarios.

Professional Identity Formation Seminar III (CLPS 033) – *0 Credits (CAPS)*
The goal of this course is to help students form their professional identity. The student's professional identity formation includes their personal identity, professionalism, socialism, and reflection. The course will address common attributes of professionalism that will need to be internalized and demonstrated. Students will be introduced to careers performed by pharmacists, and organizations that support the pharmacy professional identities. It will assist students in identifying their personal and professional selves. Lastly, reflections will be utilized so students can think about their social and professional encounters.

** Health Care Ethics and Recitation is a required interdisciplinary course. Students are required to enroll in this course either in the fall or spring semester of the 3rd professional year. It is taught on Wednesdays from 5:00 p.m. to 7:00 p.m.*

Third Professional Year—Spring Semester

Health Care Ethics* (CLPS 235) - *2 Credits (CAPS)*
This course introduces students to ethical and to bioethical issues confronting healthcare providers within the practice setting. The course introduces students to how ethical theory and principles work to critically analyze and construct well-concerned responses to ethical dilemmas. By utilizing the Beaubeu Grid method to collect and analyze case information students will refine their critical thinking skills (both verbal and written) as they read, write, discuss, and resolve the case material presented in class. Emphasis on collaborative dialogue between and among the disciplines represents the hallmark of this course. Finally, the course will familiarize students with ethical and legal considerations, patient-provider relationships, professionalism, and the concepts of moral reasoning. *Prerequisites: None*

Integrated Therapeutics VII: Psychiatry and Neurology (CLPS 450) - *3 Credits (CAPS)*
Module Content: Substance Abuse Disorders, Anxiety Disorders, Dementia – Alzheimer's Disease/Vascular Dementias, Parkinson's Disease, major Depressive Disorders/Bipolar Disorders, Seizure Disorders, Withdrawal Syndromes, Headache, Schizophrenia and Psychotic Disorders, Neuropathic Pain, Fibromyalgia, Ischemic Stroke, ADHD/Tourette's Syndrome/Enuresis, Sleep Disorders, and Multiple Sclerosis.

Integrated Therapeutics VIII: Special Populations (CLPS 451) - *3 Credits (CAPS)*

Module Content: Review of Pulmonary System / Drug Induced Pulmonary Disease, Respiratory Distress Syndromes/Ventilator Functions, Asthma, COPD, Cystic Fibrosis, Review of ENT System: Allergic Rhinitis/Sinusitis, Acute Bronchitis, and Common Cold, Urinary Incontinence, Women's Health – Hormone Therapy, Women's Health – Contraception, Women's Health – Infertility & Endometriosis, Women's Health – Pregnancy and Lactation, Men's Health – Erectile Dysfunction, and Ear and Eye Disorders.

Integrated Therapeutics Laboratory IV (CLPS - 353) - *4 Credits (CAPS)*
Integrated Therapeutics Laboratory IV is a semester-long, practice-based course designed to complement the didactic content of Integrated Therapeutics VII and VIII. This laboratory course bridges the gap between classroom learning and clinical practice by providing students with opportunities to apply pharmacotherapeutic knowledge and concepts through interactive problem-solving and clinical application.

Through faculty-led case studies, simulations in the HU Simulation Centers, and small group exercises, students develop and refine essential skills for effective pharmaceutical care. Emphasis is placed on interpretation of laboratory and diagnostic data, drug and disease state monitoring, and case evaluation, and physical assessment. Students will also explore appropriate drug selection, therapeutic efficacy, safety considerations, and the use of prescription and non-prescription therapies—including complementary and alternative products.

The course fosters teamwork, communication, and cultural humility, preparing students to deliver patient-centered care that considers health literacy and diverse patient backgrounds. Assessment is multimodal and evaluates the integration of knowledge, clinical decision-making, and professional attitudes necessary for optimal therapeutic outcomes and healthcare provision. *Prerequisite: All P1 courses.*

Professional Practice Readiness (PPR II) (CLPS 320) – *3 credits (CAPS)*
This course is designed to assess the skills of 3rd-year pharmacy students using an active learning format. All five steps of the Pharmacist's Patient Care Process (PPCP) will be covered, and students must demonstrate, through fulfillment of the ACPE-derived core competencies, mastery of the pre-APPE domains. As an addendum to the course, students are expected to complete structured patient care activities (MTM) at designated sites that will enhance knowledge and skills in care delivery. Students will also be required to complete at least 1 encounter related to inter-professional education (IPE).

Application for Pharmacy Practice 6 (CLPS 453) - *1 credit (CAPS & PharmSci)*
This is a continuation of the Application in Pharmacy Practice 5 course. The course will be co-coordinated by clinical and basic science faculty, who will provide instruction utilizing both didactic and practical teaching modalities. The applications for pharmacy practice 6 course is the sixth in a longitudinal series of courses meant to fully integrate knowledge and skills acquired from each course running during the same semester. It aims to incorporate the entrustable professional activities (EPAs), which emphasize practical applications for being a clinical pharmacist, using interactive and case-based learning activities during scheduled 3-hour sessions. Students will learn the purpose of the material taught in each course as well as how that material may be applied in practice-based real-world scenarios.

Principles of Pharmacy Administration 2 (CLPS 452) - *2 credits (CAPS)*
This course is an expansive and in-depth application of the materials taught in Principles of Pharmacy Administration 1. It facilitates the student's application of management and leadership training using case-based approaches and projects to develop and master techniques learned in Principles of Pharmacy Administration 1. The course further addresses the economic,

administrative, entrepreneurial, innovative, and human resource aspects of pharmacy practice in the context of the US Health Care System from a pharmacist perspective. *Prerequisite: Principles of Pharmacy Administration 1*

** Health Care Ethics and Recitation is a required interdisciplinary course. Students are required to enroll in this course either in the fall or spring semester of the 3rd professional year. It is taught on Wednesdays from 5:00 p.m. to 7:00 p.m.*

Third Professional Year—Summer Semester

Advanced Pharmacy Practice Experience I (CLPS 420) - *10 Credits (CAPS)*
The pharmacy practice clerkships are college-coordinated experience-based integrated problem-solving courses designed to help the student become an active participant in providing pharmacy services. The student, under the direction of different preceptors will learn to provide pharmaceutical care in cooperation with patients, prescribers and other members of an inter-professional health care team based on sound therapeutic principles and evidence-based data. This will take into account all relevant legal, ethical, social, economic and professional issues, emerging technologies and evolving pharmaceutical, biomedical, socio-behavioral and clinical sciences that may impact therapeutic outcomes. *Prerequisites: Successful completion of all courses up to, and including, the third year; attaining a minimum cumulative GPA of 2.50; co-curricular requirements, and the successful completion of PCOA*

NAPLEX/MPJE Readiness I (CLPS 025) – *0 Credits (CAPS)*
As indicated on the NABP site, "The North American Pharmacist Licensure Examination® (NAPLEX®) is designed to evaluate general practice knowledge and is taken by recent college of pharmacy graduates shortly after they receive their degree. The NAPLEX is just one component of the licensure process and is used by the boards of pharmacy to assess a candidate's competence to practice as a pharmacist." In addition, the NABP description of the MPJE states "The Multistate Pharmacy Jurisprudence Examination® (MPJE®) is designed to assess your application of laws and regulations for the specific states/jurisdictions and is taken by recent college of pharmacy graduates shortly after they receive their degree. The exam is also taken by licensed pharmacists who want to practice in other jurisdictions and pharmacists who are FPGEC certified." Therefore, the goal of this pre-NAPLEX course series is to prepare the students to pass the NAPLEX and MPJE at their earliest opportunity after graduation.

Fourth Professional Year—Fall Semester

Advanced Pharmacy Practice Experience II (CLPS 421) - *15 Credits (CAPS)*
The pharmacy practice clerkships are college-coordinated experience-based integrated problem-solving courses designed to help the student become an active participant in providing pharmacy services. The student, under the direction of different preceptors will learn to provide pharmaceutical care in cooperation with patients, prescribers and other members of an inter-professional health care team based on sound therapeutic principles and evidence-based data. This will take into account all relevant legal, ethical, social, economic and professional issues, emerging technologies and evolving pharmaceutical, biomedical, socio-behavioral and clinical sciences that may impact therapeutic outcomes. *Prerequisites: Successful completion of all courses up to, and including, the third year; attaining a minimum cumulative GPA of 2.50.*

NAPLEX/MPJE Readiness II (CLPS 026) – *0 Credits (CAPS)*
As indicated on the NABP site, "The North American Pharmacist Licensure Examination® (NAPLEX®) is designed to evaluate general practice knowledge and is taken by recent college of pharmacy graduates shortly after they receive their degree. The exam is also taken by foreign-educated pharmacists who have earned FPGEC Certification. **The NAPLEX is just one component of the licensure process and is used by the boards of pharmacy to assess a candidate's competence to practice as a pharmacist." In addition, the NABP description of the MPJE states "**The Multistate Pharmacy Jurisprudence Examination® (MPJE®) is designed to assess your application of laws and regulations for the specific states/jurisdictions and is taken by recent college of pharmacy graduates shortly after they receive their degree. The exam is also taken by licensed pharmacists who want to practice in other jurisdictions and pharmacists who are FPGEC certified." Therefore, the goal of this NAPLEX PREP course series is to prepare the students to pass the NAPLEX and MPJE at their earliest opportunity after graduation.

Fourth Professional Year—Spring Semester

Advanced Pharmacy Practice Experience III (CLPS 422) - *15 Credits (CAPS)*
The pharmacy practice clerkships are college-coordinated experience-based integrated problem-solving courses designed to help the student become an active participant in providing pharmacy services. The student, under the direction of different preceptors will learn to provide pharmaceutical care in cooperation with patients, prescribers and other members of an inter-professional health care team based on sound therapeutic principles and evidence-based data. This will take into account all relevant legal, ethical, social, economic and professional issues, emerging technologies and evolving pharmaceutical, biomedical, socio-behavioral and clinical sciences that may impact therapeutic outcomes. *Prerequisites: Successful completion of all courses up to, and including, the third year; and attaining a minimum cumulative GPA of 2.50.*

NAPLEX/MPJE Readiness III (CLPS 027) – *0 Credits (CAPS)*
As indicated on the NABP site, "The North American Pharmacist Licensure Examination® (NAPLEX®) is designed to evaluate general practice knowledge and is taken by recent college of pharmacy graduates shortly after they receive their degree. The exam is also taken by foreign-educated pharmacists who have earned FPGEC Certification. The NAPLEX is just one component of the licensure process and is used by the boards of pharmacy to assess a candidate's competence to practice as a pharmacist."

In addition, the NABP description of the MPJE states "The Multistate Pharmacy Jurisprudence Examination® (MPJE®) is designed to assess your application of laws and regulations for the specific states/jurisdictions and is taken by recent college of pharmacy graduates shortly after they receive their degree. The exam is also taken by licensed pharmacists who want to practice in other jurisdictions and pharmacists who are FPGEC certified." Therefore, the goal of this pre-NAPLEX course series is to prepare the students to pass the NAPLEX and MPJE at their earliest opportunity after graduation.

Electives** (Fall)

Research in Clinical Administrative Pharmacy Sciences (PHSC 302) - *3 Credits each (CAPS)*
The course deals with an introduction to techniques and methodologies in clinical pharmacy research. Emphasis on literature retrieval, design/conduct of experiments on a specific problem, drug therapy clinical studies or pharmacy administration topics, and analysis and interpretation of data for a written report. *Prerequisites: Minimum cumulative GPA of 2.75 and permission of the instructor.*

Research in Pharmaceutical Sciences (CLPS 302) - *3 Credits each (PharmSci)*
The course deals with an introduction to techniques and methodologies in pharmaceutical sciences research. Emphasis on literature retrieval, design/conduct of experiments on a specific problem, analysis and interpretation of data for a written report. *Prerequisites: All Department of Pharmaceutical Sciences Courses in the first-year (fall and spring); minimum cumulative GPA of 2.75; and, permission of the instructor.*

New Informatics Technologies in Pharmacy (PHSC 325) - *3 Credits (PharmSci)*
Virtual Reality (VR), Augmented Reality (AR), and Artificial Intelligence (AI) have been broad and fast-growing subfields of Informatics Technologies in recent years. We've heard all the media buzz, so what are the science, technology, and art issues to building these immersive and compelling experiences? And what are the impacts of those powerful techniques on traditional healthcare businesses, especially Pharmacy as a profession? This course provides an overview of history, methods, and applications of VR, AR and AI. It covers current topics of hardware, software, interaction, psychology, algorithms (particularly machine learning), problem solving, and research that are involved in those technologies. In addition to the lectures, there will be course projects that the user will build their own virtual environments in Pharmacy settings, using novel interface and display devices. The apps and sample codes will be provided. However, the lectures will not provide any support to completing the projects, but rather to complement the learning. In the end, this course will inform the way the PharmD students can approach and contribute to those emerging technologies, thus prepare them well for future development. *Prerequisites: None*

Public Health Informatics and Technology (PHIT) (CLPS 402) - *3 Credits (CAPS)*
The course serves as a foundational course in public health informatics and technology. It covers both core historical and current legislative aspects of both public health and health information technology. The course also provides new knowledge into public health informatics as well as introductory aspects of clinical informatics drawing both from adapted curricular elements from the Office of the National Coordinators national curriculum as well as newer topics relevant to interoperability and population health management. The course's content also targets relevant to future health professional groups by providing them with skills in population health management. This will be done by providing hands-on labs using E Clinical Works- the predominant electronic health records system used in primary care in Washington DC- combined with access to a demonstration environment for the state designated health information exchange system -CRISP. Students will practice cross-referencing CRISP as a public data utility using created patient profiles in the EHR. Professional skills and identity formation as PHIT professionals will also be embedded in the course with topics in project management, communication, and cultural competency. The final leg of the course is a bootcamp with test-taking and information leading to the Certified Associate in Healthcare Information and Management Systems (CAHIMS) certification which is an industry endorsed credential for health IT and healthcare professionals. *Prerequisites: None*

Introduction to Machine Learning (CLPS 105) - *3 Credits* (*Pharm Sci*)
This course, Introduction to Machine Learning in Pharmaceutical Sciences, is designed to equip students with foundational knowledge and practical skills in machine learning (ML) tailored to the pharmaceutical field. Students will explore how ML can transform various disciplines within pharmaceutical sciences, including Pharmaceutics, Pharmacokinetics, Medicinal Chemistry, Regulatory Affairs, and Health Policy and Outcomes, while also addressing administrative applications such as Drug Development, Drug Use, and Procurement. *Prerequisites: None*

Electives** (Spring)

Research in Pharmaceutical Sciences (PHSC 302) - *3 Credits each (PharmSci)*
The course deals with an introduction to techniques and methodologies in pharmaceutical sciences research. Emphasis on literature retrieval, design/conduct of experiments on a specific problem, analysis and interpretation of data for a written report. *Prerequisites: All Department of Pharmaceutical Sciences Courses in the first-year (fall and spring); minimum cumulative GPA of 2.75; and, permission of the instructor.*

Research in Clinical Administrative Pharmacy Sciences (CLPS 302) - *3 Credits (CAPS)*
The course deals with an introduction to techniques and methodologies in clinical pharmacy research. Emphasis on literature retrieval, design/conduct of experiments on a specific problem, drug therapy clinical studies or pharmacy administration topics, and analysis and interpretation of data for a written report. *Prerequisites: Minimum cumulative GPA of 2.75 and permission of the instructor.*

Drug Stability and Packaging in Pharmacy (PHSC 714) - *3 credits (PharmSCI)*
The importance of the knowledge of the stability and packaging of pharmaceutical dosage forms vis-à-vis drug product development cannot be over emphasized. Many drugs are susceptible to some form of chemical decomposition when formulated as dosage forms. In the rational design and evaluation of pharmaceutical dosage forms, the stability of the active components must be a major criterion in determining their suitability. Several forms of instability (loss of potency, formation of toxic products, decrease in bioavailability and changes in the physical appearance of the dosage forms as exemplified by discoloration following the photochemical decomposition of the drug) can lead to the rejection of a drug product. It is now recognized that the chemical and physical stability of the active pharmaceutical ingredient alone, and when combined with excipients in drug product formulation, is critical in developing a successful pharmaceutical product. In the past, pharmaceutical packaging was considered as the effective containment of pharmaceutical dosage forms such that, at any time point before expiration date of the drug product, a safe and efficacious dosage form was available. However, things have changed and the contemporary definition of pharmaceutical packaging is as follows: the combination of components necessary to contain, preserve, protect, and deliver a safe and efficacious drug product. I want you to pay a particular attention to the operative word "deliver" in that definition. Thus, the packaging system may deliver the drug product to the final consumer (the patient). Consequently, the package is an integral part of the dosage forms because the package may control or affect the quantity of drug delivered. One of the objectives of this course is to help you as pharmaceutical scientists (the future belongs more to you than your professors and you must not fail humanity) to be aware of the issues involved in the stability and packaging of pharmaceutical dosage forms. The secondary objective, which is characteristic of all the graduate courses I teach, is to help you anticipate new and novel developments and applications and to urge you to think creatively towards the future, rather than to simply accept and apply the past. We will make reference to original research and review articles in the field of the science of drug stability and packaging. Finally, I urge you to take all the graduate

courses very seriously: read beyond what is required to get an "A" grade. Experience has shown me that what many people do in their jobs post-graduation is not what they did for their thesis work. *Prerequisites: None*

Nanotherapeutics (PHSC 747) - *3 Credits (PharmSci)*
Nanotechnology describes many diverse technologies and tools, which do not always appear to have much in common! Therefore, it is better to talk about nanotechnologies, in the plural. One thing that all nanotechnologies share is the tiny dimension that they operate on Nanotechnologies are the design, characterization, production, and application of structures, devices and systems by controlling shape and size at the nanometer scale. Nanotechnologies are not new to Pharmacy: Professor Peter Paul Speiser's strategy for controlled drug release was the development of miniaturized delivery systems and in the late 1960s he developed the first nanoparticles for drug delivery purposes and vaccines. The advent of new and sophisticated tools, such as atomic microscopes, has allowed scientists to gain an in depth understanding of nanostructured substances. Recent advances in the field of nanotechnologies have made nanoparticles to be very promising in the delivery and targeting of bioactive agents, drug discovery and diagnostics. Nanoparticles are submicron (< 1 □m) colloidal systems. Nanoparticles are colloidal systems and can be fabricated from varied and diverse materials in a variety of compositions, including quantum dots (QDs), polymers, gold, paramagnetic iron, etc. Our interest in this course is biomedical applications of nanoparticles. According to the National Cancer Institute (NCI), nanotechnology has tremendous potential to make an important contribution in cancer prevention, diagnosis, imaging, and treatment as well as HIV/AIDS. The evolution of nanoparticles for biomedical applications has moved from the first-generation nanoparticles (mainly suitable for liver targeting) through the second generation (stealth) nanoparticles for long blood circulation and passive targeting to the third-generation nanoparticles with molecular recognition (active targeting). Thus, multifunctional nanoparticles can target a tumor, sense pathophysiological defects in tumors, deliver therapeutic drugs, genes, or imaging agents, respond to external triggers to release the agent, and monitor the therapeutic response. One of the objectives of this course is to help you as pharmaceutical scientists (the future belongs more to you than your professors and you must not fail humanity) to be aware of the issues involved in the design of nanoparticles and biomedical applications of nanoparticles. The secondary objective, which is characteristic of all the graduate courses I teach, is to help you anticipate new and novel developments and applications and to urge you to think creatively towards the future, rather than to simply accept and apply the past. We will make reference to original research and review articles in the field of pharmaceutical nanoscience. Finally, I urge you to take all the graduate courses very seriously: read beyond what is required to get an "A" grade. Experience has shown me that what many people do in their jobs post-graduation is not what they did for their thesis work. *Prerequisites: None*

Herbal and Complementary Therapy (CLPS 242) - *3 Credits (CAPS)*
Herbal and Complementary Medicines, including phytomedicine, are becoming an integral part of our society and the growing self-medicating trend among consumers. This course is designed to provide students with the background that they need to advise patients on the sensible use of herbs and to promote public health and safety. Emphases will be placed on the need for phytomedicinals as alternative therapies, the safety and efficacy of herbal preparations, and the role of pharmacists in helping consumers select useful and safe herbal products. The regulatory and legislative aspects of marketing and selling phytomedicinals in the U.S. will also be discussed. Readings will include relevant articles and publications. *Prerequisites: Pharmaceutical Chemistry I & II.*

Drugs & Elderly (CLPS 220) - *3 Credits (CAPS)*
This course is an interdisciplinary course designed to sensitize the student to the special

physiological, psychological, sociological, and economic aspects of aging. In addition, special attention will be given to specific drug problems and solutions to these problems. *Prerequisites: Pharmacological Therapeutics I and Biopharmaceutics.*

Pharmaceutical Law and Policy (CLPS 318) ***3 Credits (CAPS)***
The Pharmaceutical Law and Policy course is designed to provide students with an understanding of key legal and policy issues (past and present) associated with and that shape the practice of pharmacy. *Prerequisites: None.*

Introduction to Machine Learning (CLPS 105) - ***3 Credits (Pharm Sci)***
This course, Introduction to Machine Learning in Pharmaceutical Sciences, is designed to equip students with foundational knowledge and practical skills in machine learning (ML) tailored to the pharmaceutical field. Students will explore how ML can transform various disciplines within pharmaceutical sciences, including Pharmaceutics, Pharmacokinetics, Medicinal Chemistry, Regulatory Affairs, and Health Policy and Outcomes, while also addressing administrative applications such as Drug Development, Drug Use, and Procurement. *Prerequisites: None*

Public Health Informatics and Technology (PHIT) (CLPS 402) - ***3 Credits (CAPS)***
The course serves as a foundational course in public health informatics and technology. It covers both core historical and current legislative aspects of both public health and health information technology. The course also provides new knowledge into public health informatics as well as introductory aspects of clinical informatics drawing both from adapted curricular elements from the Office of the National Coordinators national curriculum as well as newer topics relevant to interoperability and population health management. The course's content also targets relevant to future health professional groups by providing them with skills in population health management. This will be done by providing hands-on labs using E Clinical Works- the predominant electronic health records system used in primary care in Washington DC- combined with access to a demonstration environment for the state designated health information exchange system -CRISP. Students will practice cross-referencing CRISP as a public data utility using created patient profiles in the EHR. Professional skills and identity formation as PHIT professionals will also be embedded in the course with topics in project management, communication, and cultural competency. The final leg of the course is a bootcamp with test-taking and information leading to the Certified Associate in Healthcare Information and Management Systems (CAHIMS) certification which is an industry endorsed credential for health IT and healthcare professionals. *Prerequisites: None*

CERTIFICATIONS

IMMUNIZATION CERTIFICATION

APhA's Pharmacy-Based Immunization Delivery certificate training program will be held for all P1 students during New Student Orientation. The training certificate will expire within 3 years of issuance. In order to apply for authority to provide immunizations in most states, a valid certificate must be presented with the application for licensure. Students that matriculate and graduate on-time should be eligible to utilize the certificate if they apply for licensure by September after graduation. Students that miss the opportunity to attend immunization training due to a scheduling conflict or students with an expired certificate will be allowed to participate in the immunization training but will have to pay a training fee of $135.00.

MEDICATION THERAPY MANAGEMENT CERTIFICATION

APhA's Delivering Medication Therapy Management Services will be held for all P3 students during the Spring semester. The training certificate will expire within 3 years of issuance.

ACADEMIC POLICIES FOR THE PROFESSIONAL PROGRAM (Pharm.D.)

1. This Academic Policy supersedes all previous policy revisions.
2. In accordance with the College of Pharmacy's mission and while preserving the integrity of its educational programs, the Faculty will exercise its responsibility to deny student status or graduation to a student who fails to meet the program's academic standards, who is ill and whose illness prevents effective study or practice, who grossly neglects his/her academic or professional practice responsibilities, who violates standards of honesty, or who clearly demonstrates a disregard for professional standards of conduct.
3. Students must complete all requirements to be promoted to the next professional year or to be recommended for graduation.

HEALTH SCIENCES HEALTH REQUIREMENTS

Students entering the Professional Practice program must receive additional immunization and must be cleared by the University Health Center 30 days prior to entering the Professional Practice Experience program.

A medical hold will be placed on all students who have not submitted documentation of all immunizations required by the District of Columbia and in adherence to the University policy. This medical hold may result in interruptions in a student's academic schedule and/or affect the student's eligibility for University Housing.

To avoid a medical hold, students whose immunizations are incomplete should:

- Submit the required documentation immediately via MedProctor or;
- Make an appointment with their physician or clinic to receive the immunizations or
- Contact the Student Health Center for clarification and/or to receive the required immunizations

You must use the MedProctor forms, visit www.secure.medproctor.com and complete the items. Do not send any forms to the student health center. The Student Health Center located at 2139 Georgia Avenue, NW, Suite 201, Washington, DC 20059. Please contact the Student Health Center directly if you have any questions at (202) 806-7540.

PHYSICAL & IMMUNIZATION REQUIREMENTS

PHYSICAL EXAMINATION: Each student admitted to the Doctor of Pharmacy program is required to have a physical examination at his/her own expense. The results of the physical examination must be signed by a licensed physician.

NOTE: A health clearance verified by the University Student Health Center of Howard University through MedProctor (MP) is required of all students prior to participating in any pharmacy practice experience course.

IMMUNIZATIONS: HEALTH SCIENCE REQUIREMENTS

- **If you are not age 26** by AFTER AUGUST 1, you must show proof of the following: ▪ Physical exam within 1 year ▪ MMR (measles, mumps and rubella) vaccine (2 shots) ▪ Polio vaccine – if under age 18 (3 shots) ▪ Meningococcal vaccine – booster after age 16 (mandatory living on campus) ▪ Current negative TB screening (within 6 months of classes starting) ▪ Hepatitis B vaccine series (3 shots) ▪ Tdap within 10 years ▪ Varicella vaccine (2 shots) or proof of chickenpox o **If you are age 26** by AUGUST 1, you must show proof of the following: ▪ Physical exam within 1 year ▪ Tdap within 10 years ▪ Current negative TB screening (within 6 months of classes starting) ▪ Meningitis vaccine booster – after age 16 (can waive if off campus) AND QUANTITATIVE blood titers to Measles, Mumps, Rubella, Varicella and Hepatitis B. You must upload the lab test results. You also need one of the following ▪ 2 TB skin tests within 21 days ▪ Blood test for TB ▪ Chest x-ray from the past year.

As required by Howard University, **All students who will be on campus for any reason will be required to be fully vaccinated, effective August 1, 2021.** The University will accommodate religious and medical exemptions for the vaccine.

- Students should upload the COVID-19 vaccination proof on MedProctor (University) and on CORE ELMS (College).
- Students will not be permitted to live in on-campus housing, attendance classes, library until they are fully vaccinated and provide proof of having been vaccinated.

Also, all students are required to receive the ***influenza (flu)*** vaccine yearly. A flu mobile clinic will be organized at the College of Pharmacy for all students in the fall as a provided service by the Howard University Student Health Center.

If you have any questions concerning this requirement, please contact the University Student Health Center in the Medical Arts Building, 2139 Georgia Avenue, N.W., Washington, D.C., Telephone: (202) 806-7540/7558.

Students entering the Pharmacy Practice Experience Program must receive additional immunizations and must be cleared by the University Student Health Center thirty (30) days prior to entering the Pharmacy Practice Experience Program. Arrangements will be made by the Department of Clinical and Administrative Pharmacy Sciences to obtain the necessary immunizations for students entering pharmacy practice. **A current physical examination is required**.

All required health forms must be submitted directly to MedProctor (MP) for verification. Students should contact MP customer service with questions and concerns. Student Health Center will no longer

accept any paper (mail, email, fax, etc.) directly from students. Visit https://www.medproctor.com/ to set up student accounts and follow instructions through completion. Click on the live chat link to communicate directly with MP's customer service team.
Students may visit http://huhealthcare.com/healthcare/students to read the welcome letter, a notice about how to clear a medical hold and view the MP instructional video.

COVID-19 STATEMENT FOR FALL 2024

The indoor mask mandate has been lifted on campus for all faculty, staff, students, and visitors, with a notable exception like patient settings. Although the mask mandate has been lifted, all students are urged to remain vigilant and stay up to date with the most recent COVID-19 vaccination, continue to practice good hygiene, wear masks if you deem appropriate, and stay home if you are feeling unwell or experiencing symptoms of illness.

HIPAA PRIVACY AND SECURITY TRAINING

To meet this government mandated requirement, Howard University Health Sciences Compliance Office requires all students in the Health Science disciplines complete the Health Insurance Portability and Accountability Act (HIPAA) Privacy and Security online training.

All students who have completed HIPAA Security Training must print 2 copies, keep 1 copy and bring in 1 copy of the HIPAA Training Certification Form to the College of Pharmacy's Office of the Dean for documentation. Please contact the Howard University Health Sciences Compliance Office directly at (202) 865-7485 with HIPAA questions and concerns.

Please note: all students must show proof of HIPAA online training on or before September 1 of their entrance year prior to participating in the IPPE and APPE Pharmacy Practice Experience courses.

ACPE TECHNICAL STANDARDS POLICY

Students admitted to the Doctor of Pharmacy Program at Howard University are expected to successfully fulfill College of Pharmacy-approved technical standards to ensure an ability to attain competence in core Accreditation Council of Pharmacy Education Accreditation Standards and Guidelines Curriculum Standards (https://www.acpe-accredit.org/standards/default.asp). Students are required to sign and submit the Technical Standards Commitment Form verifying their ability to accomplish these skills prior to PharmD matriculation.

The Howard University College of Pharmacy receives admissions applications from a diverse group of applicants including students with disabilities. Reasonable accommodation for these technical standards will be provided, where feasible, in accordance with university guidelines and applicable law. Any student wishing to request accommodation based on a disability should contact a staff member in the Office of Student Affairs. The University's Office of Student Services on campus will coordinate reasonable accommodation for students with documented disabilities. If a student cannot fulfill these standards with or without reasonable accommodation, the student will be ineligible for admission or continued enrollment in the program.

Any questions or concerns about adherence to these Technical Standards should be directed to the Associate Dean of Academic Affairs and Assessment.

Observation: Students must have the ability to independently observe and evaluate materials and processes demonstrated through a variety of activities such as demonstration, experiments, physical assessments and professional and clinical practice, in classrooms, laboratories, and patient care areas.

Communication Skills: As appropriate for each stage of their education, students must have the ability to understand and communicate fluently in oral and written English, be cognizant of nonverbal communication, and to have the ability to work in student and health care teams.

Analysis and Synthesis: As appropriate for each stage of their education, students must have the ability to identify, analyze, and synthesize and apply relevant information in independent professional and health care team contexts that are increasingly realistic and culminate in practice settings.

Professional Conduct: Student must have the ability to demonstrate responsible professional and ethical behavior and demonstrate compassion, integrity, and respect for their patients and colleagues, and for the privacy of health care information.

CODE OF PROFESSIONALISM FOR HOWARD UNIVERSITY COLLEGE OF PHARMACY STUDENTS, FACULTY AND STAFF

PROFESSIONALISM MISSION STATEMENT

The Howard University College of Pharmacy is dedicated to providing pharmaceutical education of excellent quality to students with high academic, scholarship and leadership potential. Consistent with the College's missions, commitments and other policies, the purpose of this code is to set forth with more clarity the College's expectations for the **professional conduct of its students, faculty, staff, and administrators**. This code is intended to be consistent with and amplify existing University and College of Pharmacy policies, rather than supplant any policy.

A climate of respect, civility and cooperation among students, faculty, staff and administrators is essential to achieving excellence in research, education, clinical care and university and community service. Therefore, the College places a high priority on professionalism. Under the umbrella of professionalism lies an extended set of responsibilities that includes civil and courteous behavior, respect for teachers, students, supporting staff and colleagues, open and honest communication, respectful dissent, support for the College's missions and active and timely participation in education and mentoring activities.

Although these qualities and behaviors may be more difficult to evaluate than research, scholarship, teaching and other traditional measures of academic performance, they are critical to the missions of the College of Pharmacy.

PROFESSIONALISM CORE VALUES

Howard University College of Pharmacy claims certain foundational principles of values upon which its entire existence stands. They include ***Collaboration, Accountability, Respect and Excellence.*** All students at the Howard University College of Pharmacy have the duty to observe and uphold and accept these values as part of the students, faculty, and staff ethical code of conduct.

Acknowledge others' presence by greeting and friendly interactions
Support students, faculty and staff
Practice respect with everyone
Show care and compassion for others
Respond to emails and requests no later than 24-48 business hours consistently
Act with integrity always
Listen actively and be open to feedback
Present your best self and go the extra mile
Hold yourself accountable
Honor your commitments

GENERAL PROFESSIONALISM CODE OF CONDUCT POLICY

- An appropriate level of professionalism by being appropriately dressed and groomed for all activities for faculty, staff, and students.
- Appropriateness includes wearing non-revealing and properly fitted clothing.
- Appropriateness is dictated by the activity, occasion, and standards of the individual's responsibilities.
- Laboratory attire is also dictated by safety standards.

HOWARD UNIVERSITY COLLEGE OF PHARMACY PROFESSIONAL DRESS POLICY

The following standards for attire apply to all students enrolled in the HUCOP. These standards shall be followed during all hours at which the college is open to the public (generally 8:00 A.M. to 5:00 P.M., Monday through Friday) and covers any College of Pharmacy facility. Business casual is the minimum standard appropriate attire expected of students during the three didactic years of the Doctor of Pharmacy Program (for experiential activities, see the "professional dress during experiential activities").

Upon approval by the Dean of Student Affairs, Howard-Smart Casual attire is permissible. Other unapproved casual clothing is not suitable for the Doctor of Pharmacy program; therefore, these guidelines will help you determine what is appropriate to wear to class, laboratory, or experiential sites. Clothing that works well for the beach, yard work, dance clubs, exercise sessions, and sports contests are not appropriate for a professional appearance in the College of Pharmacy. Clothing that reveals cleavage, your back, your chest, your feet, your stomach, or your underwear is not appropriate for the college. Torn, dirty, or frayed clothing is unacceptable. Any clothing that has words, terms, or pictures that may be offensive to other students, faculty or staff is unacceptable.

Students are encouraged to dress in appropriate attire as a future health care professional. Even in a business casual school environment, clothing **shall be pressed and never wrinkled. All seams must be finished.**

In addition to the above guidelines, a more specific overview of appropriate business casual attire is provided below. Items that are not appropriate for the office are listed, too. The lists tell you what is generally acceptable as business casual attire and what is generally not acceptable as business casual attire. No dress code can cover all contingencies so students must exert a certain amount of judgment in their choice of clothing to wear to the program. If you experience uncertainty about acceptable, professional business casual attire for the program, please ask the Assistant Deans for Student Affairs or Experiential Education.

Dress Code for Students* during Pharmacy year 1 through year 3 Classroom Courses*

Slacks, Pants, and Suit Pants

Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capri, and nice-looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans (pants which contain rivets), sweatpants, athletic pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants people wear for biking or exercise. Pants must be worn properly on the hips. No student shall dress in such a way that his/her underwear is partially, or totally exposed and proper undergarments shall be worn.

Skirts, Dresses and Skirted Suits

Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. The length of the dress and skirt length shall be no shorter than one inch above the knee (when standing). Short, tight skirts that ride halfway up the thigh are inappropriate for the program. Mini-skirts, skorts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate for the program.

Shirts, Tops, Blouses, and Jackets

Casual/dress shirts (for males, shirts must have a collar), sweaters, tops, tailored blouses, golf-type shirts, and turtlenecks are acceptable attire for the program. Most suit jackets or sport jackets are also acceptable attire for the program. Inappropriate attire for the program includes tank tops, midriff tops, spaghetti straps, tube tops, swim tops, shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans, halter-tops, tops with bare shoulders, hoodies, sweatshirts and articles of fleece, and t-shirts unless worn under another blouse, shirt, jacket, or dress. Additionally, students should wear professional lab coats with name tags during school related health fairs and campus activities.

Shoes and Footwear

Conservative athletic or walking shoes, oxfords, loafers, clogs, boots, flats, dress heels, and leather deck-type shoes are acceptable for the program and shall be clean and in good condition. Flashy athletic shoes, thongs, flip-flops, slippers, platforms, work boots, hiking boots, and any non-dress shoe with an open toe are not acceptable in the program. Shoes made of canvas are also not acceptable. Closed toe and closed heel shoes are required in laboratories. Socks/hosiery shall be worn at experiential sites.

Scrubs

Scrub suits are only permitted on days of laboratory activities (except OSCE or simulation activities). Scrubs should be worn underneath the student's pharmacy jackets when in class or during laboratory activities. If scrubs are worn, scrubs must be purchased by students, scrubs must be clean, must be of matching color (no mismatched top and bottom) and students may only wear royal blue, navy blue, black or gray-colored scrubs.

This does not apply to students on experiential rotations. While on experiential rotations, students must abide by the "*Professional Dress during Pharmacy Practice Experiences"* and the experiential site dress policy.

General Personal Care Standards

Adequate precautions shall be taken to maintain good personal hygiene. These precautions include regular bathing, use of deodorants and regular dental hygiene.

Howard-Smart Casual

Students are allowed to wear Howard University t-shirts, polos, and sweatshirts that are only sold at the official Howard University Bookstore or Howard University College of Pharmacy class fundraisers, unless stated otherwise by the instructor(s).

Additional Rules for Howard-Smart Casual

The aforementioned shirts, polos, and sweatshirts cannot be cut short, modified into tank tops/sleeveless shirts, or modified to include any explicit language, signs, or images.

The Howard shirts, polos, and sweatshirts to be worn by students cannot be bleached, painted over, or chemically/physically modified in any other way. Students may only wear khaki pants or jeans along with these Howard shirts/sweatshirts. No shorts distressed or ripped jeans, or khaki shorts may be worn with it in order to keep up with the "Howard-Smart Casual" dress code.

The "Howard-Smart Casual" attire must only be worn on select days as a part of a fundraising activity or occasion and must be approved by the Dean of Student Affairs.

The Howard-Smart Casual attire shall only pertain to Howard University and Howard University College of Pharmacy, and not HBCUs in general. For example, a student may not wear attire from Florida A&M University, Norfolk State University, etc. The Howard-Smart Casual attire must be worn with HUCOP dress code approved shoes and footwear. The Howard-Smart Casual attire does not extend to Divine 9/National Panhellenic Council/Greek fraternity/sorority-exclusive apparel that may be sold at the HU bookstore. However, Howard t-shirts and sweatshirts simply having the colors of a particular Greek organization are permissible. For example, a purple and gold color scheme for a Howard sweatshirt, which is dedicated to Omega Psi Phi Fraternity, Inc. is permissible.

**Both lists are not all-inclusive, and both are subject to change.

Professional Dress during Pharmacy Practice Experiences and Laboratory Courses*

- Students must arrive at their pharmacy practice experience sites and laboratory courses in professional attire. Jeans and sneakers are absolutely forbidden. Open-toed shoes and sandals should not be worn to the pharmacy practice experience site and/or laboratory courses. Students must also wear socks/stockings at the pharmacy practice experience site and laboratory courses.
- Shirts and ties must be worn accordingly by students.
- Clean white short pharmacy jackets are required to be worn to the pharmacy practice sites. Clean white short pharmacy jackets are required to be worn to the laboratory courses. At all times, students' attire and demeanor must be professional and exemplary.
- On days of laboratory course activities (excluding simulation or OSCE activities) students may be permitted to wear scrubs underneath their short pharmacy jackets.
- Students are required to have good personal hygiene. Use of perfumes and colognes should be held to a minimum since excessive use can provoke allergic responses in patients and colleagues.
- Violations of the dress code may lead to disciplinary action including but not limited to immediate dismissal from pharmacy practice experience site and laboratory courses.

**This professional dress guideline also applies for when the College of Pharmacy has special guests (i.e., leadership lecture series)*

The following items are prohibited for all students in the College of Pharmacy:

1. Jeans or jeggings (unless worn on Howard-Smart Casual days)
2. Sweatpants and legging pants
3. Flashy athletic shoes, thongs, flip-flops, slippers, platforms, work boots, hiking boots, and any non-dress shoe with an open toe
4. Sagging pants exposing undergarments.
5. Shorts above the mid-thigh
6. Skirts two or more inches above the knee
7. Hats, caps, bonnets, durags, or any other headgear are not allowed. Only headgear worn for religious purposes or to honor cultural tradition is permissible.
8. Any clothes that reveal back, abdomen, cleavage, undergarments, majority of the shoulder area i.e., underwear, halter tops, brassiere is unacceptable.
9. Half shirts
10. Holes in any item of clothes (i.e., no "distressed")

11. Suggestive or offensive language on t-shirts that advocate sex, alcohol, profanity, and/or drugs

Ethically Sound Decision Making and Moral Behavior

- Show respect to students, faculty, staff, and administrators by listening to others' points of view in a courteous and respectful manner and using appropriate body and verbal language during conversations and in class.
- Recognize position as a professional, emphasizing the need to develop positive interactions with others.
- Avoid disruptive behaviors that may contribute to exploitation, harassment, or discriminatory treatment of students, faculty, staff, and administrators. Disruptive behaviors include verbal attacks that are personal, rude, disrespectful, belittling or threatening.
- Resolve conflicts and address them in a non-threatening, constructive and private manner.

Service-minded Orientation

- Turn off or silence cell phones and other electronic devices in shared offices, meetings and class unless an emergency situation has arisen.
- Serve others including students, faculty, staff, and administrators by working in collaboration for a successful academic experience for all student pharmacists.
- Participate in college, university, local, regional, national committees/organizations to provide professional contribution

Pride in the Profession and a Dedication to Advance its Value to Society

- Speak highly of the pharmacy profession and as to not discourage students from learning and accepting their role within the profession.
- Support Howard University College of Pharmacy in order to encourage students to take an active role in its development.

Conscientiousness, Integrity, and Trustworthiness

- Uphold academic integrity by avoiding intellectual theft of any kind. Avoid plagiarism, cheating on academic assessments, falsification, and facilitation of intellectual theft.
- Keep student educational records confidential with respect to requests made by all people other than appropriate College officials.

Accountability, Flexibility and Punctuality

- Provide students and colleagues with timely, constructive, and accurate feedback and prevent undue and unexcused delays in evaluating student work (ex. Email, face to face, telephone, etc.)
- Maintain the rules of the faculty in the conduct of courses to meet in class on time, keep office hours, or hold examinations as scheduled. Office hours are to be upheld and available for student access as a priority during this time.
- Faculty, staff, and students must respond to emails and phone calls within 2 business days when school is in session; or as indicated in their Out of Office Assistant email message.

Leadership

- Maintain all licenses and certifications required for their positions, participate in education and training as necessary to maintain professional competence and be fit for duty during work time.
- Demonstrate leadership in advancing the profession of pharmacy through active service in professional organizations at the local, state and national levels.
- Students' active engagement in local, state, and national organizations.

In upholding the above core values, the general professionalism code of conduct policy shall offer practical guidelines on what is expected of HUCOP professional students, faculty, and staff in the College. The actions below are in direct violation of the core values of the HUCOP:

1. Intentionally misrepresenting oneself on a resume or curriculum vitae concerning class rank, grades, academic honors, work experience, or any other matter relevant to job placement in person or online.
2. Purposely furnish false information and engage in plagiarism in person or online.
3. Engaging in disruptive behavior in class in person or online.
4. Engaging in academic dishonesty in person or online.
5. Engaging in collusion includes but is not limited to completing any portion of an assignment, report, project, experiment, or exam for another student in person or online.
6. Failure to complete Admissions, IPPE, or APPE background check by designated deadline.
7. Violating the College of Pharmacy attendance policy in person or online.
8. Demonstrating inappropriate or disrespectful behavior toward fellow students, faculty, staff, preceptors, or staff/employees in the classroom, outside class functions, or online.
9. Engaging in unauthorized use or removal of college property including computers, audio, and visual equipment.
10. Engaging or perpetrate any form of theft, forgery, falsification, or fraudulent use of University property.
11. Willfully conceal or misrepresent information material to an investigation of an alleged violation of this Professional Code of Conduct when the information is sought by the Professionalism and Ethics Committee, faculty, Dean, or Dean's designee.
12. Possession, engage in the use, and/or distribution of illegal drugs; being under the influence of alcohol or illegal substances in the classroom, office, meetings, school events, etc.

CLINICAL CODE OF CONDUCT POLICY*

The following code of conduct will guide the ethical behavior in hospitals, community pharmacies, pharmaceutical industries, research and production facilities, various rotation sites included as clinical practice experiences and internships.

Respect and Concern for the Welfare of Patients

- Treat patients and their families with respect and dignity both in their presence and in discussions with others.
- Recognize when one's ability to function effectively is compromised and ask for relief or help.
- Recognize the limits of student involvement in the medical care of a patient and seek supervision or advice before acting when necessary.
- Not use alcohol or other drugs in a manner that could compromise themselves or patient care.

Respect for the Rights of Others

- Deal with professionals, staff, and peer members of the health care team in a considerate manner and with a spirit of cooperation.
- Act with an egalitarian spirit toward all persons encountered in a professional capacity regardless of race, religion, gender, sexual preference, age, national origin, physical disability, marital status, political affiliation, or socioeconomic status.
- Respect the patient's modesty and privacy.

Trustworthiness

- Be truthful in communication with others.
- Maintain confidentiality of patient information.
- Admit errors and not knowingly mislead others to promote oneself at the expense of the patient.
- Not representing himself/herself as a pharmacist, physician, physician's assistant, or other health professional.
- Accurately acknowledge the sources for all information reported. Failure to do so will be considered plagiarism.

Responsibility and Sense of Duty

- Participate responsibly in patient care or research to the best of his/her ability and with the appropriate supervision.
- Undertake clinical duties and persevere until they are complete.
- Notify the responsible person if something interferes with his or her ability to perform clinical or academic tasks effectively.

Professional Demeanor

- Maintain a neat and clean appearance and dress in attire according to the Preceptor Experiential Education Manual.
- Be thoughtful and professional when interacting with patients and families.
- Strive to maintain composure during times of fatigue, professional stress, or personal problems.
- Avoid offensive language, gestures, or inappropriate remarks.

NOTE: The above standards of clinical conduct are based on the Code of Conduct for Duke University Medical Students and have been adapted to meet the individual needs of the Howard University College of Pharmacy. Students are expected to abide by the Clinical Code of Conduct at all times when adorning the White Laboratory Coat.

In upholding the clinical professionalism code of conduct policy, and to offer practical guidelines on what is expected of HUCOP professional students in the program, the following actions are in direct violation of the aforementioned clinical code of conduct policy:

1. Demonstrating inappropriate or disrespectful behavior toward fellow students, faculty, staff, preceptors, or staff/employees at pharmacy practice sites.

2. Engaging in inappropriate or disrespectful interaction with patients.

3. Engaging in unauthorized use or removal of prescription or nonprescription drugs, devices, or confidential information from the experiential practice sites.

4. Engaging or perpetrating any form of theft, forgery, falsification, or fraudulent use of university or experiential practice site property.

E-PROFESSIONALISM CODE OF CONDUCT POLICY

The Student Professional Code of Conduct at the College of Pharmacy includes an e-professionalism policy. Your email, LinkedIn, YouTube, Blogs, Webpages, Instagram, Twitter, Facebook, TikTok, GroupMe, Snapchat, and all other internet or world wide web based communicative networks are as much a part of your professional image as the clothes you wear. Therefore, all students in the Doctor of Pharmacy program are expected to demonstrate high standards of professional behavior in all educational settings, including classrooms, laboratories, professional and clinical sites, and in non-educational settings, including the internet.

Should you choose to create or participate in a blog or other form of online posting, publishing, or discussion, you should be aware of the following HUCOP requirements pertaining to such activity.

In upholding the e-professionalism code of conduct policy, and to offer practical guidelines on what is expected of HUCOP professional students in the program, the following things should be considered:

1. If you are blogging or communicating about University or College-related matters, you must make it clear that you speak for yourself and not for the University or College. The easiest way to ensure that you are not in violation of this obligation is to refrain from mentioning the University or College by name.
2. Be mindful that what you write will be public for a long time and understand that you are personally responsible for what you post.
3. You must comply with all University and College policies, including but not limited to confidentiality, the University and College's policies prohibiting workplace discrimination and harassment and those regarding respectful or proper treatment of faculty, staff, parents, preceptors, alumni, students, and our partners in education.
4. You must refrain from posting pictures of or discussing students and their families, including their names (unless written consent is provided through the use of a Video and Photo Release Form). Even minor comments about a student may be a breach of confidentiality.
5. You should take care to be truthful in your communications and refrain from making defamatory statements against the University or College, our co-workers, faculty, staff, parents, preceptors, alumni, students and our partners in education.
6. Violations of this policy can result in discipline, up to and including dismissal from the College of Pharmacy.

E-MAIL POLICY

All students must use their HU bison email account for all HU related communications. Students will be responsible and accountable for messages that are sent via their respective HU bison email address account from all HU and related entities. Thus, it behooves each student to regularly check his/her email to avoid missing pertinent information.

Addendum to Howard University College of Pharmacy E-Professionalism and Email Policy

Even though sources of ethical principles may differ, the Professional Student Conduct Code includes an e-professionalism policy which stipulates that faculty and staff will not permit students access to the employee's personal e-mail, social networking sites (e.g. Facebook, twitter), webpage, blogs, or any other internet or world wide web based communicative networks.

Because Linkedin® is a professional networking site, faculty and staff may permit students access to their Linkedin® profile. Your email, blogs, Webpages, social networking sites (e.g., Twitter, Facebook, Snapshot, Tik-Tok) and all other internet or world wide web based communicative networks are as much a part of your professional image as the clothes you wear.

Therefore, all students in the Howard University College of Pharmacy are expected to demonstrate high standards of professional behavior in all educational settings, including classrooms and laboratories, professional and clinical sites, and in non-educational settings, including the internet, e-mail and other forms of electronic media.

Additionally, all emails sent by students in HUCOP should meet the following criteria at a minimum:

1. Use a direct subject line
2. Use a professional email address (preferably a bison email address)
3. Use an appropriate and professional greeting
4. Have a professional email signature
5. Should be proofread
6. Have simple and classic fonts simple and be void of excessive use of exclamation points and other unnecessary punctuation marks
7. Should be of professional tone

Emails sent to faculty or staff members of HUCOP that do not meet the minimum email etiquette standards will neither be read or acted upon.

Faculty may use the notice below to notify students of violation of HUCOP email etiquette criteria.

HOWARD
UNIVERSITY

Notice

This e-mail was neither read nor acted upon because some or all of the format is not in compliance with the Howard University College of Pharmacy eProfessionalism Guidelines.

Please redo this e-mail using the proper format and resend.

PROFESSIONALISM CODE OF CONDUCT VIOLATION POLICY

At times, unprofessional lapses in professional behavior by students may be witnessed. Reporting systems have been implemented to ensure corrective actions are taken in a manner that is fair, confidential, and constructive. Academic infractions (e.g. cheating, plagiarism, and copy infringement) are not under the purview of Professional Identity Formation and Cultivation Committee (PIFCC). Those cases will be referred to the Judiciary committee

- ***(For students):*** *A report should be filed with the Professional Identity Formation and Cultivation Committee (PIFCC). If reviewed by the committee, the student is required to respond in person and/or in writing to the committee within 2 business days from receiving an official communication from the committee with the goal of further investigation into the matter in question and creation of a remediation plan, if indicated. If the student does not respond in two business days, the PIFC committee will proceed with the case with the information presented in the complaint.*

The adjudication of student cases may be documented on the student record file of the parties involved.

Reporting and Adjudication Process:

The PIFCC will oversee the adjudication of professional misconduct cases. The Committee will be discrete, timely, and confidential in the processing of all cases.

1. Violations of the professional code of conduct shall be reported by completing and submitting the electronic HUCOP PROFESSIONAL IDENTITY FORMATION AND CULTIVATION COMMITTEE COMPLAINANT Form to the Chair of the PIFCC
2. The PIFCC will review the case, issue an email notification with intended actions within 5 business days of receiving the complaint form
3. If applicable, a hearing will be scheduled during the PIFCC monthly meeting by interviewing the parties involved.
4. At the completion of the investigation, the PIFCC will make a final recommendation to the Office of the Dean within two business days.
5. The Office of the Dean makes all final decisions and communicates directly to the student.

Types of Professionalism Violations

Listed below are the types of violations the PIFCC will address, and the consequence based upon the occurrence. This list is not exhaustive.

Level 1 violations

Examples of Level 1 violations include but are not limited to:

- Tardiness to class/laboratory
- Sleeping in class/laboratory
- Violation of the HUCOP Professional Dress Code in class/laboratory or during HUCOP activities
- Violation the HUCOP attendance policy in person or online

- 1st occurrence of an infraction of the code of professionalism:
  - Refer to the "PROFESSIONALISM PROCESS FOR DIDACTIC COURSE"
- 2nd report of unprofessional behavior:
  - The course coordinator will discuss the consequence with the student, and

Submit a formal complaint to the PIFC committee to commence the reporting and adjudication process

Level 2 violations

Examples of Level 2 violations include but are not limited to:

- Disrespectful behavior toward peers/faculty/staff
- Use of foul language and/or gesture
- Engaging in disruptive behavior in class/laboratory
- Violations of patient's privacy
- Intentionally misrepresenting oneself on a resume or curriculum vitae concerning class rank, grades, academic honors, work experience, or any other matter relevant to the job placement in person or online

- 1st report of unprofessional behavior:
  - The course coordinator will discuss the violation with the student (for course violations) and submit a formal PIFC complaint to the PIFCC, and
  - The PIFC committee representative will discuss the violation with the student and receive a warning letter from the committee.

- 2nd report of unprofessional behavior:
  - The course coordinator will discuss the consequence with the student, and

Submit a formal complaint to the PIFC committee to commence the reporting and adjudication process

Level 3 violations

Examples of Level 3 violations include but are not limited to:

- Engaging in unauthorized use, damage, or removal of college property, including computers, audio and visual equipment
- Engaging or perpetrate any form of theft, forgery, falsification, or fraudulent use of University property
- Willfully conceal or misrepresent information material to an investigation of an alleged violation of this Professional Code of Conduct when the information is sought by the PIFC Committee, faculty, Dean, or the Dean's designee
- Possession of, engaging in the use, and/or distribution of illegal drugs; being under the influence of alcohol or illegal substances in the classroom, office, meetings, school events, etc.

- 1st report of unprofessional behavior:
  - The PIFCC will issue a notification to the student via email requiring a response within 2 business days,
  - The PIFCC will schedule a formal hearing with the student and all parties involved within 5 business days, and
  - The PIFCC will provide a recommendation to the Dean within 2 business days after the hearing.
  - In the event a student is arrested for a felony or misdemeanor charge, it is the responsibility of that student to immediately inform the University's Associate Vice President for Student Affairs of the arrest. Failure to do so may result in disciplinary action up to and including suspension or expulsion.
  - If applicable, the committee will alert campus and/or metropolitan police

Types of Sanctions

Depending on the nature of the violation, one or more sanctions may be imposed for the violation of the Professionalism Code of Conduct. The following is a list of possible sanctions, although not an exhaustive list:

(a) Disciplinary warning or reprimand
(b) Letter of apology to the aggrieved party
(c) Requirement to seek counseling
(d) Participating in, or conducting, special workshops, classes, or seminars
(e) Research assignments
(f) Mandatory University or community service
(g) Restitution
(h) Disciplinary probation
(i) Limited term suspension
(j) Exclusion from eligibility for leadership roles or resignation from leadership roles (if applicable)
(k) Expulsion (Note: students will not be eligible for re-admission into the pharmacy program if expulsion occurs due to violation of the HUCOP Professionalism Code)

You are referred to the Howard University College of Pharmacy Student Handbook policy for more information.

**This code of conduct represents general standards of behavior and illustrates ideals for which to strive; however, specific infractions reported by students, preceptor/faculty, staff to the Professional Identity Formation and Cultivation Committee may be investigated with respect to both the magnitude and chronicity of incidents considered. It should also be understood that these general standards may not afford guidance in every conceivable situation or anticipate every possible infraction.*

HUCOP PROFESSIONAL IDENTITY FORMATION AND CULTIVATION COMMITTEE COMPLAINANT FORM

HOWARD UNIVERSITY
HUCOP Professional Identity Formation and Cultivation Committee (PIFCC)

Send completed form to: PIFCC Chair

ADJUDICATION FORM FOR VIOLATION OF THE PROFESSIONALISM CODE OF CONDUCT
COMPLAINANT

Name_____ID#_____

☐ Faculty ☐ Staff ☐ Administrator

Phone #_____Email_____

Name of Accused

☐ Student, Class of _____

Date, time and location of incident_____
Name & contact info of Eyewitness(s)_____
Prohibited Behavior(s): Describe the misconduct and provide evidence.

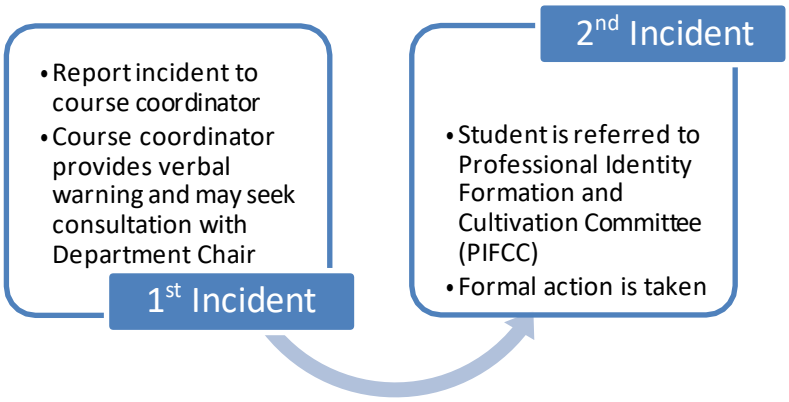
_____
_____
_____
_____
_____
_____

Is this the first occurrence of this unprofessional behavior?	☐ Yes	☐ No	
Report Filed with University Police	☐ Yes	☐ No	Date_____
Report Filed with Metropolitan Police	☐ Yes	☐ No	Date_____
Complaint Signature	Date:		

Last Rev. 7/27/2018
Last Rev. 11/27/2024

PROFESSIONALISM PROCESS FOR DIDACTIC COURSE

The course coordinator for didactic course is encouraged to create a formalized process to address professionalism issues that occur in the course. Examples* should be clearly stated in the syllabus of professionalism infractions based on the College's professionalism policy and may include professionalism points as part of course grade. Course coordinators should encourage all lecturers and instructors to uphold professionalism standards during the course. The plan for dealing with professionalism infractions during a course is outlined below:



<u>Examples of Professionalism Infractions in Didactic Course</u>

1. Lateness to class/laboratory
2. Sleeping in class/laboratory
3. Unprofessional attire in class/laboratory

***(Refer to the HUCOP Professionalism Code for full policy)**
***Chart does not apply to academic dishonesty or egregious misconduct**

Approved April 25, 2019

NO RETALIATION POLICY

Howard University College of Pharmacy maintains a policy of openness and continuous quality improvement where feedback is essential. We are committed to maintaining an environment of integrity, trust, and respect. Retaliation against members of the HUCOP community who, in good faith, reports violations of policies, raise concerns, or participate in investigations is strictly prohibited. Retaliation includes any adverse action(s), harassment, discriminatory action(s), or any conduct that could discourage reporting or participation.

This policy aligns with the University Student Code of Conduct, Section III: Student Rights, Freedoms, and Responsibilities1, which protects students' right to report violations without fear of retaliation (Section III.1.D) and ensures freedom from intimidation during disciplinary processes (Section III.2.C).

Reports of retaliation should be made to the Office of Student Affairs, Title IX Office and/or most appropriate academic or administrative officers following the HUCOP chain of command (Course Coordinator → Department Chair → Assistant/Associate Dean(s) → Dean).

1. Howard University. Student Code of Conduct, 600-001. <https://secretary.howard.edu/sites/secretary.howard.edu/files/2023-09/StudentCodeofConduct.pdf>. Accessed: January 14, 2025.

ACADEMIC PROGRAM REQUIREMENT

Incoming first year students are required to purchase a sphygmomanometer, Sigler's Prescription Drug Cards Top 300 (most recent version) and bring to class on day 1. These instructional materials are needed for the Professional Practice Readiness 1 Course that commences in the Fall semester of the first pharmacy year. In addition, all students are required to be CPR certified (for healthcare provider) prior to their Introductory Professional Practice Experiences and Advanced Professional Practice Experiences. Students may contact local CPR providers (i.e., American Heart Association via https://cpr.heart.org) for certification and training.

COURSE REGISTRATION

The Academic Coordinator, Ms. Aliya Muhammad, handles all course registration processes.

Due to the program's structure, College of Pharmacy students cannot register themselves. At the end of every semester, students receive a Google Registration Request for the following term. Students will not be registered without submitting a request to the Academic Coordinator. Once received, Ms. Muhammad will process enrollment. All students will receive a confirmation email once enrollment is processed.

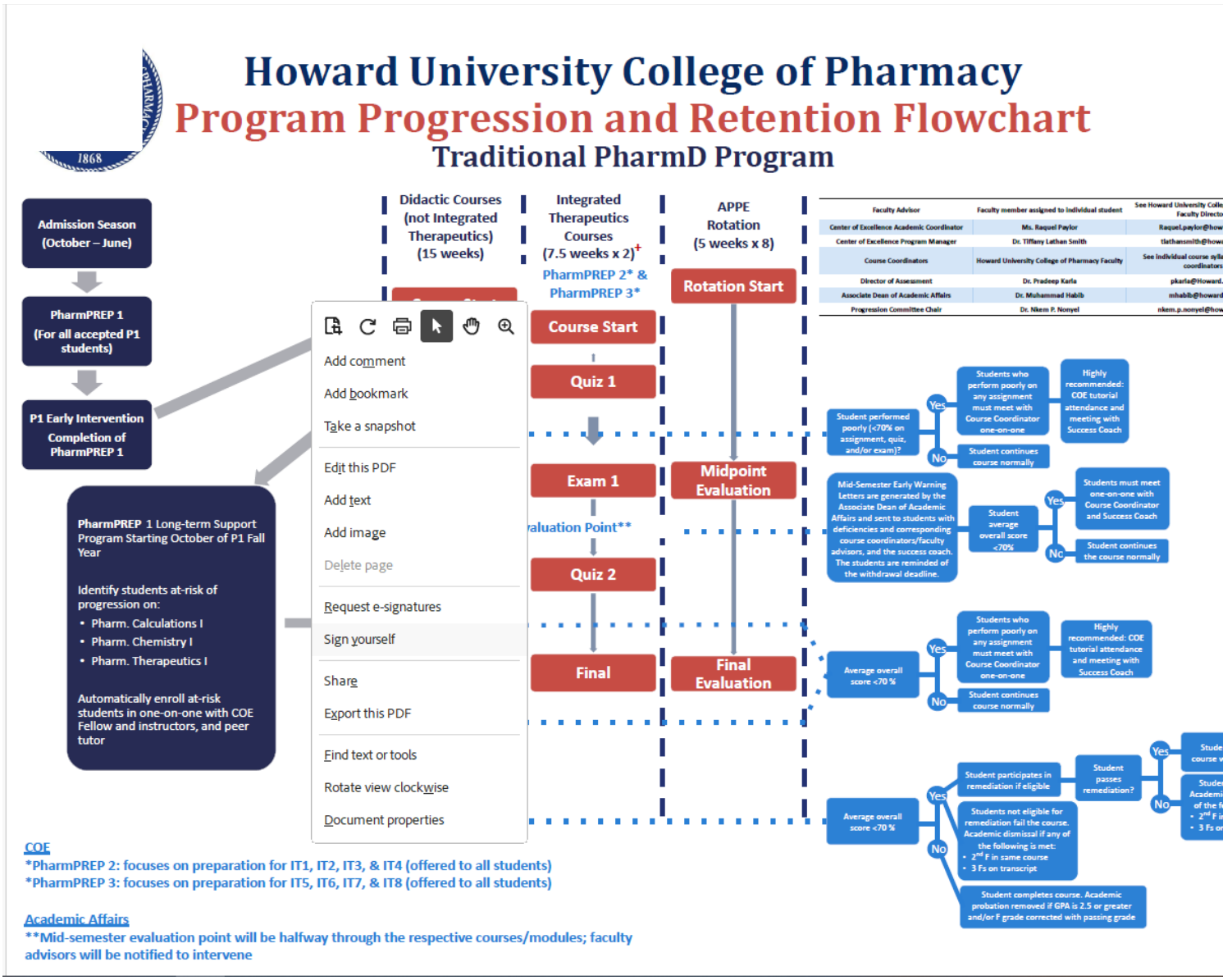
It is the student's responsibility to check their account to ensure they have no medical or financial holds that will prevent registration from being processed. The Dean's office does not receive notices regarding holds. Students must resolve all issues that will prevent registration.

The College of Pharmacy strictly adheres to all deadlines published by the Registrar's Office on the current Academic Calendar.

Only students whose names appear on Official Class Rosters can attend class. Instructors will not permit students whose names do not appear on the official class roster to attend classes, receive assignments, or take examinations.

PROGRESSION

The Accreditation Council for Pharmacy Education (ACPE) establishes standards and guidelines that all colleges and schools of pharmacy must address to ensure the education and experiences received by pharmacy graduates are of adequate quality. ACPE Professional Standard 17 requires that the criteria and policies for academic progression, probation, remediation, and dismissal be stated and readily available. Progression policies specify the conditions under which a student pharmacist cannot proceed in the curriculum. These generally include remediation of a specific portion of the curriculum (i.e. course), repeat of a section of the curriculum (i.e. semester or year), or dismissal from the program. Academic policies exist to ensure that faculty members and students understand the expectations for academic success, that the college or school administration is consistent in its approach to addressing academic progression among students, and that the high academic standards dictated by the profession are maintained.



Traditional PharmD Program

Step by step guidance for academic progression in the program

1. All incoming P1 students are enrolled in the Pharm Prep 1 Program.
    a. Students who successfully complete phase 1 of the Pharm Prep 1 program will be assigned an individual faculty member and a student mentor (through PILs), and progress to the didactic curriculum.
    b. Students who fail to successfully complete phase 1 of the Pharm Prep 1 program will be automatically enrolled in phase 2 of the Pharm Prep 1 program which will consist of a longitudinal program during the P1 fall. They will also be assigned an individual faculty member and a student mentor (through PILs), and progress to the didactic curriculum.
        i. Phase 2 of the Pharm Prep 1 program will include the following:
            1. Mandatory exam review of any failed Pharm Prep 1 exam within 1 month of the start of the semester
            2. Mandatory online – live remediation and case-based sessions via Canvas

collaborate

3. Information on successful participation to be shared with Academic Dean and Progressions Committee

2. Didactic / Experiential Courses
    a. Students who perform poorly (less than 70%) on any assessment in a didactic course **MUST** meet one-on-one with the Course Coordinator
        i. These students are also highly recommended to attend COE tutorials and meet with the Success Coach
        ii. P2 students in the IT1 and IT2 will be automatically enrolled in the Pharm Prep 2 Program, if they have an average score of less than 70% after the first assessment.
            1. Pharm Prep 2 has self-paced modules and recordings with monthly case reviews delivered by an external online instructor for the remainder of the semester
        iii. P3 students in the IT5 and IT6 will be automatically enrolled in the Pharm Prep 3 program if they have an average score of less than 70% after the first assessment.
            1. Pharm Prep 3 Program: self-paced modules and recordings with monthly case reviews delivered by an external online instructor for the remainder of the semester
    b. Students with an average overall score of less than 70% at midsemester evaluation will receive Mid-Semester Early Warning Letters by the Associate Dean of Academic Affairs. Students are reminded of the withdrawal deadline.
        i. Students who obtain an average overall score of less than 70% at midsemester evaluation must meet one-on-one with the course coordinator and success coach.
3. Final Assessment/ Evaluation
    a. Process for students with an average score of less than 70% after the final assessment or evaluation is the following:
        i. Students will participate with remediation, if eligible.
            1. If the student successfully passes remediation, they will complete the course with a grade of "C".
            2. If the student fails remediation, they will fail the course.
                a. The student will be academically dismissed if they have received 2 'F's in the same course, or 3 uncorrected 'F's on the transcript.

        ii. Students who are not eligible for remediation will fail the course.
            1. The student will be academically dismissed if they have received 2 'F's in the same course, or 3 uncorrected 'F's on the transcript.

If a student needs academic guidance at any time during the program, they should follow the steps below:

1. Meet with your Course Coordinator: If you perform poorly on an exam, you must meet with the Course Coordinator to discuss and get guidance for improvement in the next exam
2. Attend tutorial offered by COE: Tutorial services are offered by the COE. If your performance is poor, it is highly recommended for you to attend tutorial sessions.

If the student needs guidance to make informed decision based on their academic performance, the student should:

- Meet with Associate Dean: Associate Dean will meet with you and provide academic counselling for taking an informed decision moving forward. In addition, at the mid-point of a course an unsatisfactory performance letter will be sent to students accordingly.
- Meet with your Faculty Advisor: This is a faculty person and will advocate for you in any case that is necessary, will interact with instructors and administrators on your behalf and guide you academically.

CO-CURRICULAR PROGRESSION POLICY

Effectively immediately, all HUCOP P1-P3 pharmacy students are required to complete all the assigned co-curricular activities as stated in the Accreditation Council for Pharmaceutical Education Standards 2024. First-year (P1) students are required to complete the Continuing Professional Development (CPD) portfolio at the beginning of the academic year to *reflect and plan* on area with greatest need for improvement. After the completion of all co-curricular activities, P1 students are required to complete the *learn, evaluate, and apply* sections of the CPD portfolio.

Students are required to upload the evidence of completion of the assigned co-curricular activities by 2nd week in April according to their program year on Core CompMS. In addition, a self-reflection survey must be completed for each completed co-curricular activity. Please refer to the **Co-curricular activities and Advising Guidance Documents** for detail instructions.

Consequences for not completing co-curricular requirements are:

- **P1 students:** Any student who does not complete the required co-curricular requirement by the spring deadline will not be eligible to progress to IPPE 1 rotation until the requirement is satisfied.
- **P2 students:** Any student who does not complete the required co-curricular requirement by the spring deadline will not be eligible to progress to IPPE 2 rotation until the requirement is satisfied.
- **P3 students:** Any student who does not complete the required co-curricular requirement by the spring deadline will not be eligible to progress to APPEs rotation until the requirement is satisfied.

In addition, the completion of all required co-curricular activities is a requirement for recognition on the Dean's List and Honors Designation (Cum Laude, etc.).
Approved by College of Pharmacy Faculty, August 12, 2019

EXPECTATIONS OF A PROFESSIONAL STUDENT IN A PHARM.D. PROGRAM

Students in a pharmacy school invest a lot of time and finances to obtain their degree. It is important for the student to understand that there are certain expectations from students to be successful in the program. While the College has a responsibility to provide every opportunity for the students to learn, it is the student who needs to be motivated and prepare himself/herself to take this opportunity to learn. Students must be actively involved in the process of learning. If these expectations are not followed, they may be referred to PIFCC committee for an intervention. A general expectation from students in the Pharm.D. program is provided below:

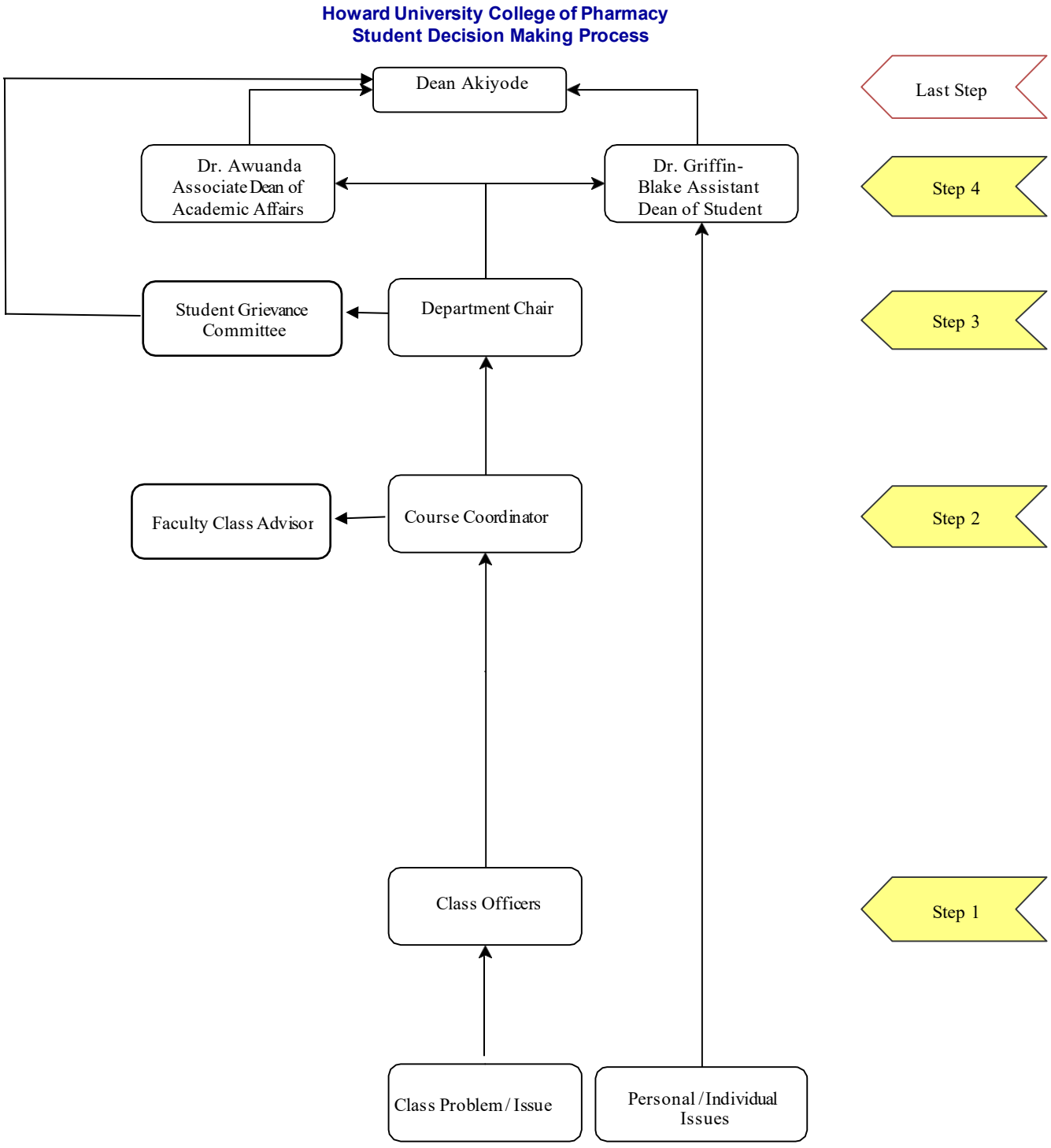
1. Students are expected to know and follow all guidelines of the College of Pharmacy.

2. Students are expected to be trustworthy, responsible, respect to others and fairness in all activities.
3. Students are expected to attend all classes and other instructor-led review sessions. They are responsible to keep up with notes and other course learning materials and must be responsible for their own learning.
4. Students are expected to meet with instructors during posted office hours or schedule a meeting outside posted office hours if needed
5. Students are strongly suggested to study in a group with other classmates
6. All students must strive to be positive role models to their fellow students.
7. They are expected to actively seek feedback from faculty and peers
8. Students are strongly advised to arrive 10 minutes early to any class, exams, quizzes and skill sessions
9. A pharmacy program is a rigorous program. Students must be prepared to have maximum time commitment to achieve success.
10. Students are expected to critically think through any topic in the class and provide appropriate judgement and solutions.
11. Participate and engage fully in a small group discussion and provide input during discussion
12. Become familiar with the course material before coming to class. If necessary, study any background material beforehand to be familiar with the subject matter
13. If a student experiences any academic difficulty, he/she is strongly encouraged to seek guidance from academic counsellor and course instructor. He/she should not wait to seek guidance until the final grade as this will be too late for taking any action and/or providing any recommendations to improve their course understanding.
14. Students cannot request for an extra credit assignment that is not listed in the course plan to improve their grades.
15. Students are required to be present for all examinations and other graded assessments. Any anticipated exam/assessment absences must be resolved prior to the exam/assessment with the course coordinator. Students must adhere to the policy written in the course plan.
16. Students should send requests for exam accommodations at the beginning of the semester or after any medical change to Assistant Dean or Associate Dean for processing by Dean of Special Student Services
17. Students should continuously assess their personal performance (i.e., study habits, learning objectives, class attendance, mid-term grades and any other issues)
18. Professionalism is key to success in any professional program. Students must learn to be professional in attire/attitude/behavior during their entire 4 year program.
19. All communications will be conducted via Howard University email. Students are expected to keep their email up to date and respond to emails within a day.
20. If students need access the College of Pharmacy building during after hours, they must get prior approval from the Office of the Associate Dean.
21. Students are responsible for maintaining a clean room. They must clean up after any function (e.g., spilled beverages, food items, trash) and turn the lights off and lock the door while exiting. Students are not allowed to eat or drink inside the classroom.

22. Students are expected to keep the student lounge clean and orderly at all times. They must respect other person's property (e.g., books, laptops, cell phones, furniture etc.). Student shall pay full damages for all campus property broken, damaged or lost.
23. The college has computers and printers for use by the students only. Students are expected not to abuse the printers and supplies and keep the printing to a minimum. Any abuse will result in discontinuation of the privileges.
24. Students are expected to know their class advisors and faculty advisors. These advisors know all academic guidelines of the college and the university and are ready to help students. Class advisors will remain advisors throughout their four years. Class advisors will assist the class with electing officers, planning events and decision making.
25. Students are expected to present a neat and professional appearance at all times. Any specific dress code required in any event or activities must be adhered to.
26. Students' may not use cell phones and/or go to different websites during the lectures unless specifically permitted by the instructor or to be used as a component of class learning activities.
27. Students are not expected to use, post or otherwise circulate any course related materials including syllabi, handouts, slide, examinations, quizzes, Echo 360 lectures etc. to outside people or sites. They may not upload any course related materials onto internet or share with anyone other than members of the same class. Any deviation will be sent to the Professional Identity Formation and Cultivation Committee (PIFCC) for further action.
28. Students are expected to respect for diversity in the college. They must communicate in a manner that respect all individuals.
29. Students are expected to maintain confidentiality and high ethical standard. They are expected to show compassion and empathy. They must accept responsibility, provide leadership and act with integrity.
30. They must adhere to all guidelines of rotation sites and must follow all instructions given by the preceptors. They must arrive on time.
31. Students are expected to attend all scheduled sessions on time for the Experiential Orientation Days and informational meetings. Students should expect that penalties for lateness and/or absence without prior notice and approval will be at the discretion of Experiential Education Staff.
32. Students are responsible for reading and understanding all policies pertaining to professional conduct and rotational expectations. Students are responsible for clarifying policies that are unclear beforehand.
33. Students are ultimately responsible for ensuring that their hours, grades, and evaluations for experiential rotations are appropriately documented in the online system utilized by the College.
34. Students are expected to read the professionalism handbook and show the highest standards of professionalism at all times.
35. Above all, students are expected to show honesty and integrity in all that they do. They must be responsible for their actions in all settings. During their entire stay in Pharmacy College, they are likely to encounter compromising situations that can be challenging but they must deal each situation with courage and with highest ethical standard and treat with proper candor.

Developed on May 17, 2018|Modified on July 5, 2018

STUDENT DECISION MAKING PROCESS
Each student is expected to follow this process



Approved

FACULTY OFFICE HOURS

Academic Office hours are hours in which faculty member will be available to students in order to have an advising session and/or have an in-depth discussion of an academic area in which the student is interested (mentoring). Students may access any faculty member's office hours from the course syllabus and outside the faculty office.

ATTENDANCE

1. Students are expected to attend all scheduled classes and laboratories.
2. Attendance may be recorded and maintained by the respective instructor and department.
3. Unexcused absences in the Advanced Pharmacy Practice Experience (APPE) and Introductory Pharmacy Practice Experience (IPPE) courses will result in a failing grade of 'F' and 'U', respectively.

Class Attendance Restricted to Registered Students

Only students whose names appear on the official course roster are permitted to attend class meetings. Students who are not registered are not permitted to attend or participate in course activities, do not have access to Blackboard, cannot submit course assignments, and will not receive a grade for this course. It is the students' responsibility to ensure that they are properly registered by the published registration deadline. Requests to add courses after the deadline will not be considered.

THE GRADING SYSTEM

1. The following grading system will apply in the Doctor of Pharmacy program:

A	=	4.0 quality points (90-100%)
B+	=	3.5 quality points (86-89%)
B	=	3.0 quality points (80-85%)
C+	=	2.5 quality points (76-79%)
C	=	2.0 quality points (70-75%)
F	=	0 quality points (Below 70%)
P	=	Pass, no quality points
I/F	=	Incomplete/Failure
S	=	Satisfactory, no quality points
U	=	Unsatisfactory

2. A, B+, B, C+, C, P, and S are passing grades; F and U are failing grades. The 'I/F' is an incomplete grade because of incomplete work, which must be completed satisfactorily no later than the last day of the semester in which the student is next enrolled in the College. For the purpose of prerequisites, an 'I/F' is considered a failure (F) grade and it must be removed prior to proceeding to the next level/sequence of requisite classes/courses.
3. The 'P' grade is applicable to the Compulsory Comprehensive Examination and the Advanced Pharmacy Practice Experience courses. Under this grading system, a student will receive a passing grade of 'P' if the student attains the minimum scores determined to meet the professional level of competence.
4. The 'S' grade is applicable to the IPPE courses. Under this grading system, a student will receive a passing grade of 'S' if the work in the course is determined to meet a satisfactory level of competence.
5. Incomplete grades may be assigned ONLY to students who, as a result of circumstances beyond their control (e.g., illness or family emergency) are unable to complete their coursework. Although the student initiates the request for an incomplete grade, the decision to assign an incomplete grade rests solely with the instructor. If the student's request is approved, the instructor establishes and submits specific "make-up" conditions on an Incomplete Grade Processing Form (IGPF). Each incomplete designation ("I") must be accompanied by an alternative grade ("B," "C," "D," or "F"). The alternative grade will become the

permanent grade, if the incomplete is not removed. Students have one semester to complete the assignments before the alternate grade becomes permanent based on the university's registration calendar.

COMPUTATION OF GRADE POINT AVERAGE (GPA)

1. The semester GPA is calculated as follows. The number of credit hours of each letter-grade course is multiplied by the numerical equivalent of the earned grade to give the course Quality Points. The Quality Points in a semester are added and the sum is divided by total number of credit hours to produce the semester GPA that is reported to the second decimal point without rounding off.
2. The cumulative GPA is calculated as follows. The number of quality points of all courses attempted over a given period is added and the sum is divided by total number of credit hours to produce the cumulative GPA, which is reported to the second decimal point without rounding off.
3. The cumulative GPA will be computed using only the grades received in the professional program at the Howard University College of Pharmacy.

EXAM TAKING POLICIES AND PROCEDURES

The following are general guidelines and policies to conduct examinations in the College of Pharmacy. Students are required to adhere to these general guidelines. More specific information will be provided by course coordinators as per their specific course requirements. Failure to adhere to exam policies may lead to disciplinary action. Use of these procedures is intended to assure consistency among all departments in conducting the examinations, maximum availability time for students to take the examinations and the best possible environment in which students will take the examination.

1. Students are expected to arrive at the announced examination site at the appointed time for all examinations. Students whose names do not appear on the Office University Class Roster will not be permitted to take the examination.
2. Students are expected to arrive at the exam site <u>at least 10 minutes prior to</u> exam time. Students will be seated at the assigned seat. A student who reports to the examination hall late shall not be given any extra time. To ensure fairness in the conduct of the examinations, no tardy student shall be allowed into the examination after any student has left the examination room.
3. Students who fail to appear on the scheduled date and time for an examination will receive a grade of 'F'. A make-up examination may be offered only in the case of death in the student's immediate family, hospitalization of the student himself/herself, jury duty or a court summons. Student must show documentations to receive a make-up exam. For any other conditions, student must request in writing to the course coordinator citing the condition(s), which caused the student to miss the examination. It will be placed in the department for a hearing. The department will then decide if a make-up exam will be given and the conditions for the make-up. Each department may have additional policies regarding absence from examinations.
4. Students are expected to conduct themselves in an orderly manner during examinations so as not to disturb other students. Proctors will have the right to move a student from one seat to another under special circumstances. Students are expected to comply fully with the instructions of examination proctors. Violators of this policy are subject to removal from the examination room.
5. Students must not schedule any other activities during the final exam period until the detailed exam schedule is announced.
6. All College of Pharmacy examinations are administered using Examsoft/exemplify software. Students are responsible for being familiar with the exemplify software. In extenuating or special circumstances exams can be administered on paper or other modalities.
7. It is the responsibility of each student to maintain a working/functional computer and install the

proper exam soft software including regular updates, bring his/her laptop to the examination room prepared for testing, and regularly maintain his/her laptop in an optimal condition for utilizing the exam soft software. Alternate computers may be loaned to students for testing only on a temporary emergency basis.

8. Students are required to download exam files as soon as it is available to download (typically it is one day prior to the exam) to ensure you have ample time to download and troubleshoot any potential issues before the exam day itself.
9. To download an exam, launch Examplify and click on the exam. Click on 'Download Exam'. After downloading the exam, you do not need to do anything until you are in the classroom with the proctor. **You may be penalized by the proctor if you do not download the exam before entering the exam room.**
10. If a student experiences any technical difficulty and/or cannot download the exam, he/she must contact ExamSoft immediately for assistance, and inform the course instructor at least 60 minutes prior to class starts to ensure there is ample time to troubleshoot any potential issues before going to class. Students must document and show evidence of any technical issues to the instructor.
11. Make sure you bring your own laptop, power cord and battery charger. Arrive at the exam room at least 10 minutes early. You will be provided with a password by the proctor to open your exam.
12. Once you are finished taking your exam, click on the "upload" icon. Then click on the "Exit" button. Then you will need to connect to the internet and start uploading. Once you see a screen that says congratulations on your successful upload, you need to show this screen to a proctor and then close your laptop. **Do not leave the exam room until you show this computer screen to a proctor and turn in the signed consent form. You must also hand over the sheets provided to you during the exams.**
13. The hibernate option in your computer should NEVER be enabled. In order to check, navigate your power management setting as follows:

a. Go to Start/Control Panel/System and Security and select 'Power Options'. Change the settings as: Power Schemes – All options should be set to 'Never'.

14. Exam schedule will be provided by the course coordinator at the beginning of each semester, and it will be posted on Exam block.
15. The time on the computer must display Eastern Time zone.
16. No materials are allowed at the desk during the exam. This includes papers, purses, books, etc. These items should be left outside of the exam room or on the side walls of the exam room. There may be rare occasions when students will be allowed to use their personal calculators at the instruction of the proctor.
17. **Cell phones, iPads, second laptop, smart watches with internet capabilities e.g., apple watch and any other electronic devices are not allowed in the exam room. You must put these items in your bag and the bag must be placed near the wall and away from the desk.**
18. Hats and headgear (other than those worn for religious purposes) are not permitted in the exam room.
19. **Students will not be allowed to keep Purses, book bags, backpacks, notes, books, paper, food or liquids (including bottled water or soft drinks) in their possession. These items must be placed near the wall and away from the desk.**
20. **Students are ideally not allowed to leave the exam room to use the restroom. If there is an emergency, an exam proctor must accompany the student to the restroom and wait inside the restroom to monitor the student's activity. Students will not be allowed to take any of the electronic devices with them.**
21. Students must stay seated during the exam and are to refrain from talking to one another or looking at another exam taker's computer screen.
22. Upon seeing a student's raised hand, an exam proctor will come to the exam taker and discreetly

address any computer-related exam concerns. Questions about exam content will not be addressed by proctors.

23. Students must show the proctor their green upload screen to confirm that they have exited the exam. They must then leave the room quietly and promptly.
24. Students are to refrain from lingering in the hallway outside of the exam room while an exam is still in process.
25. Examination results will be released via Examsoft, and students are free to review their examinations online. Some instructors may choose not to release exam questions online. Under such circumstances, students may make an appointment with the instructor. This one-on-one review of the examinations will be conducted during office hours or by appointment. There will be no examination review for the final examination unless specifically mentioned in a course plan.
26. Students are expected to follow the directives of proctors in the exam room. Failure to do so may be considered a violation of the Academic Integrity and disciplinary action may be taken.
27. All examinations shall be proctored by faculty and staff members to prevent and discourage cheating. If cheating is suspected, all proctors will act as witnesses in accordance with procedures set forth in the Howard University Academic Code of Conduct.
28. Academic misconduct during an examination including but not limited to failure to comply with the exam rules may result in a grade of 0 and possible disciplinary action.
29. Students should read the "Academic Code of Conduct" that is published in the H-Book and the Student Reference Manual and Directory of Classes. The "Academic Code of Conduct" is available at www.provost.howard.edu.

Date of Approval: December 6, 2017
Effective Date: January 1, 2018
Minor modification made on January 18, 2019
Minor modification made on May 14, 2019
Minor modification made on May 7, 2024
Minor modification made on Feb 25, 2025

BATHROOM POLICY DURING EXAMS

Students are ideally not allowed to leave the exam room and are urged to use the restroom prior to exam start. If needed, it should be brief and one at a time unless a doctor's note is on file.

Repeated or extended, exam bathroom break disruptions during the same exam -without a medical note on file- may trigger exam stoppage for the student and additional reassessment on the same exam content in any form deemed fit by the course coordinators including an oral examination or open-ended question assessments.

POLICY ON BACKWARD NAVIATION IN EXAMINATIONS

The College of Pharmacy will allow backward navigation in all examinations to all students in their P1 – P2 classes. However, P3-P4 students will not have backward navigation in examinations including NAPLEX Readiness Examinations (Pre-NAPLEX). This is to mimic the NAPLEX examination to make sure students are familiar to the NAPLEX examination policy.

Approved by faculty on May 16, 2024

POLICY ON EXCUSED ABSENCE FROM AN EXAMINATION

Students are expected to arrive at the announced examination site at the appointed time for all examinations. Students whose names do not appear on the Office University Class Roster will not be permitted to take the examination. Students who fail to appear on the scheduled date and time for an examination will receive a grade of "zero" unless his/her absence is considered “excused” as provide below: Automatically Excused Absence (with appropriate documentation)

a) Hospitalization of the student and/or family members due to illness or accident. (e.g. spouse, parents, guardians, siblings and/or children).
    a. Evidence: Admission certificate needed.
b) Scheduled hospitalizations or procedures for a student or their dependents or immediate family.
    a. These should be planned to avoid conflict with School activities. If this is not possible, the course coordinator in consultation with the Academic Deans and department chairs should be notified as soon as feasible, before the event about the best times to miss School. They should also be notified immediately of both the date of the scheduled hospitalization or procedure and the estimated time away from School. Doctors’ appointments, emergency room visits and ER visits are not automatically excused. See - Subject to Approval Absence
    b. Evidence: Admission certificate needed
c) Death in the student’s immediate family (e.g., spouse, parents, guardians, siblings, children, significant others).
    a. Evidence: Death Certificate, Obituary notice
d) Summon of the student to appear for Jury Duty or before a court.
    a. Evidence: Jury Summons
e) Military duty
    a. Evidence: Letter from the military
f) School sanctioned professional programs where student has been nominated to represent the college or University. This does not include scheduled student organization events.
    a. Evidence: Letter from the Dean or Assistant Dean of Student Affairs

Subject- to-Approval Absence for Medical Encounters

Medical encounters that are not hospitalizations or scheduled procedures by either the student themselves or family members are not automatically approved. This includes encounters that generate doctor’s notes or same exam day emergency room notes, or same day urgent care notes. They are considered subject to approval of absences. The review process is described below.

a. A review process to excuse such encounters must be started via an email to the course coordinator, the academic dean and department chairs with the attached documentation.
b. The academic dean and department chairs will serve as an ad hoc review committee to review the evidence provided
c. In specific circumstances, additional review of the evidence will be submitted to the Office of Student Advocacy & Support
d. Where lack of clarity exists, additional documentation may be required beyond the provided evidence. You must comply in order to expedite scheduling of your make up exam and resolution of your incomplete grade as applicable.
e. Refusal to provide additional documentation for the excused absence for any reason under (d) would trigger re-assessment in a separate format including oral examination or open-ended question assessments to resolve your course grade.

Approved by Faculty on 6/16/2020
Updated by Faculty on 8/21/2026

LAPTOP PRIVACY SCREENS

All (P1s, P2s, P3s, P4s) students are required to use a privacy screen filter during all secured computer-based assessments (quizzes, examinations) at the Howard University College of Pharmacy. These are the **only** approved privacy screen filters to be used during all secured exams:

- **Laptop** (PC and Mac)- use **3M Gold or Black Privacy Filter**;
- **Tablet/Surface Pro**-use **3M Gold or Black Privacy Filter**.

These privacy screen filters are made by 3M and have at least 60-degree security. A well-fitting size should be selected for the computer screen. Students will not be permitted to sit for any assessment without the use of the privacy screen. For more information visit, 3M Science Applied to Life at: https://www.3m.com/3M/en_US/privacy-screen-protectors-us/

CHEATING OR SUSPECTED CHEATING DURING EXAMINATIONS

A student who is caught or suspected cheating during any examination will be asked to turn in his/her examination papers or exit their computerized exam immediately and leave the room. Cheating includes, but is not limited to, utilization of the assistance of any additional individual(s), organization, document or other aid not specifically and expressly authorized by the instructor or department involved. Students are expected to comply with submission of Examsoft folders upon request by the Dean in the event of suspected cheating

CONDUCT WHICH CONSTITUTES CHEATING DURING AN EXAMINATION[2] includes but is not limited to the following:

1. Communicating (verbal or nonverbal) with other students during an examination.
2. Looking at another student's paper or computer screen.
3. Sitting in an unassigned seat.
4. Writing on the seat or desk during an examination.
5. Exchanging calculators during the examination.
6. Use of calculators without prior approval by the proctor.
7. Use of calculator watches, programmable calculators, cellular phones or any other electronic devices during an examination that prohibits the use of calculators.
8. Leaving the examination for any reason including going to the restroom, and returning to the examination.
9. Opening of books, notes, during a closed book examination.
10. Use of any electronic devices such as (laptops, tablets, cellular phones, iPods, Smartwatches, AI glasses etc.) during an examination.
11. Wearing of sunglasses during an examination.
12. Holding the answer sheet, examination paper, or computer screen in such a fashion that enables another student to obtain information from it.
13. Writing information relevant to the examination on any part of the anatomy.
14. Leaving the room with examination materials including an active computerized exam that has not been exited.

[2] **Approved by the College of Pharmacy Executive Council on 2/26/91**

EXAMPLES OF CHEATING

Sharing Examsoft passcode with other students is dishonest, thus cheating.

Accessing a computerized exam outside of the examination time and room without prior authorization is considered cheating.

PENALTIES

Cheating in the College of Pharmacy will result in a grade of 'F' in the course, plus other possible penalties.

APPEAL

Any student charged with and subsequently punished for cheating during an examination, who feels the charge or the punishment to be unjust, may appeal to the Assistant Dean. The Assistant Dean will appoint a "hearing committee" under the provisions of the Howard University Academic Code of Student Conduct to hear the appeal and recommend action. ALL students are asked to become familiar with and to carefully observe these procedures.

EXAM REVIEW

Students will be allowed to review their exams in one of the following manners specified by the course coordinator and documented in the course syllabus:

- Scheduling a time to meet with the course coordinator for an individual exam review
- Attending a full class exam review
- Reviewing the full exam content released via Exam Soft

AI USE GUIDANCE ACROSS ALL COURSES
https://secretary.howard.edu/sites/secretary.howard.edu/files/2026-05/100-022%20Artificial%20Intelligence%20Policy.pdf
Link to University AI is above and will be inserted in each syllabus.

The Three-Tier AI Risk Classification Framework
Before utilizing any AI tool for a HUCOP-sanctioned activity, students must verify its classification in the AI Tool Registry

Tier 1 (Low Risk) | General productivity tools; no sensitive data; no high-stakes decisions. | Grammar/writing checkers (e.g., Grammarly); general scheduling assistants; literature-search aids. | Self-attestation; must be logged in the AI Tool Registry. | HU Co-pilot

Tier 2 (Moderate Risk) | Instructional aids and tools involving non-sensitive data. | AI-generated practice questions; AI tutoring/study aids; de-identified simulation cases. | Departmental or Course Director review; logged in the AI Tool Registry.

Tier 3 (High Risk) | Clinical decision support; PHI/PII handling; high-stakes academic/progression decisions. | Dosing calculators; drug-interaction tools; AI used in admissions/remediation; patient-facing chatbots. | Formal AIAC and University Legal Counsel review; signed BAA and FMEA required. |

Accountability and Disclosure

- Human Accountability: You bear the ultimate professional and legal responsibility for any false, biased, or misleading information generated by AI tools you choose to employ. Human oversight is the final safeguard in pharmacy practice.
- AI Safety Contacts are the Academic Dean's Office and Student Affairs Office

Strict Prohibition of "Shadow AI":
Shadow AI is defined as the use of any AI tool that has not been classified or reviewed under the framework above. This includes the use of personal, unapproved, or non-BAA-covered accounts for university-sanctioned activities. Using a personal account does not exempt you from the requirements or restrictions of this policy.

Strict Data Governance: PHI and PII Prohibitions

Absolute Prohibition on PHI/PII: You are strictly prohibited from inputting, pasting, uploading, or transmitting Protected Health Information (PHI) or Personally Identifiable Information (PII) into any AI tool that has not been specifically approved at Tier 3 with a signed Business Associate Agreement (BAA). This prohibition applies regardless of your intent. You are expressly forbidden from attempting to manually de-identify data using an unapproved AI tool. Any violation will be treated as a potential HIPAA/FERPA-reportable event and escalated to the HUCOP Privacy Officer.

Academic Integrity, Attribution, and Disclosure

1. Plagiarism: Passing off AI-generated outputs as your own without explicit attribution.
2. Misrepresented Authorship: Listing an AI system as an author, co-author, or contributor on any scholarly work is prohibited. AI cannot take accountability for work and fails to meet ICMJE/COPE authorship standards.
3. Disclosure of Substantive Use: While AI cannot be an author, any substantive use of generative AI in study design, data analysis, or manuscript drafting must be disclosed in the methods or acknowledgments section of your work.
4. AI-Detection Tool Limitations: Detection scores are probabilistic indicators, not conclusive proof. Scores often produce false positives for non-native English writers and students with disabilities.
5. Misconduct Findings: An academic integrity finding will never rest solely on a detection score. Corroborating evidence is required, such as: Inconsistency with the student's prior work.
6. Inability of the student to explain or reproduce the submitted content.
7. Direct admission of unsanctioned use. Note: Students must be provided a formal opportunity to respond to the evidence before a finding is made.
8. AI can be used as a study aid. But you are responsible for the output and turn off training mode where able. Please note that uploading documents and learning resources without permission may place you at legal liability.

Human-in-the-Loop & Clinical Safety for APPE and IPPE Courses

- Human-in-the-Loop (HIIL): You are required to maintain independent review and decision-making authority. You must reach your own judgment using clinical expertise and underlying data before any AI output is used for clinical or academic action.
- Patient Disclosure & Documentation: If AI is used "significantly" (i.e., generating clinical recommendations without a 1:1 human review of that specific output), you must disclose this use to the patient at the point of care. Furthermore, you must document the tool used, the version, and your human corroboration in the patient's medical record.
- Safety Risks: Be vigilant for AI-iatrogenesis (patient harm caused/masked by AI malfunction or over-reliance) and Algorithmic Drift (degraded reliability over time). Any suspected AI e-Iatrogenesis event, near-miss, or evidence of algorithmic drift must be reported within 24 hours to the designated AI Safety Contact. You are required to use the official AIAC incident reporting form for all such disclosures.

During rotations at Howard University Hospital or affiliate sites, students are required to do the following or may be subject to the appropriate disciplinary action:

1. Verify that any AI tool used has been classified under the HUCOP framework or is explicitly approved by the host site.
2. Reinforce "Human-in-the-Loop" standards for every clinical decision.
3. Site Policy Priority: If a rotation site maintains its own AI policy, you must follow whichever standard is more protective of patient safety and data privacy.
4. Data Restriction: You may never enter PHI into personal AI tools at a rotation site under any circumstance.
5. Report all incidents to both the site preceptor and the experiential office.

REMEDIATION POLICY

The policy below applies to courses in Years 1 through 4 of the Entry-Level Doctor of Pharmacy Program at the Howard University. College of Pharmacy. It has been approved by the faculty and the Executive Committee and is recognized across the entire curriculum.

Policy Statement:

Students who have demonstrated unsatisfactory performance with a class average between 65-69% or one failed experiential pharmacy practice experience will be afforded a remediation opportunity. Remediation of a didactic course will include the offering of a course review by course coordinator(s) in the course and a cumulative remediation exam. Remediation for a pharmacy practice experience course (IPPE and APPE) will consist of the offering of the opportunity to repeat the failed experiential practice experience (rotation) with the same preceptor (if available and willing to take student) or with another preceptor. Students shall be responsible for adherence to remediation procedures as detailed below.

Didactic Course Remediation

The remediation process will consist of self-study and a remediation exam.

A. A student who has a class average between 65-69% after the final exam during a first attempt and has adhered to all conditions stipulated by the course coordinator (see F below) will qualify to take a remediation examination.

B. A student who is enrolled in a course that they have previously failed and has adhered to all conditions stipulated by the course coordinator (see F below) will qualify to take a remediation examination. Students MUST meet the requirement for the class average between 65-69% to qualify for a remediation examination.

C. The remediation exam will be cumulative in nature. Course coordinators should offer and/or administer the course review sessions.

D. The remediation exam content will be comparable in content and rigor to prior assessments in the course.

E. Remediation exams should take place any time before the start of the following semester. The exact date of the remediation exam will be determined by the course coordinator, following interaction with the student(s) concerned. Students will receive Incomplete F (IF) in the semester until they pass the remediation exam.

F. Students will be allowed to take no more than 2 remediation exams per semester with a maximum of 8 remediations in the entire pharmacy program.

G. The coordinator will require that certain criteria are met by students for eligibility to participate in the remediation process. These criteria include but are not limited to class attendance, review of failed

exam(s), submission of a remediation plan, additional reading assignments, online completion of topic review activities, attending tutorials, and any other stipulations set forth by the course coordinator.

H. Students will receive a grade of IF for the course until after the remediation process is complete. At the completion of the remediation process, the final course grade will be given.

I. A passing score of 70% on the remediation exam or on any format determined by the faculty/course coordinator will result in a satisfactory grade for the course.

J. The maximum course grade for students after a remediation exam is a "C".

K. If any class has greater than 20% of its students receiving a failing grade at the end of a semester, then that class is subject to review by the Dean.

L. Students who fail a course after remediation may be eligible to take the course in the summer if offered at the College. .

Pharmacy Practice Experience Remediation

This remediation policy applies to the pharmacy practice experience within the context of THE COURSE. If the student receives an F (Fail) for an individual pharmacy practice experience, a remediation opportunity will be provided for the student to repeat the pharmacy practice experience as detailed for each course below.

Introductory Pharmacy Practice Experience

If the student fails an IPPE pharmacy practice experience (I or II), an opportunity will be provided to successfully complete the experience during the Winter Break OR following Summer Session ONLY. At this time, the student will be assigned a comparable rotation site to complete hours, satisfactorily complete field encounters and obtain a satisfactory evaluation (a preceptor score of 70% or higher).

Placement in a repeat IPPE pharmacy practice experience (I or II) will be based on the availability of the site/preceptor ONLY. While the student is in remediation, a grade of IF will be assigned for the course. If the remediation is unsuccessful, the student will receive an F in the course and will have to repeat the Pharmacy Practice Experience
course.

Advanced Pharmacy Practice Experience

If the student fails an APPE pharmacy practice experience, the student will be assigned a comparable rotation site to complete hours, satisfactorily complete field encounters and obtain a satisfactory evaluation (a preceptor score of 70% or higher). The opportunity will be provided to successfully complete that experience per the parameters noted below.

A. Placement in a repeat APPE pharmacy practice experience will be based on the availability of the site/preceptor ONLY

B. There may be an opportunity for the students to remediate:

a. During an OFF-Rotation block
OR
b. During Winter Break

If the failure occurs after these two opportunities OR there is no site/preceptor availability for the student to repeat the APPE pharmacy practice experience, the student will have to repeat the pharmacy practice experience during the next Summer Semester and will be ineligible for the May graduation exercise.

C. While the student is in remediation, a grade of IF will be assigned for the course.

D. If the remediation is successful, the student will receive a passing grade for the course.

E. If the remediation is unsuccessful, the student will receive an F in the course and will have to repeat all pharmacy practice experiences affiliated with that course.

F. Students with one or more uncorrected failed rotation evaluations/grades at the end of the Advanced Professional Practice Experiential Program will be ineligible for the May graduation exercise.

All preceptors are to be made aware of this policy, and it should be included in the Professional Practice Manual.

Special Note:

A. Effective immediately, medical certificates/diagnosis documentations will not be permissible in the determination of students 'remediation eligibility or special exam accommodation if provided at the end of a course. Such documents will only be permissible in determining remediation or exam accommodation if provided at the beginning of the course and/or before the final grade of the class has been calculated.

B. Anxiety or other mental health related medical conditions must be vetted by the Office of the student services before accepting for a valid reason for remediation.

Approved by Faculty July 2, 2014
Revised by Faculty May 12, 2015
Revised and Approved by Faculty January 5, 2017
Minor revision approved by Faculty May 2, 2017
Further minor revision approved by Faculty August 7, 2017.
Further minor revision approved by Faculty February 20, 2019.
Further minor revision approved by Faculty August 13, 2020.
Further minor revision approved by Faculty: February 15, 2023

HEALTH SCIENCES LAPTOP REQUIREMENT

Throughout its history, the College of Pharmacy has recognized the importance of exposing pharmacy students to leading edge technologies that will enhance their education. It is our view that technologies deployed at the college during your academic career will be commonplace in your professional career as a pharmacist as well. Consequently, raising an awareness and familiarity with applicable information technology is a component of your educational experience. Since 2000, the College of Pharmacy has sought to increase the use of computer software and hardware for three primary purposes.

1. The first objective is to improve overall instructional efficiency and retention resulting in improved student outcomes.
2. The second objective is to minimize costs to students for printing and photocopying. As an example, the vast majority of student lecture notes are in text and/or Microsoft Power Point slides.
3. To insure that each student has a minimum baseline set of tools that will contribute to his or her overall success in this most intensive undertaking.
4. Reduce overall cost to students where possible. To this end, each entering student receives a convertible tablet computer with Microsoft Windows 7 Professional, Microsoft Office 2010 with One Note, Acrobat X Professional, theft recovery and the associated warranty and service plan.

Computer program participation is a condition of your acceptance into the College of Pharmacy.

Howard University Health Sciences and the College of Pharmacy have developed a student computer REQUIREMENT that addresses the academic demands of the Pharmacy curriculum while taking into consideration the projected Cost of Attendance Budget as well as restrictions and qualifications mandated by the Office of Financial Student Aid (Federal Student Aid (FSA). http://ifap.ed.gov/fsahandbook/attachments/1011FSAHbkVol3Ch2.pdf).

The following laptop computer specifications are recommended:

- Intel i5 Processor
- Genuine Windows 7 Professional 64-bit operating system
- 8 GB Random Access Memory (RAM)
- 320 GB hard drive @ 7200 RPM
- 802.11a/g/n wireless http://shop.lenovo.com/us/ww/pdf/x220_tablet_datasheet.pdf
- Minimum 12.1" diagonal screen
- Biometric security
- MS One Note
- MS Office 2010 Professional with Outlook
- MS Forefront
- Acrobat X Professional

Financial Aid Impact – A $1400 financial aid allotment is provided for first-year students enrolled in the College of Pharmacy to help off-set the cost of possibly purchasing a laptop that meets specified requirements. Please be advised that there will not be a charge to student accounts, and students are not required to purchase a *new* device.

Insurance Coverage – Coverage for theft is the responsibility of the student. The college recommends that the student arrange for coverage of all personal property by subscribing to renters insurance. As an alternative and where applicable, a student may be covered by property insurance on their primary "home". Therefore, theft or loss coverage should be verified under any existing renters or homeowner's insurance policy that may apply to their home domicile.

Special Note – *Theft coverage under automobile insurance policies does not apply to personal property stolen from a car. Auto theft coverage is under the comprehensive coverage and applies only to items that are permanent attached to the automobile such as a car radio, wheels, etc., not computers laying in the backseat or trunk.*

As a reminder, participation in the computer requirement is a condition of your acceptance into the College of Pharmacy. All questions about the College of Pharmacy laptop computer program should be directed to Dr. Mary Awuonda, Associate Dean of Academic Affairs, at mary.moneno@howard.edu.

INSTRUCTIONS FOR EXAMPLIFY

Examplify is used to administer all your exams at the College of Pharmacy. You need to download the software in your laptop.

Registering Examplify

1. Go to the Examsoft website (https://ei.examsoft.com/GKWeb/login/howardpharm)
2. Click the Lost Student ID or Password link under the Remember Me box in the Exam Takers box.
3. Enter your student ID (the ID on your student card), and enter your college of pharmacy email address, then click send to receive the password in your e-mail.
4. You should receive an email with a link to change your password.

Installing Examplify

1. Go to the **ExamSoft** website ((https://ei.examsoft.com/GKWeb/login/howardpharm) and at the Exam Takers section (top left section) of the page enter your Student ID and your password (the one that you received in your email).
2. In section 2, click on DOWNLOAD to install Examplify on the computer you will use for your exams. The Institution ID is **howardpharm**.
3. You will be told that you have 1 exam file to download. This is the Examplify Training sample exam file. Click on the exam file and download it. Launch Examplify and take the exam. You should have been given the password to the exam during the Training Meeting. If not, contact the examsoft help. Once you exit the exam, it will be automatically uploaded to the Exam Server.
4. If everything went well, a screen with a green check mark will appear and you will receive an e-mail confirmation.
5. Please be aware that the Examplify Training sample exam can be downloaded multiple times so that you can practice the download and upload procedures as many times as you would like. This is different from your course exam files that you will only be able to be download once.

Downloading an Exam

You should download the exam in plenty of time before your examination day. An exam should be available 24 hours before you are scheduled to take the exam. Follow these steps for downloading.

1. Run the Examplify program.
2. If necessary, log in using your Student ID and password. If you do not know your password or have forgotten it, click **Lost Student ID or Password** to have it sent to your e-mail account.
3. Select the exam file you plan to download from the list on the left side of the screen and click on the Download Exam button. If you see any exam files missing from the list, contact the course coordinator immediately. You may only download exam file once. If you lose a file, you must contact the office of academic affairs immediately.
4. If you try to run your exam files before the exam you will notice that you will be required to enter a password. The password will be given at the beginning of the exam to prevent using the file prematurely. The exam file must only be used on the computer on which it was downloaded. If it is copied to another computer, Examplify will not allow it to be used.

Taking an Exam

If you have carefully followed all of the instructions up to this point, you should be in good shape to take your course exam. Follow these steps to actually take an exam.

1. Run the Examplify program.
2. Select the correct downloaded exam file from the list on the left side of the screen. If there is nothing in the list, you have not properly downloaded your exam files.
3. Enter the Exam Password. This password will be given to you by the proctor. You will not be able to continue without it.
4. Click Start Exam.
5. Because Examplify must run in a secure mode, your computer will run so that only Examplify is accessible. You will not have access to other programs or data stored on your computer. This preparation may take several minutes if you have a lot of programs loaded on your computer.
6. If you experience excessive slowness at this point you should deactivate your anti-virus software while you are taking your exams (just remember to activate it after you are finished with your exams).
7. When you have completed your exam, exit Examplify by selecting **Submit Exam** from **Exam Controls**. Your computer will show messages making sure you really want to exit the exam answer file. As it is closing out, Examplify will search for a working Internet connection and automatically upload your answer file to the Exam Server. You should get a green screen with a check mark and receive an e-mail notification once your answer file has been successfully uploaded. In the unlikely event that your computer has a problem accessing the Internet, you will need to contact the proctors and they will be able to assist you with uploading your exam answer file.

GOOD ACADEMIC STANDING

In order to remain in good academic standing in the professional program, a student must:

1. Earn a grade of 'C' or better in each course, and
2. Maintain a minimum cumulative grade point average of 2.50 at the end of each semester.

ACADEMIC PROBATION

1. A student whose cumulative GPA falls below 2.50 at the end of any semester or who earns a grade of 'F' shall automatically be placed on academic probation.
2. Students on probation may be allowed to enroll in courses for which they have satisfied the pre-requisites. Probationary status will be removed when the student has achieved a cumulative GPA of at least 2.50 and has corrected all 'F' grades by earning passing grades.

ACADEMIC DISMISSAL

Any of the following conditions will automatically result in dismissal of the student from the Doctor of Pharmacy Program:

1. A student who earns an 'F' grade in any course and who, while repeating the course for the purpose of correcting the 'F' grade, earns a second 'F' in the same course shall automatically be dismissed from the Doctor of Pharmacy program.
2. A student who accumulates three or more failing (F) grades on the transcript shall automatically be dismissed from the pharmacy program.

Academic dismissal is a permanent discontinuation of enrollment from the Doctor of Pharmacy Program.

APPEAL PROCESS FOR ACADEMIC DISMISSAL

Responsible Person/Office: Associate Dean for Academic Affairs/ Dean's Office

Students who receive a dismissal letter from the program may appeal to the Dean for readmission. It is in the best interest to avoid dismissal since readmission is very unlikely.

1. Students appeal must occur in writing **within 10 working days** of the date of the letter of dismissal.
2. The student must discuss his/her situation with his/her academic advisor/faculty advocate before submitting the request,
3. The advisor/faculty advocate will evaluate the appeal strength and add a recommendation in support of the students appeal request.
4. A formal appeal petition must contain a detailed description of how the student plans to manage better in the academic program.
5. The formal appeal must be submitted to the Associate Dean for academic affairs who will review the appeal request and advisors comments and decide if there is sufficient information to send the petition to the Progression and Retention Committee for a recommendation.

In its evaluation of a petition for reinstatement, the Progression and Retention Committee is charged to assess carefully the likelihood that the petitioning student can successfully meet the academic requirements that he/she will face during subsequent semesters.

- The Committee may request additional information from the student or his/her academic advisor.
- The student will be offered an opportunity to appear before the Committee in order to present his/her case.
- The student's advisor may be present if needed and if available. Alternatively the advisor could send private comments to the committee chair for consideration. No other individual will be allowed to represent the student or appear along with the student before the Committee.
- Non-academic, as well as academic, factors will be considered by the Committee in the appeal.
- If the Committee votes to reinstate the student, the Committee will set forth the conditions that must be met by the student for reinstatement. If the student cannot meet these conditions and gets dismissed again, **further appeal will not be granted**.
- The Committee submits its recommendation to the Associate Dean for academic affairs.
- Upon receipt of the Committee's recommendation and Associate Dean's recommendation, the Dean prepares a decision letter.
- The dean's office will send a final decision letter to the candidate.
- The student may appeal to the Provost within 5 business days of receiving dean's decision letter.
- Provost's decision is final and no further appeal will be granted.

Students who receive a final letter of dismissal due to poor academic standing or ethical and professional infractions will NOT be readmitted.

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Approved: 3/8/17
Effective Date: 3/8/17
Minor edits: 3/18/2024

GRADE APPEAL POLICY

If you receive a failing grade from a course and you believe it was an unfair assignment, you may appeal to the course coordinator in a formal email with copy to the chair.

The course coordinator within 5 business days will review the merits of the case and provide a recommendation to the student copying the chair of the decision.

The student may appeal to the chair if unsatisfied by communicating in writing why they believe the grade was unfair. The chair will review the merits of the case within 5 business days of receiving the appeal, consulting with the course coordinator and other faculty if needed and respond to the student copying the academic dean.

Should the student choose to appeal the grade further, the student may send a written appeal request to the academic dean for consideration. The academic dean will review the merits of the case consulting with the course coordinator and chair if needed and respond to the student within 5 business days of receiving the appeal.

In the case of experiential grade appeals, the student will follow the process as follows:

Appeal Process for Pharmacy Practice Experience

If a student would like to appeal a failure of their pharmacy practice experience (after speaking with the preceptor), then the following steps must be taken:

1. The student can schedule a meeting with the course coordinator to discuss their reason(s) for an appeal. The student should be prepared with any documentation available

2. If the student's appeal is unsuccessful, then the student may meet with the Director of Experiential Program, if different from the course coordinator. The student can then present any documentation as to why they are appealing the failure

3. Once meeting with the Director of Experiential Program, the decision made by the director will be final.

REPETITION OF COURSES ON CAMPUS TO IMPROVE GRADE

For the purpose of improving grade(s), students may repeat any course in the professional program, only once, in which a previous grade of 'C' was received. Courses must be repeated at Howard University only. The lower grade is not expunged from the record but will not be counted in the computation of grade point average or credits. In the event of two identical grades, only one shall be counted.

AUDITING COURSES

Students are permitted to audit a course upon enrolling in the said course and paying the regular tuition and fees. An auditor does not participate in class discussions, does not take examinations and does not receive credit for the course.

SUMMER COURSE POLICY

Students who failed or withdrew from courses in the Fall and/or Spring may be eligible to take up to two of the course(s) during the summer semester. Students who have GPAs below 2.5 may be eligible to take courses during the summer semester from any courses that are offered during that summer.

The following policy will apply for students taking a summer course:

1. Summer courses will be offered in either Summer I or Summer II. Students must register for the summer course and pay the tuition fees by the deadline. Students who failed or withdrew from course(s) during the Fall and/or Spring are eligible to take up to two of these course(s) during the summer. After retaking the course(s), the previous 'F' grade(s) will not be expunged from the student's record and will be counted in the computation of the student's grade point average or credit. However, the student will be given advanced standing in the curriculum.
2. Students who have GPAs below 2.5 may be eligible to retake previously passed courses during the summer semester, with a view to improving their GPAs, if that course is offered during the summer. The Office of the Academic Dean will provide, as soon as practical, a list of courses to be offered each summer. If the student attains a higher grade in the summer, that grade will be taken into account in the computation of the student's GPA, and the lower grade will be dropped. (Note that the latter provision applies only to previously passed courses and not to failed courses.
3. A maximum of 2 (two) courses may be taken by a student during the summer semester.
4. Students who do not attempt the course(s) during regular semester, are not eligible to take summer courses.
5. Each student who has failed the same course during the regular semester that they would like to repeat during the summer will still have an 'F' appear on the transcript per University Policy.
6. The format/methodology of summer course(s) will be determined by the course coordinator in consultation with the department chair.
7. Students must adhere to the policies of each course given by the course coordinator.

Approved by Faculty on 11-15-2023.
Modification approved by faculty on 11-20-2024

COURSE WITHDRAWAL

A student may withdraw from the course by contacting Dr. Awuanda (Associate Dean of Academic Affairs) and Ms. Aliya Muhammad (Academic Coordinator).

The withdrawal from full-term courses adheres to the University's Academic Calendar. For Integrated Therapeutics (IT) courses, which range between 5-7 weeks, students may withdraw from a course up to (5) business days prior to the final exam date.

UNIVERSITY WITHDRAWAL PROCEDURES

ADMINISTRATIVE WITHDRAWAL: A student who registered in a course for which that student is not eligible will be administratively withdrawn from the course, with or without prior notice. Withdrawal of the student from the course can occur at any time when the situation is discovered, regardless of the student's progress in the course or the time in the academic year. **This will occur**

when:

a) **Students receive an 'IF' grade(s).**
b) **Students are unsuccessful in pre-requisite.**
c) **Student is registered for an ineligible course.**
d) **Students are missing any courses from the prior year.**

Students must complete all current-year courses to be eligible for the next level

TOTAL WITHDRAWAL POLICY: A student may withdraw from the University at any time prior to the 12th week of class. A student must file a completed **Total Withdrawal Request Form** with the Registrar's Office to implement an official total withdrawal from the University. A student who leaves the University without filing a completed Total Withdrawal Request Form may not be eligible to receive tuition refunds and may receive failing grades in the courses for which he/she is registered.

It is the student's responsibility to consult with Student Accounts and Financial Aid before submitting Total Withdrawal. A student who withdraws officially from the University may be eligible to receive a total or partial tuition refund in accordance with the University's Schedule of Financial Adjustments and/or Refunds. Students may be required to repay federal funds received each semester due to total withdrawal from the University.

Students registering for courses during General Registration for the upcoming semester must notify the office if they do not plan to attend.

TOTAL WITHDRAWAL PROCEDURE

Students who find it necessary to withdraw from all of their classes for the current semester or for a subsequent semester for which they have already registered must complete a *Total Withdrawal Request Form* electronically available by the Registrar's Office. This form must be submitted by the end of the 12th week of classes for the semester they wish to withdraw. Students who are physically unable to complete the withdrawal in person and administratively withdrawn students should contact their Dean or advisor for assistance.

Students considering a total withdrawal should note the following:

- The effective date of the withdrawal will be the date on which Enrollment Management/Records receives the completed withdrawal request form.
- By registering for courses, students accept financial responsibility for payment for those courses and for any other charges incurred while they are enrolled.
- Financial aid may be adjusted or canceled as a result of withdrawal and may require repayment of loan funds. Adjustments to financial aid awards will be calculated according to University and Federal refund guidelines based on the official withdrawal date.
- Once the withdrawal has been completed, students will receive a grade of 'W' for each course.
- Students who reside in University housing are required to check out of their residence hall within 24 hours of completing the total withdrawal process.
- Completing a total withdrawal from the University requires that students surrender all University property, including, but not limited to library books, room keys, computer cards, and identification/access cards.
- Students who complete a total withdrawal from the University must reapply for admission to the University by published application deadlines.

Students should report first to the office of the Dean or advisor to obtain directions on how to access the *Total Withdrawal Request Form* electronically and to discuss the reasons for and the implications of the withdrawal. Students who decide to continue with the withdrawal process should complete and submit the form electronically to their dean or the dean's designee. Once electronically signed by the Dean through Docusign the form will then be submitted to the subsequent offices below:

- Veterans, students with disabilities, and students who have judicial stipulations should report to the Office of Special Student Services, Suite 725, Howard Center.
- International students must report to the Office of International Student Services, G-10 in A Building.
- Students who reside in University housing must report to the Office of Residence Life.
- Students who received any type of financial aid (including scholarships, grants, and loans) must report to the Office of Financial Aid, Scholarships, and Student Employment, RM 205, Administration Building to discuss the effect of withdrawal on their award(s) and potential financial aid overpayment.
- All students must report to the Office of Student Financial Services, RM 218, Administration Building to discuss the status of and adjustments to their account.

CLEARANCE REQUIREMENTS FOR COMPLETION OF THE WITHDRAWAL PROCESS

- **STUDENTS ON FINANCIAL AID (INCLUDING SCHOLARSHIPS AND FEDERAL STUDENT LOANS):** Students on financial aid must report to the Office of Financial Aid and Student Employment, Room 205, Administration Building. Obtain information on the status of any pending or finalized aid. Schedule and complete an exit interview if you have borrowed a Federal Stafford Loan (formerly Guaranteed Student Loan/GSL) or Supplemental Loan for Students (SLS). Financial aid may be adjusted or canceled as a result of withdrawal.

- **INTERNATIONAL STUDENTS ONLY:** International students must report to the Office of International Student Services, G-10 in the Johnson Administration Building. You will receive information on Immigration and Naturalization Service's regulations as they relate to your withdrawal and status.

- **RESIDENCE HALL STUDENTS ONLY (Report to the Office of Residence Life):** You will be informed of the proper procedures for (a) accounting for residence hall equipment and property, and (b) checking out of your room.

NOTE: Students in University housing are reminded that if they withdraw-ending their student status temporarily or permanently—their housing eligibility for that semester also terminates. Students withdrawing must vacate rooms and officially check out within 24 hours after completing the withdrawal. (See Part II, Section 7 of the Housing Agreement for additional information).

- **ALL STUDENTS: Report to the Office of Student Financial Services, Student Loans and Collections, Room 218, Administration Building: Obtain information on the status of any outstanding emergency, short-term or federal loans, and on the possible impact of a total withdrawal on that status.**

- **ALL STUDENTS: Report to the Office of Student Financial Services: Student Accounts, Room 115, Administration Building: Obtain information on the status of your student account including any adjustments to be made as a result of the total withdrawal.**

- **ALL STUDENTS: Report to Records and Articulation, Room 104, Administration building where:**

- **You must surrender your photo ID card. If you later re-enroll at the University, you will be issued a new ID card.**
- **The appropriate entries will be made on your record.**

For further general information on total withdrawal, contact the Registrar's Office at (202) 806-2705 or registrar@howard.edu.

READMISSION AFTER WITHDRAWAL/DISMISSAL FROM THE UNIVERSITY/FORMER STUDENT RETURNING (FSR)

Students who were dismissed due to poor academic standing or ethical and professional infractions will NOT be readmitted.

A former student is any person who matriculated in at least one semester in the Howard University College of Pharmacy (entry-level PharmD or Nontraditional Doctor of Pharmacy program) and at some point, during their tenure separated from the College for at least one semester.

Students who voluntarily withdrew from the University may apply to the Dean of the College of Pharmacy for readmission. Neither the application fee nor the enrollment fee will be assessed. Application must be made at least 60 days before the semester in which readmission is sought. Withdrawing pharmacy students, planning to return in the immediately following semester, should contact the Office of Student Affairs for information on readmission procedures. (**See Duration of Completion Policy**).

FSR Application Procedure

- A completed and signed Supplemental Application;
- Petition for Readmission information https://pharmacy.howard.edu/academic-programs/four-year-entry-level-pharm-d-program/former-student-returning-policy
- Former Student Returning Explanation Statement (minimum 250 words) which sets forth the applicant's reason(s) for his/her separation from the College of Pharmacy, and subsequent reasons for his/her desire for resumption;
- An in-person interview may be required;
- Student must include a detailed plan for successful completion of the pharmacy program.
- A letter from your current Academic/Student Dean stating you are in good academic, professional and ethical standing.
- Any Additional Supporting Documentation
- Student must be in compliance with all current Howard University Regulations and requirements.

Please Note: Readmission is discretionary and is not guaranteed

Revised 07-25-24

STUDENT ACADEMIC GRIEVANCE PROCEDURES**

GRIEVANCE FOR COURSE GRADE

1. Student grievances related to course grade or other academic matters must be addressed during the semester in which they occur.
2. A maximum time limit of 10 business days after the following semester start may be allowed for grievance filing only in extenuating circumstances.
3. A student filing a student grievance for a course grade or other academic matters for a failed grade for which they are remediation eligible must do so before the remediation exam or else forfeit the grievance opportunity. Participating in this grievance process may lead to delays to grade resolution to allow the committees to follow due process.

GRIEVANCE FOR COURSE EXAM

1. Grievance time limit is for actual examinations and other high stakes assignments counting a significant part of the grade is 5 days after the exam grades are released in University approved LMS.

THE INFORMAL PROCESS

1. A student who believes that he/she has been aggrieved must first attempt to seek an informal resolution with the other party involved in the dispute, e.g. grade dispute with the instructor.
2. If the student is unable to resolve the dispute with the primary party to the dispute, then the student is advised to seek the intervention of his or her department chairperson.
3. All disputes, which are not resolved at the departmental level, are then brought to the Dean's office, whereupon the Dean will seek to reach an informal resolution through mediation between the parties.
4. If the mediation at the Dean's level fails, the student's grievance is consigned to the committee designated by the College of Pharmacy to address student grievances herein referred to as the Student Grievance Committee.

THE FORMAL PROCESS

1. Student grievances which are consigned to the Student Grievance Committee must be specified in writing and given to the Dean or their designee.
2. A student's written statement, along with supportive evidence, constitutes a case document which will be submitted to each member of the committee.
3. The second party to dispute is also requested to provide the Office of the Dean with their account of the matter in dispute, which becomes part of the case document that is forwarded to the committee.
4. The Student Grievance Committee is then required to set a date for convening a meeting to hear the case(s) as expeditiously as possible.
5. After the date has been set, each party to the dispute is sent a certified letter which informs them of the charges, date of the meeting, as well as a statement requesting their presence.
6. During the hearing, the student presents their case; after the accused party is allowed to present the other side, each side is permitted to have witnesses to testify on their behalf.
7. Following the hearing, members of the committee after deliberation on their assessment of the case should be resolved.
8. The committee's decision is sent to the Dean of the School/College in the form of a recommendation.
9. The Dean then informs the student in writing of the decision, which may be based upon the committee's recommendation or upon a modification of it.

****Approved by the Board of Trustees on April 23, 1994.** ***This Policy on Student Academic Grievance Procedures is also included in: Howard University H-Book: Student Handbook and Planner and the Student Reference Manual and Directory of Classes***

Use the Student Grievance Form for all grievances.

HOWARD UNIVERSITY COLLEGE OF PHARMACY STUDENT GRIEVANCE FORM

(Used to file and process all student grievances)

Grievance Action Pertaining to: _____
Grievance Action Initiated by: _____ **Date Initiated:** _____
Name of: Student ____ *Faculty* ____ *Other* ____ **Student ID#** _____
Classification: *P1*____ *P2*____ *P3*____ *P4*____ *NTDP*_____
Local Address: _____ **Phone No.** _____

Grievance statement and request
(If necessary attach detailed written statement and supportive evidence separately)

_____
_____
_____
_____
_____
_____

Grievance filed with: _____
Name of Person and Title

Grievance Process and Action Sequence
(To be completed by the person or committee chairperson responsible for the action taken)

	Initial:	Date:	Action Taken:
Informal Grievance:			
Faculty	_____	_____	_____
Chairperson	_____	_____	_____
Dean	_____	_____	_____
Formal Grievance:			
(COP) Grievance Committee *Chair*	_____	_____	_____
Dean	_____	_____	_____

Final Action Summary: *(Detailed statement of action taken may be attached)*

_____
_____
_____
_____

_____ _____
Signature of person making final decision Date

Revised August 2011

POLICY ON FILING COMPLAINTS ABOUT ACPE STANDARDS

The American Council on Pharmaceutical Education (ACPE) is the agency that oversees the accreditation of U.S. schools of pharmacy. It has mandated that all schools create a mechanism whereby students can file complaints against one or more of the standards and guidelines that ACPE uses to accredit schools and that those complaints be transmitted to ACPE as well as kept in a file at the school. This file must be available for review by the ACPE accreditation team when they make their site visit. In an effort to ensure due process, all complaints will be reviewed and acted upon in a timely manner. Students may appeal final decisions of their complaints directly with the College and / or ACPE based on the following procedures.

To comply with this mandate, the Howard University College of Pharmacy has put into place the following procedures:

1. The ACPE Standards and Guidelines for Accreditation are available at https://www.acpe-accredit.org/pdf/ACPEStandards2025.pdf. The 25 Standards and covered in the following 3 sections: educational outcomes, structure and process to promote achievement of educational outcomes, and assessment of standards and key elements.

2. Students should submit their complaints either:
    a. Directly to the Office of the Dean for review
    b. Directly to ACPE for review

3. After thorough review and meeting with the complainant, the Office of the Dean will forward all unresolved complaints on to ACPE.

4. A copy of all student complaints that relate to the ACPE Standards will be retained in a separate file at the College.

5. This file will be open for review by ACPE personnel when they visit the College.

ACPE has an obligation to respond to any complaints which may be lodged against it by any institution, student, faculty or third party in respect to the application of ACPE's standards, policies and procedures where the complaining party is directly affected thereby. Any such complaint shall be submitted in writing. The Executive Director shall promptly determine the facts surrounding the issues and shall attempt to resolve the matter in consultation with the Public Interest Panel established pursuant to Article V of the ACPE By-Laws. Complaints which cannot be resolved by the Executive Director shall be considered and resolved at the next regular meeting of the Council. The time frame for resolution is generally within six months.

If you wish, you may file a complaint directly with ACPE by using the link found here:
https://acpe-accredit.formstack.com/forms/complaint_form

ADVANCED PHARMACY Practice Experience Course Requirements

The year-round Advanced Pharmacy Practice Experience course, begins in the summer at the end of the third professional year and ends in April of the following year. To be eligible to enroll in the Pharmacy Practice Experience courses, students must have successfully corrected all 'F' and 'U' grades by earning passing grade(s), completed all courses at the end of the third professional year, passed the Pharmacy Curriculum Outcomes Assessment (PCOA), complete all co-curricular requirements, and have attained a minimum cumulative grade point average of 2.50 (on a 4.00 scale) at the end of the third professional year. Students must complete a minimum of 1500 hours of pharmacy practice in the Pharm.D. Program. Students must complete all rotations of

the Pharmacy Practice Experience course to be eligible to graduate. A student who earns an 'F' or gets dismissed from a total of THREE pharmacy practice experiences (including IPPE) shall automatically be dismissed from the Doctor of Pharmacy program. Academic dismissal is a permanent discontinuation of enrollment from the Doctor of Pharmacy Program.

POLICY ON PRE-APPE COMPRHENSIVE EXAM AND READINESSCOMPREHENSIVE EXAM

In order to continue to APPEs, students must successfully pass a comprehensive Pre-APPE examination prior to the start of the P4 year. The exam is offered during the spring semester of the P3 year consists of two portions: a knowledge-based portion which has a written examination and a skills-based portion which evaluates competencies deemed by a group of faculty, preceptors, and students to be integral in students performing well on APPEs. Students will be given a remediation opportunity prior to the start of APPEs, and students failing to pass the first attempt will be given periodic remediation attempts until they are able to successfully pass the examination.

Knowledge based portion:

- The knowledge-based assessment will be administered in Spring of the P3 year, and will be the NAPLEX advantage examination or equivalent assessment aligned with NAPLEX competencies.
- For the most part questions you receive will be in accordance with material derived from the NAPLEX blueprint- which is available
- at: https://nabp.pharmacy/programs/examinations/naplex/competency-statements-2021/
- As a small part of the test, there will be a few questions devoted to the following areas based upon recommendations from faculty and preceptors: interpreting pharmacogenomic results, foot examinations for people with diabetes, and administering injectable medications that are not vaccines.
- In order to pass the knowledge-based portion, you will have to score at least 70% and remediations will be offered at two months intervals.

Skills based portion:

- The skills-based portion of the examination will be checked during the IT Labs throughout the P courses with a final check in the P3 year as part of Pre-APPE readiness

Based upon input from faculty, preceptors, and students, the following students are expected to demonstrate pre-APPE readiness ahead of the start of their P4 year. Students must successfully demonstrate APPE readiness in order to progress to their P4 year.

GRADUATION AND NAPLEX READINESS REQUIREMENT

ELIGIBILITY FOR GRADUATION

In order to be considered by the faculty for graduation, all of the below requirements must be met:

1. *Successful completion of the NAPLEX Readiness Courses is required. The course is graded as Pass (P) or Fail (F). Minimum passing score is 70% of the total score.*
2. *Successful completion of all didactic and experiential courses*
3. *Successful completion of all co-curricular requirements*
4. *Attendance at the board review session scheduled by HUCOP. If a student cannot attend, he/she must attend another equivalent board review session (at their own expense and at another place) and submit proof of attendance to the Dean's Office.*
5. *Only registered students are eligible for graduation*
6. *Other conditions for the Doctor of Pharmacy Program remain in effect, though not specifically mentioned in this document.*
7. *All program requirements must be met within seven years of starting the program.*

If any of the above requirements are not met, the student will be ineligible for graduation.

DURATION FOR COMPLETION OF THE PROGRAM

1. Students admitted to the professional entry-level Doctor of Pharmacy degree program, upon completion of pre-pharmacy, have a maximum of seven years from the initial date of entry to complete the program and receive the degree; however, this is subject to change based upon alignment with our current accreditation requirements.
2. Students with pharmacy licensure admitted to the Non-Traditional Doctor of Pharmacy degree program (NTDP) have a maximum of five years from the initial date of enrollment to complete the program and receive the degree.

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1 **Approved by the Board of Trustees on April 17, 2004.**

GRADUATION

To qualify for graduation, a student must have achieved a minimum cumulative GPA of 2.50 at the end of all didactic and practice courses. Other University requirements must also be met.

DUAL DEGREE PROGRAMS

DOCTOR OF PHARMACY/MASTER OF BUSINESS ADMINISTRATION (PHARM.D./M.B.A.) DEGREE [1,2]

The Joint Doctor of Pharmacy/Master of Business Administration (Pharm.D./M.B.A.)[1] degree curriculum will focus on providing excellent professional education designed to equip students with knowledge, skills, and competencies to compete and exhibit leadership in the dynamic and challenging fields of Pharmacy and other Health Care fields. The curriculum is designed to provide an integrated education in pharmaceutical sciences and business management. The joint program structure includes first three academic years in professional pharmacy program including APPE I; followed by 3 semesters in the MBA program; and professional pharmacy APPE II, APPE III. ***See the earlier pages for an updated curriculum that was effective Fall 2018 for the first 3 three years.***

DOCTOR OF PHARMACY/MASTER OF BUSINESS ADMINISTRATION (PHARM.D./M.B.A.) DEGREE [1,2]
CURRICULUM

Course Title	Credits
Fourth Year MBA Program[1] – Fall Semester	
Fall Semester	
Financial Accounting	3
Macroeconomics for Business	3
Managerial Communications	3
Organizational Management	3
Statistics	3
Total Credits	15
Fourth Year MBA Program[1] – Spring Semester	
Spring Semester	
Financial Management	3
Legal Environments	3
Marketing Management	3
Microeconomics for Business	3
Principles of Information Systems	3
Total Credits	15

Fourth Year MBA Program[1] – Summer Semester

Summer Semesters

Management Accounting	3
Production/Operations Research	3
Strategic Management	3
Total Credits	9

Course Title	Credits	Prerequisite(s)_

Fifth Professional Year (P5) – Fall Semester

Advanced Pharmacy Practice Experience II (APPE II)	15	*Successful completion of all courses up to, and including the Spring of the third professional year with a minimum cumulative GPA of 2.50; successful passage of the Pre-Naplex; and Co-curricular Activities*
Total Credits	15	

Fifth Professional Year (P5) – Spring Semester

Advanced Pharmacy Practice Experience III (APPE III)	15	*Successful completion of all courses up to, and including, the Spring of the third professional year with a minimum cumulative GPA of 2.50; successful passage of the Pre-Naplex; and Co-curricular Activities*
Total Credits	**15**	

[1] *The M.B.A. portion of the curriculum includes a total of 13 courses (total 39 credit hours). The Pharm.D. Degree and the M.B.A. Degree will be awarded jointly.*

[2] *This list of required courses and their pre-requisites is effective beginning academic year 2018 - 2019. The College of Pharmacy faculty approved and revised it on August 2018. The faculty reserves the right to modify the curriculum, as appropriate, to reflect the contemporary changes in the profession. This list is subject to change without prior notice.*

JOINT DOCTOR OF PHARMACY/MASTER OF BUSINESS ADMINISTRATION PROFESSIONAL DEGREE PROGRAM COURSE DESCRIPTIONS

Fourth Professional Year (Pharm.D./MBA)—Fall Semester

Financial Accounting (GACC-500) ***3 Credits***
This course is a study of the basic concepts of accounting with an emphasis on the evaluation of transactions and the preparation and analysis of financial statements, including their use in the management planning and control process.

Macroeconomics for Business (GECN-500) ***3 Credits***
This course covers the economic forces of change, basic functions of economic system, aggregate economic theory including inflation and unemployment, and national income accounting theory and analysis.

Management Communications (GCOM-500) ***3 Credits***
This course focuses on the relationship between communication, management, and the traditional functions of business report writing. It examines the theoretical and practical business aspects of oral and written communication. Management communication incorporates integrative applications of written communication and oral presentation skills, report-research design, data collection and analysis, and computer technology.

Organizational Management (GMGT-500) ***3 Credits***
This course examines the principles, human resources, and structural framework involved in the organization and management of profit and nonprofit organizations. This operational approach to problem solving analyzes motivation, behavior, and leadership within the organizational framework.

Statistics (GIST-501) ***3 Credits***
This course takes a managerial approach to the use of statistical concepts and data analysis. The course covers topics such as descriptive statistics, probability, bayesian analysis, sampling, statistical inference and correlation and regression analysis. Students are expected to be familiar with the use of personal computer, Office Automation Systems, and will use common statistical software.

Fourth Professional Year (Pharm.D./MBA)—Spring Semester

Financial Management (GFIN-500) ***3 Credits***
This course develops understanding of and analytical skills related to basic concepts and principles of financial management, with a focus on the valuation of cash flows, the relationship between risk and return, capital budgeting, and working capital management. *Prerequisite: GACC-500.*

Legal Environment of Business (GLAW-500) ***3 Credits***
This course treats the social, economic, and historical background of the law of contacts, property, sales, secured transactions, negotiable instruments, agency, partnerships, and corporations. The course will also discuss legal and ethical issues relating various organizations and industries such as health and medical, etc.

Marketing Management (GMKT-500) ***3 Credits***
This course covers the theory and practices related to the management of the marketing function in business organizations. It examines how the marketing function interfaces with other business functions while emphasizing the planning and implementation activities required to attain marketing goals for the organization. Topics covered

include the analysis of marketing opportunities, researching and selecting target markets, developing marketing strategies, operating in the international market, and planning and controlling marketing programs.

Microeconomics for Business (GECN-501) ***3 Credits***
This course is the investigation of price theory in allocation of resources, market structures, quantitative estimating, business decisions on price and output, and forecasting of costs and profits.

Principles of Information Systems (GIST-500) ***3 Credits***
This course explores the concepts of modern organizational information systems, and the technologies for implementing these systems. The role of information systems in organizations, particularly in strategic planning, gaining competitive advantage and the use of these systems in business problem solving will also be investigated. The student will be required to analyze cases, write research papers and develop end-user applications using software packages such as word-processing, spreadsheets, databases, presentation graphics and Internet tools.

Fourth Professional Year—Summer Semesters

Managerial Accounting (GACC-501) ***3 Credits***
This course is an in-depth study of the application of accounting methods to management problems. The course is designed to allow students to gain knowledge, insights, and analytical skills related to the processes managers use in designing, implementing, and using planning and control systems to implement strategies. Topics covered include transfer pricing budget preparation, management compensation, motivation, and goal congruence.

Productions and Operations (GIST-502) ***3 Credits***
This course is a study of production and service operations from a systems perspective. Production and operations control is presented in the context of corresponding system designs. Specific topics include cellular and lean production/Lean Manufacturing systems, Kanban, quality assurance and control, inventory control, scheduling, deterministic and non-deterministic decision models, Value Engineering, MRP, and TQM. System-wide problem conceptualization and definition methodologies such as quality function deployment and supply chain management are presented. The domain of the evolving supplier-customer integration is examined. Global strategic and competitive issues are discussed. The course uses decision support systems software as appropriate. Students are expected to analyze cases and develop a project using the principles learnt in this course. *Prerequisite: GIST-501*.

Strategic Management (GMGT-590) ***3 Credits***
This capstone course involves the formulation and implementation of corporate strategy. Topics include long-range planning, acquisitions and mergers, and business policy. *Prerequisite: MBA candidate and final semester*.

ACADEMIC POLICIES (Pharm.D./M.B.A.)

GOOD ACADEMIC STANDING: In order to remain in good academic standing, students must earn a grade of 'C' or better in each course **and** maintain a minimum cumulative grade point average (GPA) of 3.00 throughout the MBA portion of the program.

ACADEMIC PROBATION: A student whose cumulative GPA falls below 3.00 at the end of the fall and spring semesters shall automatically be placed on academic probation.

ACADEMIC WITHDRAWAL: Any of the following conditions will automatically result in withdrawal of the student from the joint program:

a. Earning a grade of 'F' in any course
b. Earning more than two (2) 'C' grades in the program
c. Earning a cumulative GPA of less than 3.00 at the end of Summer Session I
d. Failing to achieve a cumulative GPA of 3.00 in more than one semester

Such student will revert back to the Doctor of Pharmacy Professional program/track.

ISSUANCE OF JOINT DEGREE: The M.B.A. degree under the Joint Program will be awarded upon successful completion of 39 credits of School of Business courses in addition to all of the College of Pharmacy required credits. A student who does not complete College of Pharmacy Doctor of Pharmacy requirements can only be awarded an M.B.A. degree upon successful completion of the 54 credit hours of School of Business courses required to earn the regular M.B.A. degree. Therefore, the student must successfully complete each portion of the joint degree program in order to be awarded both degrees. No student will be awarded only the M.B.A. degree.

DURATION FOR COMPLETION OF THE PROGRAM: A student who was admitted to the professional entry level Doctor of Pharmacy degree program and who successfully tracked into the Pharm. D./M.B.A. program has a maximum of seven years from his/her initial date of entry into the Pharm. D. degree program to complete both programs and receive the joint degrees.

ELIGIBILITY REQUIREMENTS:

1. Successful completion of all courses of the 1st, 2nd and 3rd year of the Professional Program.
2. Good academic standing with minimum cumulative GPA of 3.00.

APPLICATION PROCEDURE: Students who meet all the above listed eligibility requirements may apply to the Office of the Dean for admission consideration into the joint degree program by March 15 of the spring semester of the 3rd year. Application document should include a written statement explaining the reason(s) for requesting admission into the program and 2 letters of recommendation from College of Pharmacy faculty. Successful applicants will be admitted into the program only in the fall semester pending successful completion of all courses of the spring semester of the 3rd year and maintaining a cumulative GPA of 3.00.

DOCTOR OF PHARMACY/MASTER OF PUBLIC HEALTH (PHARM.D./MPH.) DEGREE

CURRICULUM OVERVIEW

The Pharm.D./MPH dual degree at Howard University is offered cooperatively by the College of Pharmacy and the Graduate School's Master of Public Health (MPH) Program. The program allows completion of all Pharm.D. and MPH requirements in a total of five years. A student must successfully complete each portion of the dual degree program in order to be awarded both degrees. No student will be awarded only the MPH degree. If a student is unable to complete the MPH degree, they will be allowed to complete the Pharm.D. degree. A student has a maximum of seven years to complete the dual degree.

ACADEMIC POLICIES (Pharm.D./MPH)

GOOD ACADEMIC STANDING

In order to remain in good academic standing, students must maintain a minimum cumulative grade point average (GPA) of 3.00 throughout the MPH portion of the program and must earn a grade of 'B' or better in each course. Students who earn a grade of 'C' in a course will receive additional academic counseling. More than two (2) C grades will trigger academic withdrawal. See the section on Academic Withdrawal below. See policy here https://gs.howard.edu/academics/academic-regulations/article-iii-grades-and-course-credit

ACADEMIC PROBATION

A student whose cumulative GPA falls below 3.00 at the end of the fall and spring semesters shall automatically be placed on academic probation. Students have one semester to improve their cumulative GPA to minimum of 3.00. Additionally, students are only eligible for graduation if they have obtained an overall GPA of 3.00.

ACADEMIC WITHDRAWAL

Any of the following conditions listed below will automatically result in withdrawal of the student from the dual program. Such a student will revert back to the Doctor of Pharmacy Professional program/track.

e. Earning a grade of 'F' in any course
f. Earning more than two (2) 'C' grades in the program
g. Earning a cumulative GPA of less than 3.00 at the end of Summer Session
h. Failing to achieve a cumulative GPA of 3.00 in more than one semester

ISSUANCE OF DUAL DEGREE

The MPH degree under the Dual Program will be awarded upon successful completion of the required credits of Public Health courses **in addition to** all of the College of Pharmacy required credits. The student must successfully complete each portion of the dual degree program in order to be awarded both degrees. No student will be awarded only the MPH degree.

DURATION FOR COMPLETION OF THE PROGRAM

A student who was admitted to the professional entry level Doctor of Pharmacy degree program and who successfully tracked into the Pharm.D./MPH program has a maximum of seven years from his/her initial date of entry into the Pharm.D. degree program to complete both programs and receive the dual degrees.

ELIGIBILITY REQUIREMENTS

3. Successful completion of all courses of the 1st, 2nd and 3rd year of the Pharm.D. Program.
4. Good academic standing with a minimum cumulative GPA of 3.00.

APPLICATION PROCEDURE

- Students who meet all the above listed eligibility requirements may apply to the Office of the Academic Dean for admission consideration into the dual degree program **latest by March 15** of the spring semester of the 3rd year.
- Students are strongly advised to contact the faculty advisor for Pharm.D./MPH, Dr. Mary Awuonda (mary.maneno@howard.edu), in the spring of the P1 year to ensure appropriate advising for the pathway.
- The application document should include a written statement explaining the reason(s) for requesting admission into the program.
- The application includes 2 letters of recommendation from the College of Pharmacy faculty. Successful applicants will be admitted into the program only in the fall semester pending successful completion of all courses of the spring semester of the 3rd year and maintaining a cumulative GPA of 3.00.
- The initial application for the dual degree must be submitted to the Office of the Academic Dean, College of Pharmacy by February 15th of the spring semester of the 3rd professional year.
- Students applying to the dual degree program must successfully complete all courses of the 1st, 2nd and 3rd year of the Professional Pharm.D. Program and a comprehensive exam (at the end of P3 year) and must be in good academic standing with minimum cumulative GPA of 3.00.
- The applicant must take and submit the GRE score for consideration for the MPH program by Fall of P3 year. No exceptions because this is a requirement for the Program.
- Once reviewed and approved by the College of Pharmacy, the successful applicants will be asked to submit an online application (GradCAS) to the MPH Program for further consideration. The students must follow the online instructions for applying to the MPH program.
- Once the application is reviewed and accepted by the MPH Program for admission, the students will be given conditional admission into the program only in the fall semester pending successful completion of all courses of the spring semester of the 3rd professional year and maintaining a cumulative GPA of 3.00.
- The MPH portion of the application is handled through the MPH Program. For more information on how to apply to the MPH program, contact Dr. Pamela Carter-Nolan at publichealth@howard.edu, identifying yourself as a prospective Pharm.D./MPH dual degree student.
- It is in the best interest of the students that they complete their summer rotations prior to admission to Pharm.D./MPH program in the Fall of P4 year in order to graduate in 5 years. Should that not occur, students will be expected to complete all rotations after the completion of MPH curriculum and therefore graduation will be delayed accordingly. A maximum of 7 years to complete the dual degree program still applies.
- Successfully completing early coursework taken in Year 1 and Year 2 ahead of formal acceptance to the MPH program does not guarantee acceptance into the Pharm.D./MPH program.

COURSE SEQUENCE

- The curriculum sequence for the Pharm.D./MPH program for students enrolled in the College of Pharmacy is below. Students will apply for and enter the MPH Program full time after their Year 3 summer APPE (see below).
- Courses in *red italics* in the schematic below will count towards your MPH degree while you are in the pharmacy program from Year 1 through 3 and will be accepted as part of the PharmD/MPH curriculum only once you are officially accepted and enrolled in the MPH program in Year 4. Should you not be accepted for whatever reason these courses will still count towards your PharmD degree.
- Courses in the MPH program start in Year 4 and they take place in the evenings after rotation.
- The Biostatistics course taken in the Fall of Year 2 and two other courses, namely Public Health Informatics and Technology (PHIT) and Applied Biostatistics, taken in Year 2 Spring and Year 3 Spring respectively will count towards your MPH degree after receiving acceptance into the MPH program.

YEAR ONE (COP)					
Fall Semester		**Spring Semester**		**Summer Semester**	
Course Title	**CR**	**Course Title**	**CR**	**Course Title**	**CR**
Pharm Calculations 1	3	Pharmaceutics II	3	IPPE I	4
Pharm. Therapeutics 1	4	Pharm Therapeutics II	4		
Pharmaceutics 1	3	Pharm Chem II	3		
Drug Informatics	2	Pharmacy Compounding Lab	2		
Foundations of Pharmacy Practice I	3	Foundations of Pharmacy Practice II	3		
Pharm Chem 1	3	Pharm Calculations 2	2		
Total	**18**	Total	**17**		

		YEAR TWO (COP)			
Fall Semester		**Spring Semester**		**Summer Semester**	
Course Title	**CR**	**Course Title**	**CR**	**Course Title**	**CR**
Biostatistics/Research Methods (Required)	4	IT3 - IT 3 – Infectious Disease/Antimicrobials	4	IPPE II	4
Biopharm	3	IT 4 – Respiratory Bone, Joint, and Immunology	2		
IT 1 – Foundations of IT	2	IT Lab 2	2		
IT 2 – Cardiology/Endocrine	4	Pharm & Out Res	3		
IT Lab 1	2	Pharmacokinetics	4		
Pric of Pharm Admn 1	2	*Applied Biostatistics (Required)*	3		
Total	**17**	Total	**18**		

**Ensure you registered for the CRN of the course that is in the MPH program not the pharmacy CRN. Contact Dr. Awuonda who is the designated advisor for this process. This course can also have the option of being taken in the Fall of Year 3*

YEAR THREE (COP)					
Fall Semester		**Spring Semester**		**Summer Semester**	
Course Title	**CR**	**Course Title**	**CR**	**Course Title**	**CR**
IT Lab 3	2	IT 7-Neuro/Psych	3	APPE I	10
Pharm Jurisprudence	3	IT 8-Special Populations	3		
IT 5-Oncology/Hem/Pain Palliative	3	IT Lab 4	2		
IT 6-GI/Renal/Critical Care	3	Principles of Pharm Admin	2		
*Global Health (Required)**	3	Profess Practice Readiness	3		

Applications of Pharmacy Practice A	1	*Public Health Informatics and Technology (PHIT) (Elective)*	4
Healthcare Ethics**	2		
		Applications of Pharmacy Practice B	1
Total	**17**	Total	**18**

**Global Health Elective Course has the option of being taken in Year 3 or can also be taken once you enroll in the MPH program in Year 4*
***Health Care Ethics can be taken either during the fall or spring semester*

YEAR FOUR (MPH)				
Fall Semester (12 credits)	**CR**	**Spring Semester (13 credits)**	**CR**	**Summer Semester (13 credits)**
Principles of Epidemiology	3	Principles of Public Health Practice	3	Environmental Health Science for Public Health
Health Disparities, Inequities, Inequalities, and Public Health	3	Public Health Policy and Management	3	PH Elective Outreach (Practicum)
Social and Behavioral Science in Public Health	3	Elective: Community Engagement	3	Public Health Capstone II**
Public Health Elective Course	3	Public Health Capstone I*	1	
Global Health Course (Required)**	3	Applied Biostatistics	3	
Total	**15**		**13**	

**Public Health Capstone Project will begin Spring semester of year four*
***Global Health Elective Course has the option of being taken in Year 3 or can also be taken once you enroll in the MPH program in Year 4*

YEAR FIVE (COP)			
Fall Semester		**Spring Semester**	
Course Title	**Credits**	**Course Title**	**Credits**
Adv PPE II (Public Health)	15	Adv PPE	15
Total Credit Hours Completed			

ONLINE PROGAM TERMS & ACKNOWLEDGMENT FORM

As a student enrolled in the Howard University College of Pharmacy Online Pathway, I understand and agree to the following:

1. **Remote AI-Based Proctoring and Environmental Scans**
   I understand that some assessments will use remote AI-based proctoring tools like ExamMonitor to support academic integrity. I may be asked to scan my surroundings—including my room and background—before or during exams to verify my identity and testing environment.

2. **Program Requirements and Calendar**
   I have reviewed and accept the program's academic calendar, including all scheduled synchronous meeting times and immersion dates. I understand that participation in these components is mandatory and integral to the successful completion of the program. The College reserves the right to modify program requirements with reasonable notice.

3. **Associated Costs**
   I am aware of and accept responsibility for all program-related costs, including but not limited to tuition, fees for remote proctoring services, travel and accommodation expenses for on-campus immersions, and any additional materials or resources required.

4. **Experiential Education Requirements**
   I understand that my experiential education rotations (IPPEs and APPEs) may differ from those of the on-ground pathway and will require flexibility. While all rotations will meet accreditation standards, details like location, schedule, and total hours may vary depending on my region and site availability. I acknowledge that I am responsible for actively identifying and securing rotation sites within my geographic area with guidance from the Office of Experiential Education. Rotation sites are not guaranteed in my region, and the College cannot ensure placement at locations convenient to my home. If suitable sites cannot be secured in my area, ***I will be required to complete rotations at University-affiliated sites in the Washington DC area or other approved locations***. Completing rotations outside my home region may result in additional costs (including travel, temporary housing, and living expenses) for which I am financially responsible. Relocation for rotations may also impact my expected graduation timeline. The College will work collaboratively with me to identify and pursue rotation opportunities, but final placement decisions rest with the Office of Experiential Education to ensure compliance with accreditation standards.

5. **Academic Performance and Improvement Plans**
   I understand that maintaining satisfactory academic performance is essential. Should I fail to meet the program's academic expectations, I may be required to participate in an individualized academic improvement plan. This plan could necessitate my presence on campus for additional support, resources, and even completing the remainder on campus.

6. **Pathway Changes**
   I understand that I may request to switch between the online and on-campus pathways once during my time in the program, and only before starting P3 year. Switching is not allowed after the P2 year, and students may not move back and forth between pathways. Once I transition, I am expected to complete the rest of the program in the new pathway.

7. **Summer Immersion Requirements and NAPLEX Preparation Requirements**
   I understand that students are required to be on campus for summer immersions as follows:
   - For a one-week orientation before starting the P1 year.
   - For a two-week summer immersion after the P1 year.
   - For a one-week summer immersion after the P2 year.
   - For a one-week summer immersion after the P3 year.

Additionally, the College of Pharmacy has an estimated 4-5 week on-campus requirement for the NAPLEX Preparation Course in the P4 year. This requirement may result in additional costs (including travel, temporary housing, and living expenses) for which I am financially responsible."

By signing below, I confirm that I have read, understood, and agree to follow with the terms listed above.

Student Name (Print): _____

Student Signature: _____

Date: _____

Howard University College of Pharmacy Virtual Student Professionalism and Engagement Policy

This policy outlines the expectations for professional behavior, participation, and other requirements for students enrolled in the Online Doctor of Pharmacy (PharmD) Program. Students are expected to adhere to these guidelines to maintain a productive, respectful, and engaging learning environment.

Policy Overview

Category	Expectation	Rationale/Notes
Professionalism	Students will conduct themselves professionally in all virtual settings and communications.	Includes email tone, camera use, and punctuality.
Camera and Microphone Use	Students must have cameras on during live classes unless prior accommodation has been approved.	Supports engagement and faculty accountability.
Zoom/Virtual Etiquette	No moving ceiling fans in view; maintain an appropriate camera angle and distance.	Reduces distraction and mimics in-person presence.
Background and Environment	Use a clean, distraction-free background; virtual backgrounds may be used if they are professional.	Reinforces seriousness of graduate-level expectations.
Lighting	Ensure front-facing light (natural or artificial) that does not obscure the face.	Helps instructors and peers engage more effectively.
Dress Code	Dress should be classroom-appropriate during live sessions.	Reinforces respect for the academic setting.
Technology Preparedness	Students must have reliable internet, webcam, and microphone access.	Prevents disruption to group work and assessments.
Participation	Active participation is expected; students should engage in discussions and activities.	Mimics the expectations of on-ground professional courses.
Assessment Integrity	Online assessments will follow the institution's exam policy, including proctoring.	Aligns with broader academic integrity expectations.
Attendance	Students must attend all synchronous sessions unless excused according to program policy.	Clarifies that online does not mean fully asynchronous.

Communication	Check university email daily and respond to faculty within 48 hours.	Promotes consistent and professional communication.

Students will be required to acknowledge receipt and understanding of this policy as part of the program orientation. Violations may result in academic review or disciplinary action according to the institution's policies.

Student name:

Student Signature:

Registration Number:

Date:

ExamSoft Preparation, Posting, and Proctoring - Operating Procedures

The steps below must be followed in their entirety for each exam/assessment to be deemed valid. Partial compliance or lack of compliance with any step will render the exam/assessment non-compliant with the COP exam taking policy:

i. Make sure you are in your designated exam location before the assessment begins.

ii. Follow all prompts and instructions from the remote proctor throughout the assessment.

iii. Students are expected to use whiteboards for rough work instead of scrap paper. ***The use of scrap paper is prohibited***. A dry erase board for exams/assessments similar to what NAPLEX uses is recommended (Amazon.com: 12 Pack Portable White Board 9"x12", Small Whiteboard for Students, Dry Erase Whiteboards Double-Sided Lapboard, White Boards Easy to Clean, Dry Erase Board for Kids Classroom (12 Pack) : Office Products)

iv. Scan the room for any potential academic integrity violations using the prescribed webcam for exam monitor (Amazon.com: j5create 360 Degree All Around Meeting Webcam | 1080P HD Camera with High Fidelity Microphone, USB-C | for Video Conferencing, Online Classes, and Collaboration (JVCU360) : Electronics). The microphone and volume **MUST** be on at maximum at all times during the exam. It must also clearly record the exam environment.

v. A secondary device such as a phone (placed at 90° to the laptop for proctored live Zoom sessions) must be positioned such that it can clearly record the exam taker and the workstation. Students are responsible for fully charging ALL devices used to take assessments. The microphone and volume of the secondary device **MUST** be on at maximum at all times during the exam. It must also clearly record the exam environment.

vi. Before you start, hold up your empty whiteboard to the camera for verification (front and back).

vii. At the end of the assessment, erase the whiteboard completely and hold up your erased whiteboard to the camera for verification (front and back).

viii. ***If you experience any technical issues during the assessment, please email Dr. Tiffany Lathan Smith immediately for assistance. In an emergency where email is not working, please call 240-560-8433.***

Reach out for help if a problem arises

i. Ms. Jeffrey's (Teams): 202-250-5360
ii. Dr. Tiffany Lathan Smith cell: 240-560-8433
iii. Office of Academic Affairs: Call Ms. Aliya Muhammad (Academic Coordinator).
iv. Dr. Adesina's (Teams): 202-250-5304

Rotation Checklist – Howard University College of Pharmacy

Student Name: _____ Rotation Site: _____

Rotation Dates: _____ State of Rotation: _____

Phase 1: Initial Contact and Site Selection

- **[ ] 1. Initial Outreach:**
  - Identify potential rotation sites.
  - Initiate contact with the site via email or phone, copy the Office of Experiential Education when applicable.
  - Clearly state your purpose (seeking IPPE vs APPE and when).
  - Request information about rotation availability and requirements.

- **[ ] 2. Point Person Identified:**
  - Determine the primary contact person at the site (e.g., rotation coordinator, preceptor).
  - Record their name, title, email, and phone number.

- **[ ] 3. Preceptor Identified:**
  - Complete the required Preceptor Application through Core ELMs.
  - The Office of Experiential Education ensures the preceptor is qualified to provide quality experiential education.

- **[ ] 4. Affiliation Agreement:**
  - Confirm that an affiliation agreement is in place between Howard University and the rotation site; if there is not one, the Office of Experiential Education will start that process.

Phase 2: Formalizing the Rotation

- **[ ] 5. Intern License (If Required):**
  - Determine if the state of the rotation requires a pharmacy intern license.
  - If required:
    - [ ] Obtain the application form from the state board of pharmacy.
    - [ ] Request enrollment verification from Howard University through the Office of Academic Affairs.

- [ ] Submit the completed application and required documentation.
- [ ] Pay any applicable fees.
- [ ] Receive and retain a copy of the intern license. Upload into Core ELMs.

- **[ ] 6. Background Check:**
  - Complete the required background check through the designated vendor if one on file is not acceptable
  - Provide all necessary information and consent.
  - Retain a copy of the background check results (if provided).

- **[ ] 7. Drug Screen:**
  - Complete the required drug screen through the designated vendor.
  - Follow all instructions and deadlines.
  - Retain a copy of the drug screen results (if provided).

- **[ ] 8. Health Requirements:**
  - Obtain required vaccinations (e.g., influenza, COVID-19, MMR, Varicella, Hepatitis B).
  - Obtain required titers (if applicable).
  - Provide documentation of vaccinations and titers to the site and/or Lipscomb, as required.

- **[ ] 9. Site Forms Signed:**
  - Review and sign any required site-specific forms (e.g., confidentiality agreements, liability waivers).
  - Submit signed forms to the site contact.
  - Retain copies of all signed documents.

- **[ ] 10. Payment (If Required):**
  - Determine if any payment is required for the rotation site (e.g., administrative fees, parking).
  - Complete any required payments and retain receipts.

Phase 3: Pre-Rotation Logistics/Final Preparations

- **[ ] 11. Housing/Travel Obtained:**

- Arrange and confirm housing and necessary travel to/from the rotation location.

- **[ ] 12. Onboarding/Training:**
- Complete any required site-specific onboarding documents or training modules.
- Attend any pre-rotation orientation sessions.
- Retain proof of completion.

- **[ ] 13. Contact Preceptor:**
- Reconfirm rotation start date and time with your preceptor at least one month before start date.
- Ask any final questions.

Important Notes:

- Maintain regular communication with the Office of Experiential Education throughout the process.
- Adhere to all deadlines and requirements.
- Keep accurate records of all documentation and communication.
- Always keep copies of everything.
- If you have any questions, reach out to the experiential education office.

This document is a guide, and individual site requirements may vary.

STATE BOARD OF PHARMACY DIRECTORY

Before pursuing any Introductory Pharmacy Practice Experience (IPPE), Advanced Pharmacy Practice Experience (APPE), or pharmacist licensure, it is **your responsibility** to be informed of and comply with the specific requirements of the state(s) in which you plan to complete an experience or seek licensure.

Each state board of pharmacy sets its own regulations, which may include registration, background checks, fingerprinting, fees, training modules, or other documentation. These requirements **must be fulfilled and approved prior to the start** of any pharmacy practice experience or employment. This process must be started as soon as possible during or after **Orientation.**

Failure to comply with state-specific requirements can delay or prevent your participation in experiential education or licensure eligibility. Please use the links below to access the most current and official information from each State Board of Pharmacy.

State	Phone Number	Board of Pharmacy Website
Alabama	205-981-2280	Alabama Board of Pharmacy
Alaska	907-465-2550	Alaska Board of Pharmacy
Arizona	602-771-2727	Arizona State Board of Pharmacy
Arkansas	501-682-0190	Arkansas State Board of Pharmacy
California	916-518-3100	California State Board of Pharmacy
Colorado	303-894-7800	Colorado State Board of Pharmacy
Connecticut	860-713-6070	Connecticut Commission of Pharmacy
Delaware	302-744-4500	Delaware State Board of Pharmacy
District of Columbia	202-724-8800	The District of Columbia Board of Pharmacy
Florida	850-245-4474	Florida Board of Pharmacy
Georgia	404-651-8000	Georgia Board of Pharmacy
Hawaii	808-586-2708	Hawaii Board of Pharmacy
Idaho	208-334-3233	Idaho Board of Pharmacy
Illinois	800-560-6420	Illinois State Board of Pharmacy
Indiana	317-234-2067	Indiana Board of Pharmacy
Iowa	515-281-5944	Iowa Board of Pharmacy
Kansas	785-296-4056	Kansas State Board of Pharmacy
Kentucky	502-564-7910	Kentucky Board of Pharmacy
Louisiana	225-925-6496	Louisiana Board of Pharmacy
Maine	207-624-8686	Maine Board of Pharmacy
Maryland	410/764-4755	Michigan Board of Pharmacy
Massachusetts	800-414-0168	Massachusetts Board of Registration in Pharmacy

Michigan	517-241-0199	Michigan Board of Pharmacy
Minnesota	651-201-2825	Minnesota Board of Pharmacy
Mississippi	601-899-8880	Mississippi Board of Pharmacy
Missouri	573-751-0091	Missouri Board of Pharmacy
Montana	406-841-2371	Montana Board of Pharmacy
Nebraska	402/471-2115	Nebraska Department of Health and Human Resource Pharmacy
Nevada	775-850-1440	Nevada State Board of Pharmacy
New Hampshire	603-271-2152	New Hampshire Board of Pharmacy
New Jersey	973/504-6450	New Jersey Board of Pharmacy
New Mexico	505-22-9830	New Mexico Board of Pharmacy
New York	518-474-3817 ext. 130	New York State Board of Pharmacy
North Carolina	919-246-1050	North Carolina Board of Pharmacy
North Dakota	701-877-2404	North Dakota Board of Pharmacy
Ohio	614-466-4143	Ohio State Board of Pharmacy
Oklahoma	405-521-3815	Oklahoma State Board of Pharmacy
Oregon	971-673-0001	Oregon Board of Pharmacy
Pennsylvania	833-367-2762	Pennsylvania State Board of Pharmacy
Puerto Rico	787-765-2929 ext. 6645	Puerto Rico Board of Pharmacy
Rhode Island	401-222-5960	Rhode Island Board of Pharmacy
South Carolina	803-896-4700	South Carolina Board of Pharmacy
South Dakota	605-362-2737	South Dakota Board of Pharmacy
Tennessee	615-253-1299	Tennessee Board of Pharmacy
Texas	512-305-8000	Texas State Board of Pharmacy
Utah	801-530-6628	Utah Board of Pharmacy
Vermont	802-828-1505	Vermont Board of Pharmacy
Virginia	804-367-4456	Virginia Board of Pharmacy
Washington	360-236-4946	Washington State Pharmacy Quality Assurance Commis
West Virginia	304-558-0558	West Virginia Board of Pharmacy
Wisconsin	608-266-2112	Wisconsin Pharmacy Examining Board
Wyoming	307-634-9636	Wyoming State Board of Pharmacy

Please note that while many of these links are sourced from the National Association of Boards of Pharmacy (NABP), others are obtained directly from the respective state board websites.

NON-TRADITIONAL DOCTOR OF PHARMACY

NON-TRADITIONAL DOCTOR OF PHARMACY (PHARM.D.) DEGREE CURRICULUM

The Howard University Non-Traditional Doctor of Pharmacy (NTDP) program normally requires two years to complete. Applicants must possess a minimum Bachelors of Science Degree in Pharmacy with a cumulative GPA of 2.50 (on a 4.00 scale) and a valid U.S. Pharmacy License. The NTDP curriculum is learner-based and competency-based, and incorporates communication, problem solving and critical thinking in all phases of the program.

	Course	Credit	
First Semester (15 Cr.)	Drug Information Resources	1	**Phase I Executive Weekend Orientation & Introduction**
	Patient Assessment Skills	1	
	Pharmacoepidemiology	4	**Phase II Integrated Therapeutics**
	Pharmacokinetics	4	
	Principles of Pharmacy Administration	3	
	Integrated Pharmaceutical **I-Care Lab-I**	2	
Second Semester (14 cr.)	Introduction Concepts	3	
	Integrated Therapeutics and Pharmacotherapy of **Endocrinology (Renal, GI) system**	3	
	Integrated Therapeutics and Pharmacotherapy of **Hematology/Oncology system**	3	
	Integrated Therapeutics and Pharmacotherapy of **Cardiovascular**	3	
	Integrated Pharmaceutical **I- Care Lab-II**	2	
Third Semester (15 cr.)	Integrated Therapeutics and Pharmacotherapy of **Infectious Disease**	4	
	Integrated Therapeutics and Pharmacotherapy of **Bone/Joint/Immunology System**	3	
	Integrated Therapeutics and Pharmacotherapy of **Neurology/Psychiatry**	3	
	Integrated Therapeutics and Pharmacotherapy of **Special Populations**	3	
	Integrated Pharmaceutical **I- Care Lab-III**	2	
Fourth Semester (21 cr.)	Advanced Professional Practice Experiences-1, 2 & 3	21	**Phase III Professional Practice Experiences**
	Total credits required to complete program	65	

Prior to Fall 2019

Course Title	Credits	Prerequisite(s)

First Professional Year (P1) – Fall Semester

Drug Information Resources	1	None
Patient Assessment Skills	1	None
Pharmacokinetics	4	None
Pharmacoepidemiology	4	None
Principle of Pharm Admin	3	None
Integrated Pharmaceutical Care and Science Lab I	2	None
Total Credits	**15**	

First Professional Year (P1) – Spring Semester

Introduction Concepts	3	None
Cardiovascular	3	None
Endocrine/Renal/GI	3	None
Hematology/Oncology	3	None
Integrated Pharmaceutical Care Lab II	2	None
Total Credits	**14**	

Second Professional Year (P2) – Fall Semester

Infectious Diseases	4	None
Bone/joint/Immunology	3	None
Neurology/Psychiatry	3	None
Special Populations	3	None
Integrated Pharmaceutical Care and Science Lab III	2	None
Total Credits	15	

Second Professional Year (P2) – Spring Semester

Professional Practice I, II, and III	**21**	*All **Prior** courses*
Total Credits	**65**	

NON-TRADITIONAL DOCTOR OF PHARMACY COURSE DESCRIPTIONS

90019-624 – Drug Information Resources – 1 Credit Hour
This course refers to the application of technology in the delivery of drug information services. Drug information services, in turn, include responding to drug information inquiries, conducting medication use evaluations and participating in medication quality assurance programs, such as; monitoring adverse drug reactions, drug and herbal product interactions, and medications errors. This course is intended to introduce students to drug information skills required to deliver pharmaceutical care. Students will be trained to develop the skills to obtain information from various literature and reference sources to answer drug information questions efficiently. Techniques for researching and evaluating drug literature will be covered. Emphasis will be placed on systemic approaches to formulation of responses utilizing both verbal and written communication skills.

90020-623 – Patient Assessment Skills – 1 Credit Hour
Overview of Cardiopulmonary assessment, discussion of the "when," "why," and "what" of physical assessment of the cardiac and pulmonary. Patient cardiovascular physical assessment instruction: peripheral edema, vital signs. Enrollment is limited to students enrolled in the Non-Traditional Doctor of Pharmacy program only.

90018-615 - Pharmacoepidemiology & Outcomes Research – 4 Credit Hours
The Pharmacoepidemiology and Outcomes Research section is an introduction to the evaluation of the scientific studies that supports the rational use of medication use in humans. The goal of this block is to provide opportunities for students to understand the concepts, methods, and applications of pharmacoepidemiology, pharmacoeconomics, and outcomes studies utilized in clinical settings as well as with to provide tools to critically assess the clinical literature. In addition, the methods for the interpretational and generalization of findings from these studies relevant to medical and pharmaceutical care practice will be introduced by utilizing knowledge developed from the Research Methods/Biostatistics block. Students will be also prepared for problem-based critique sessions in the Integrative Therapeutics blocks.

90021-625 - Pharmacokinetics – 4 Credit Hours
In-depth discussions of the basic concepts of pharmacokinetics, the pharmacokinetics of drugs with narrow therapeutic range and the influence of pathophysiological and dosage form variables on drug therapy. Emphasis will be placed on the design and modification of drug dosage regimens in the individual patient and the use and reliability of drug assays for this purpose. Computer simulations and case studies will be used to complement the didactic teaching.

90022-626 - Principles of Pharmacy Administration – 3 Credit Hours
This course is an expansive and in-depth Introduction to Pharmacy Administration. It facilitates the student's management and leadership training by introducing them to a comprehensive overview of management and leadership principles, concepts, and practices in pharmacy-based environments. The course further addresses the economic, administrative, entrepreneurial, innovative, and human resource aspects of pharmacy practice while furthering students' knowledge on details about the US Health Care System.

20692-627 - Introduction Concepts – 3 Credit Hours
The course will be taught by the clinical faculty to provide instruction utilizing both didactic and practical experience sessions. The course is organized by organ systems of the human body and various diseases associated with them. Students will learn about the pathophysiology and pharmacotherapy of various disease states that health care practitioners (pharmacists) may encounter in their practice settings. Students will learn to make appropriate therapy choices, define goals of therapy, and learn to assess whether these goals are being achieved. Students will learn to create, implement, and monitor pharmaceutical care plans. A goal of this course is to prepare students with the ability to render pharmaceutical care and participate successfully for the experiential program.

20694-628 - Endocrine/Renal/GI – 3 Credit Hours
Integrated Therapeutics (IT) III lecture is the third component in the integrated therapeutics series designed to combine the pathophysiologic and pharmacotherapeutic management of various disease states encountered routinely by pharmacist practitioners. Where appropriate, cultural competency principles will be integrated with lecture topics. Student knowledge of basic pharmaceutical principles, acquired in IT-1, will be applied to clinical principles of additional organ systems presented in ITIII. This is a team-taught course.

20695-617 - Hematology/Oncology - 3 Credit Hours
This course module follows Integrated Therapeutics I, II, III and IV and is taught by clinical faculty using both didactic and simulated practice-oriented learning experiences. Specifically, IT-V focuses on hematology and oncology related diseases and conditions. Students learn and apply appropriate pathophysiologic and pharmacotherapeutic concepts and principles in an INTEGRATED fashion to establish competent methodology toward achieving optimal patient outcomes. This includes defining goals of therapy and selecting appropriate therapy from among available choices. Students will gain experience with various medication therapy management processes through lecture, discussion, and simulation. Upon completion of this course, students should be prepared to participate in offering medication therapy management services for the covered diseases and conditions.

20693-607 - Cardiology/Critical Care- 3 Credit Hours
The course is structured in a modular format and complemented with Integrative Therapeutics Laboratory I with lectures, labs and learning activities led by clinical faculty. In order for students to achieve the course goals and objectives, a variety of teaching methods will be applied. In conjunction with Integrative Therapeutics laboratory I, students participate in traditional lectures, small group discussions, practical laboratory exercises, SOAP case write-ups, case simulation, and oral exam to reinforce didactic teachings and overall student learning; however, the primary focus of the module is provided by traditional lectures.

90001-610 - Infectious Diseases– 4 Credit Hours
This course will be taught by the clinical and basic science faculty together to provide instruction utilizing both didactic and practical experience sessions. The course is organized by organ systems of the human body and various diseases associated with them. Students will learn about the pathophysiology and pharmacotherapy of various disease states that health care practitioners (pharmacists) may encounter in their practice settings. Students will also learn to make appropriate therapy choices, define goals of therapy, and learn to assess whether these goals are being achieved. Students will learn to create, implement, and monitor pharmaceutical care plans. A goal of this course is to prepare students with the ability to render pharmaceutical care and participate successfully for the experiential program.

90003-630 - Bone Joint and Immunology - 3 Credit Hours
The course is structured in a modular format and complemented with Integrative Therapeutics Laboratory with lectures, labs and onsite practice activities led by clinical faculty. In order for students to achieve the course goals and objectives, a variety of teaching methods will be applied. Students are required to participate actively in both flipped (30%) and non-flipped (70%) portions of the course to earn a passing grade. Traditional lectures will be replaced by first participating in online, blackboard assignments (Tegrity and discussion board and quizzes) before in class participation and small group discussions, role play, question, and answer sessions to reinforce didactic teachings and overall student learning. In class discussions will increase student presentation skills as they each role play to counsel patients on proper use of their prescribed medications; making optimal recommendations to physicians to alter prescription regimens and give general advise on best therapies for patients. This approach will also improve student communication skills, which have been a problem with the old approach of traditional lectures. Students will also gain/build confidence as they exercise critical thinking and interact with classmates on discussion board as well as in class discussions.

90002-620 - Neurology and Psychiatry - 3 Credit Hours
Integrated Therapeutics (IT) III lecture is the third component in the integrated therapeutics series designed to combine the pathophysiologic and pharmacotherapeutic management of various disease states encountered routinely by pharmacist practitioners. Where appropriate, cultural competency principles will be integrated with lecture topics. Student knowledge of basic pharmaceutical principles, acquired in IT-I&II, will be applied to clinical principles of additional organ systems presented in IT-III. This is a team-taught course.

90004-631 - Special Populations - 3 Credit Hours
IT3C lecture is the final component in the integrated therapeutics series designed to combine the pathophysiologic and pharmacotherapeutic management of various disease states encountered routinely by pharmacist practitioners. Where appropriate, cultural competency principles will be integrated with lecture topics. Student knowledge of basic pharmaceutical principles, acquired in IT-1, will be applied to clinical principles of additional organ systems presented in ITIII-C.

90017-606 - Integrated Pharmaceutical Care and Science Laboratory: I-Care Lab-1 – 2 Credit Hours
I-Care lab involves case study discussion for application of therapeutic decision-making high impact problems in pharmacy. The course is correlated with Integrated Pharmaceutical Care and Science. During the topic discussions addressed within the sequenced courses, students will participate in the applications laboratory in order to develop skills for applying information in a practice context.

20696-629 - Integrated Pharmaceutical Care and Science Laboratory: I-Care Lab-2 – 2 Credit Hours
I-Care lab involves case study discussion for application of therapeutic decision-making high impact problems in pharmacy. The course is correlated with Integrated Pharmaceutical Care and Science. During the topic discussions addressed within the sequenced courses, students will participate in the applications laboratory in order to develop skills for applying information in a practice context.

90005-632 - Integrated Pharmaceutical Care and Science Laboratory: I-Care Lab-3 – 2 Credit Hours
I-Care lab involves case study discussion for application of therapeutic decision-making high impact problems in pharmacy. The course is correlated with Integrated Pharmaceutical Care and Science. During

the topic discussions addressed within the sequenced courses, students will participate in the applications laboratory in order to develop skills for applying information in a practice context.

20703-633 - Advanced Pharmacy Practice Experience (APPE) Course – 7 Credit Hours
The primary purpose of the NTDP APPE course is to ensure that the student is prepared to be an excellent practicing pharmacist in a variety of settings through the provision of structured pharmacy practice experiences.

20704-634 – Advanced Pharmacy Practice Experience (APPE) Course – 7 Credit Hours
The primary purpose of the NTDP APPE course is to ensure that the student is prepared to be an excellent practicing pharmacist in a variety of settings through the provision of structured pharmacy practice experiences.

20705-635 - Advanced Pharmacy Practice Experience (APPE) Course – 7 Credit Hours
The primary purpose of the NTDP APPE course is to ensure that the student is prepared to be an excellent practicing pharmacist in a variety of settings through the provision of structured pharmacy practice experiences.

NON-TRADITIONAL DOCTOR OF PHARMACY (NTDP) PROFESSIONAL DEGREE POLICIES

COURSE REGISTRATION

Students will be registered by the College of Pharmacy registrar for **fall semester 1st week of July** and **1st week of November spring semester**. Students **Can Not** be registered if they have Medical or Financial holds!

ADVANCED PROFESSIONAL PRACTICE EXPERIENCE (APPE) COURSES

Please refer to the course description.

DURATION FOR COMPLETION OF THE PROGRAM

Pharmacists with a valid US pharmacy license, admitted to the professional Nontraditional Doctor of Pharmacy (NTDP) degree program have a minimum of two (2) and maximum of five (5) years from the initial date of enrollment to complete the program and receive their degree.

REQUIREMENTS FOR THE NON-TRADITIONAL PHARM.D. PROGRAM

To be considered for admission into NTDP program, all applicants must have a valid US or Canadian Pharmacist License and are required to submit completed application files which include:

1. Notarized photocopy of current US Pharmacy Registration/license
2. Two letters of recommendation from pharmacy colleagues (forms enclosed)
3. A letter of Career Plan/Statement of Goals (800-1000 typed words)
4. Two passport size photographs (taken in past 3-6 months)
5. Applicant must successfully complete an interview
6. Application for Professional Study Fee of $45.00 (Money Order or Cashier's Check (NO personal check) payable to Howard University.
7. The Howard University College of Pharmacy website, https://pharmacy.howard.edu/academic-programs/non-traditional-doctor-pharmacy-ntdp-program/new-students-how-apply provides more information on the admissions process.

Exam Taking Policies and Procedures for NTDP Program

The following are general guidelines and policies to conduct examinations in the College of Pharmacy. Students are required to adhere to these general guidelines. More specific information will be provided by course coordinators as per their specific course requirements. Failure to adhere to exam policies may lead to disciplinary action. Use of these procedures is intended to assure consistency among all departments in conducting the examinations, maximum availability time for students to take the examinations and the best possible environment in which students will take the examination.

1. Students are expected to take the scheduled examination during the appointed time for all examinations. Students whose names do not appear on the Office University Class Roster will not be permitted to take the examination.
2. Students are expected to start and finish the exam at least 15 minutes prior to exam scheduled end time. A student who starts the exam late shall not be given any extra time. To ensure fairness in the conduct of the examinations, no tardy student shall be allowed to retake the exam once the official exam time has expired and/or ended.
3. Students who fail to take the exam on the scheduled date and time will receive a grade of '0'. A make-up examination may be offered only in the case of death in the student's immediate family, hospitalization of

the student himself/herself, jury duty, or a court summons. Student must show documentation to receive a make-up exam. For any other conditions, student must request in writing (prior to opening of the exam window, if absence is excused, and within 24 hours of the closing of the exam window) to the NTDP Director citing the condition(s), which caused the student to miss the examination. It will be placed in the NTDP program for a hearing. The NTDP program will then decide if a make-up exam will be provided, and the conditions for the make-up.

4. Students are expected to conduct themselves in an orderly manner during examinations and fully adhere to student handbook policies, complying with remote examination instructions. Violators of this policy are subject to disciplinary actions.
5. Students must not schedule any other activities during the official examination windowperiod until he or she has successfully submitted his/her exam.
6. All College of Pharmacy examinations are administered using Examsoft/Examplify software. Students are responsible for being familiar with the Examplify software.
7. It is the responsibility of each student to maintain a working/functional computer, install the proper software, including regular updates, and to be prepared for testing. He or she must perform regular maintenance for his/her computer.
8. Students are required to download exam files onto the computer with which they plan to take the exam as soon as it becomes available to download. After downloading the exam, students do not have to take any further action until they you are ready to take the exam. **Students may be penalized if they do not download the exam at least 48 hours prior to opening of the exam window**.
9. Computers must be in working condition and fully charged with power cord and battery charger are available throughout the exam. Students are expected to start and finish the exam at least 15 minutes prior to exam's scheduled end time. Passwords will be posted ahead of time within the learning management system. 10. Once the examination is complete, submission will involve clicking on the "upload" icon, then clicking on the "Exit" button. Internet connection will be necessary to begin uploading. A green screen will indicate successful upload, at which time the student may close and exit. **The program should not be closed while uploading is in progress. Any problems with uploading of an exam must immediately be reported to the Program Manager via an email, including a detailed report of what occurred.**
10. The hibernate option in one's computer should NEVER be enabled. In order to check, navigate the power management setting as follows:

    Go to Start/Control Panel/System and Security and select 'Power Options'. Change the settings to: Power Schemes – All options should be set to 'Never'.12.

    The exam schedule will be provided at the beginning of each semester, and it will be posted on the learning management system.
11. The time on the computer must display Eastern Standard Time. NTDP exams are generally speaking "with resources" meaning selected materials are allowed during the exam. This only includes a piece of scratch paper and calculator. All other items should be left outside of the exam environment, including but not limited to; cell phones, iPads, any other computers or laptops, watches with internet capabilities and any other electronic devices are not allowed in the exam environment.
12. Hats and headgear (other than those worn for religious purposes) are not to be worn during examination.
13. Students are ideally not allowed to leave the exam environment to use the restroom. If there is an emergency, no extra time will be permitted.

14. Students must stay seated during the exam, with no one else near them, and are to refrain from doing anything other than taking the exam.
15. Examination results are most often released via Examsoft, and students are free to review their examinations online per instructions provided by the Program Manager.
16. Students are expected to follow the instructions of the Program Manager. Failure to do so may be considered a violation of the Academic Integrity and disciplinary action may be taken.
17. Academic misconduct during an examination, including but not limited to, failure to comply with the exam rules may result in a grade of Zero (0) and possible disciplinary action.
18. Students should read and review the "Academic Code of Conduct" that is published in the H-Book and the Student Reference Manual and Directory of Classes. The "Academic Code of Conduct" is available at www.provost.howard.edu.

(Approved by Faculty on November 17, 2021. Effective Date: January 1, 2022)

POLICY ON EXCUSED ABSENCE FROM AN EXAMINATION FOR NTDP PROGRAM

Students are expected to start the exam at an appropriate time in order to finish the exam at least 15 minutes prior to exam scheduled end time. A student who starts the exam late shall not be given any extra time. To ensure fairness in the conduct of the examinations, no tardy student shall be allowed to retake the exam once the official exam time has expired and/or ended. Students whose names do not appear on the Office University Class Roster will not be permitted to take the examination. Students who fail to appear on the scheduled date and time for an examination will receive a grade of "zero" unless his/her absence is considered "excused" as provide below:

1. An absence from an examination shall be considered "excused" if it occurs because of any one of the following circumstances:
    a. Hospitalization of the student and/or family members due to illness or accident. (e.g., spouse, parents, guardians, siblings and/or children). Admission certificate needed.
    b. Death in the student's immediate family (e.g., spouse, parents, guardians, siblings, children, significant others).
    c. Summon of the student to appear for Jury Duty or before a court.

    In these cases, the absentee student shall submit documents supporting the above claims (Hospital Admission Form, Letter of testimony, or Government/Court Subpoena) to the Program Manager. Upon satisfactory verification, the student shall be allowed to take a makeup exam. The makeup exam may be an essay or a multiple-choice, a term paper, or any other assignment at the discretion of the Program Manager.
2. In cases other than those listed above, the absentee student shall submit a written petition to the Program Manager explaining the circumstances of missing the exam and shall attach documents (Student's Health Form is not sufficient for this purpose) supporting his/her claim. The Program Manager will determine if the petition document should be submitted to the Department. If submitted to the Department, it can be determined between the Program Manager and Director of NTDP Program what the course of action will be. A "hearing" in the students 'presence will only be held if a determination cannot be made between the Program Manager and the Director of NTDP Program. The Department may take one of the following actions:
    a. **Consider the absence as "excused" and allow the student to take a makeup exam without any stipulation.** In this case, the student shall earn the score he/she received on the exam. The makeup

exam may be an essay or multiple-choice, a term paper, or any other assignment at the discretion of the Program Manager.

   b. **Consider the absence as "unexcused". In this case, the student shall be given a "zero" in this exam.**

3. Each course may have additional policies regarding excused absence from examinations.

(Approved by Faculty on November 17, 2021. Effective Date: January 1, 2022)

REMEDIATION POLICY FOR NON-TRADITIONAL DOCTOR OF PHARMACY PROGRAM

The policy below applies to courses in Years 1 through 2 of the Non-Traditional Doctor of Pharmacy (NTDP) Degree Program at the Howard University College of Pharmacy. It has been approved by the faculty and the Executive Committee and is recognized across the entire curriculum.

Policy Statement:

Students who have demonstrated unsatisfactory performance with a class average between 65-69% or one failed Advance Pharmacy Practice Experience (APPE) will be afforded a remediation opportunity. Remediation of a didactic course will include the offering of a remediation exam. Remediation for a advance pharmacy practice experience course (APPE) will consist of the offering of the opportunity to repeat the failed experiential practice experience (rotation). Students shall be responsible for adherence to remediation procedures as detailed below.

Didactic Course Remediation

The remediation process will consist of self-study and a remediation exam.

A. A student who has a class average between 65-69% after the final exam and has adhered to all conditions stipulated by the course coordinator (see F below) will qualify to take a remediation examination.
B. The remediation exam will be cumulative in nature.
C. The remediation exam content will be comparable in content and rigor to prior assessments.
D. Remediation exams will take place any time before the start of the following Semester. The exact date of the remediation exam will be determined by the course coordinator, following interaction with the student(s) concerned. Students will receive I/F in the semester until they pass the remediation exam.
E. Students will be allowed to take up to maximum 2 remediation exam per semester with a maximum of 4 in the entire NTDP program.
F. The coordinator will require that certain criteria be met by students for eligibility to participate in the remediation process. These criteria include but are not limited to class attendance (if applicable), submission of a remediation plan, additional reading assignments, online completion of topic review activities, and any other stipulations set forth by the course coordinator.
G. Students will receive a grade of Incomplete F (IF) for the course until after the remediation

process is complete. At the completion of the remediation process, the final course grade will be given.

H. A passing score (determined by the course coordinator) on the remediation exam and in any faculty-assigned remediation activities will result in a satisfactory grade for the course.
I. The maximum course grade for students after a remediation exam is 70%
J. Students who are enrolled in a course that they have previously failed are not eligible to take the remediation examination.

K. If there were extenuating circumstances negatively impacting a student or class during the semester that caused their final grade to fall between 60 and 65%; the course coordinator could appeal to the Curriculum Committee, and or Academic Progression and Retention Committee for a one time exemption to remediate the failing course(s). Extenuating circumstances include but not limited to: 1. Death of an immediate family member (child, mother, father, brother, sister, wife, husband, grandfather or grandmother). The student will be required to present the death certificate proving the said death. 2. Active military duty/deployment with the certified document presented for review. 3. Hospitalization for an extended period (greater than 3 weeks continuously) with the appropriate documentation validating such activity 4. The student would have met the requirements stated in F above. 5. The student would have demonstrated successful progression (passing prior exams and quizzes) in the course prior to the extenuating event.

L. Removed for the NTDP program
M. Removed for the NTDP program

Professional Practice Experience Remediation

This remediation policy applies to the pharmacy practice experience within the context of THE COURSE. If the student receives an F (Fail) for an advance pharmacy practice experience, a remediation opportunity will be provided for the student to repeat the pharmacy practice experience as detailed below.

If the student in the NTDP Program fails an APPE Rotation, the student will have to repeat the APPE during the immediate Summer Semester and upon successful completion of the rotation he/she will be eligible for the December graduation.

A. While the student is in remediation, a grade of Incomplete will be assigned for the course.

B. If the remediation is successful, the student will receive a passing grade and be allowed to proceed with subsequent pharmacy practice experiences.

C. If the remediation is unsuccessful, the student will receive an F in the course and will have to repeat all pharmacy practice experiences affiliated with that course.

D. Students with one or more uncorrected failed rotation evaluations / grades at the end of the Advanced Professional Practice Experiential Program will be ineligible for graduation.

All preceptors are to be made aware of this policy, and it should be included in the Professional Practice Manual.

Approved by Faculty February 13, 2018
Revised January 12, 2021

Grade Appeal Policy for NTDP Program

If a student receives a failing grade from a course and he/she believes it is incorrect, he/she may appeal to the Program Manager in a formal email with copy to the Director of NTDP program.

The Program Manager within 5 business days will review the merits of the case and provide a recommendation to the student copying the Director of NTDP program of the decision.

The student may appeal to the Academic Dean in writing if dissatisfied. The Academic Dean will review the merits of the case within 5 business days of receiving the appeal, consulting with Director and Program Manager and the course coordinator if needed and respond to the student.

Should the student choose to appeal the grade further, the student may send a written appeal request to the Dean for consideration. The Dean will review the merits of the case consulting with Director of NTDP, the course coordinator, and chair (if needed) and respond to the student within 5 business days of receiving the appeal.

In the case of experiential grade appeals, the student will follow the same process, including the Director of Experiential Education as the first point of contact.

Appeal Process for Pharmacy Practice Experience

If a student would like to appeal a failure of their pharmacy practice experience (after speaking with the preceptor), then the following steps must be taken:

1. The student may schedule a meeting with the course coordinator to discuss their reason(s) for an appeal. The student should be prepared with any documentation available
2. If the student's appeal is unsuccessful, then the student may meet with the Director of Experiential Program, if different from the course coordinator. The student can then present any documentation as to why they are appealing the failure
3. Once meeting with the Director of Experiential Program, the decision made by the director will be final.

(Approved by Faculty on November 17, 2021. Effective Date: January 1, 2022)

The Nontraditional Doctor of Pharmacy Biomedical Preview Program

The Nontraditional Doctor of Pharmacy Biomedical Preview Program (PBP) is an extension of a similar program offered through the Center of Excellence (COE) to entry level Pharm.D student pharmacists which will be offered to first year Nontraditional Doctor of Pharmacy Program students starting fall 2021 semester.

The offering of the PBP program to NTDP students is structured to help students to overcome any deficiencies that they may have had in Biostatistics, Pharmacoepidemiology, and Biopharmaceutics areas in their prior pharmacy programs, and should assist students successfully matriculate through NTDP program.

The PBP is a self-paced online program which begins the Summer preceding the Fall semester of the P1 year and ends prior to orientation phase before formal classes begin.

The Biostatistics Review

For this portion of program, NTDP students will be provided access to a series of self-paced online biostatistics refresher modules. Assessments will be provided at the end of each module so that students can test their knowledge, identify areas of weakness, and repeat reviews in targeted areas. By the conclusion of this portion, students should be comfortable with key concepts, which are the building blocks for the pharmacoepidemiology course that they will take during the Fall semester.

The Biopharmaceutics Review

During the executive weekend, students will receive a total of four hours of review for biopharmaceutics. The sessions will be provided by the pharmacokinetics course coordinator and will cover any material needed to achieve a foundational understanding of concepts that will be necessary for success in the pharmacokinetics module.

The Pharmacoepidemiology Overview

This two-hour session will provide an overview of topics that will be covered during the Fall pharmacoepidemiology module. It will assist students with connecting biostatistics principles reviewed within the self-paced online modules with pharmacoepidemiology concepts.

Expectations of a Professional Student in a Non-Traditional Pharm.D. Program

Students in a pharmacy school invest a lot of time and finances to obtain their degree. It is important for the student to understand that there are certain expectations from students to be successful in the program. While the College has a responsibility to provide every opportunity for the students to learn, it is the student who needs to be motivated and prepare himself/herself to take this opportunity to learn. Students must be actively involved in the process of learning. If these expectations are not followed, they may be referred to PIFCC committee for an intervention. A general expectation from students in the Pharm.D. program is provided below:

1. Students are expected to know and follow all guidelines within the College of Pharmacy Student Handbook.

2. Students are expected to be trustworthy, responsible, and respect others.

3. Students are expected to attend all I-Care Lab sessions. They are responsible for keeping up with notes and other course learning materials and must be responsible for their own learning.

4. Students are expected to meet with instructors during posted office hours or schedule a meeting outside posted office hours if needed.

5. All students must strive to be positive role models to their fellow students.

6. They are expected to actively seek feedback from faculty and peers

7. Students are strongly advised to arrive 15 minutes early to any exams, quizzes, and labs.

8. The NTDP program is a rigorous program. Students must be prepared to commit maximum time to achievement of success. Unreasonable expectations will include exam extensions to accommodate work schedules, personal events, etc.

9. Students are expected to apply critical thinking skills when reviewing any topics or demonstrating skills within the lab courses.

10. Students should participate and engage fully in a small group discussion (I-Care Lab) and provide input during discussion

11. Students should familiarize themselves with the course material beforehand. If necessary, they should study any background material before lab sessions or their review of lecture recordings

12. If a student experiences any academic difficulty, he/she is strongly encouraged to seek guidance from the Academic Counselor and course instructor. He/she should not wait to seek guidance until the final grade has been issued.

13. Students should not request an extra credit assignment that is not listed in the course plan to improve their grades.

14. Students are required to be present for all examinations and other graded assessments. Any anticipated exam/assessment absences must be resolved prior to the exam/assessment with the course coordinator. Students must adhere to the policy written in the course plan.

15. Students should send requests for exam accommodations at the beginning of the semester or after any change in medical status to the Assistant Dean of Student Affairs or the Associate Dean for processing by Dean of Special Student Services

16. Students should continuously assess their personal performance (i.e., study habits, learning objectives, class attendance, mid-term grades, and any other issues)

17. All communications will be conducted via Howard University email. Students are expected to keep their email up to date and respond to emails within 24-48 hours.

18. Students are expected to know and work with their faculty advisors.

19. Any specific dress code required in an event or activities must be adhered to.

20. Students are not expected to use, post, or otherwise circulate any course related materials including syllabi, handouts, slide, examinations, quizzes, lecture recordings, or passcodes for

examinations to external persons or sites. They may not upload any course related materials onto internet or share with anyone other than members of the same class. Any deviation will be forwarded to the Professional Identity Formation Cultivation Committee (PIFCC) for further action.

21. Students are expected to respect diversity within the College. They must communicate in a manner that respects all individuals.

22. Students are expected to maintain confidentiality and a high ethical standard. They are expected to show compassion and empathy. They must accept responsibility, provide leadership, and act with integrity.

23. They must adhere to all guidelines for rotation sites and expected to follow instructions provided by the preceptors. They must arrive on time.

24. Students are expected to attend all scheduled sessions on time for the Experiential Orientation Days and informational meetings. Students should expect that penalties for lateness and/or absence without prior notice and approval will be at the discretion of experiential education staff.

25. Students are ultimately responsible for ensuring that their hours, grades, and evaluations for experiential rotations are appropriately documented in the online system utilized by the College.

26. Above all, students are expected to show honesty and integrity in all that they do. They must be responsible for their actions in all settings. During their entire study in the College of Pharmacy, they are likely to encounter compromising situations that can be challenging but they must deal each situation with the highest ethical standards and treat with proper candor.

(Approved by Faculty on November 17, 2021. Effective Date: January 1, 2022)

HOWARD UNIVERSITY COLLEGE OF PHARMACY
NON-TRADITIONAL PHARMD PROGRAM
STEP BY STEP GUIDANCE FOR ACADEMIC PROGRESSION AND CHART

1. Didactic / Experiential Modules

a. Students who perform poorly (<70%) on any assessment in a didactic module MUST

I. meet with NTDP Program Manager and Success Coach one-on-one

ii. These students are also highly recommended to attend COE tutorials

b. Students with an average overall score of less than 70% at midsemester evaluation will receive Mid-Semester Early Warning Letters from the Associate Dean of Academic Affairs. Students are reminded of withdrawal deadlines.

c. Students who obtain an average overall score of <70% at midsemester evaluation MUST

I. meet with NTDP Program Manager and Success Coach one-on-one

d. Final Assessment/ Evaluation. Process for students with an average score of <70% after the final assessment or evaluation is the following:

i. Student will participate with remediation if eligible.

- If remediation is successful, he/she will receive a grade of "C" for the module

- If the student fails remediation, he/she will be academically dismissed

ii. Students who are not eligible for remediation will fail the course.

Students in need academic advising at any time during the program, should follow the following steps:

1. Meet NTDP Program Manager to discuss and get guidance for improvement in the next exam.

2. Meet with the academic success coach: If you obtain an unsatisfactory grade at mid-semester, you must meet with the academic success coach who will communicate with you on a regular basis to monitor your progress, guide you to necessary materials/resources or send you to a faculty advisor for further input.

3. Meet with your faculty advisor who will advocate for you in any case that is necessary, will interact with instructors, administrators on your behalf and guide you academically.

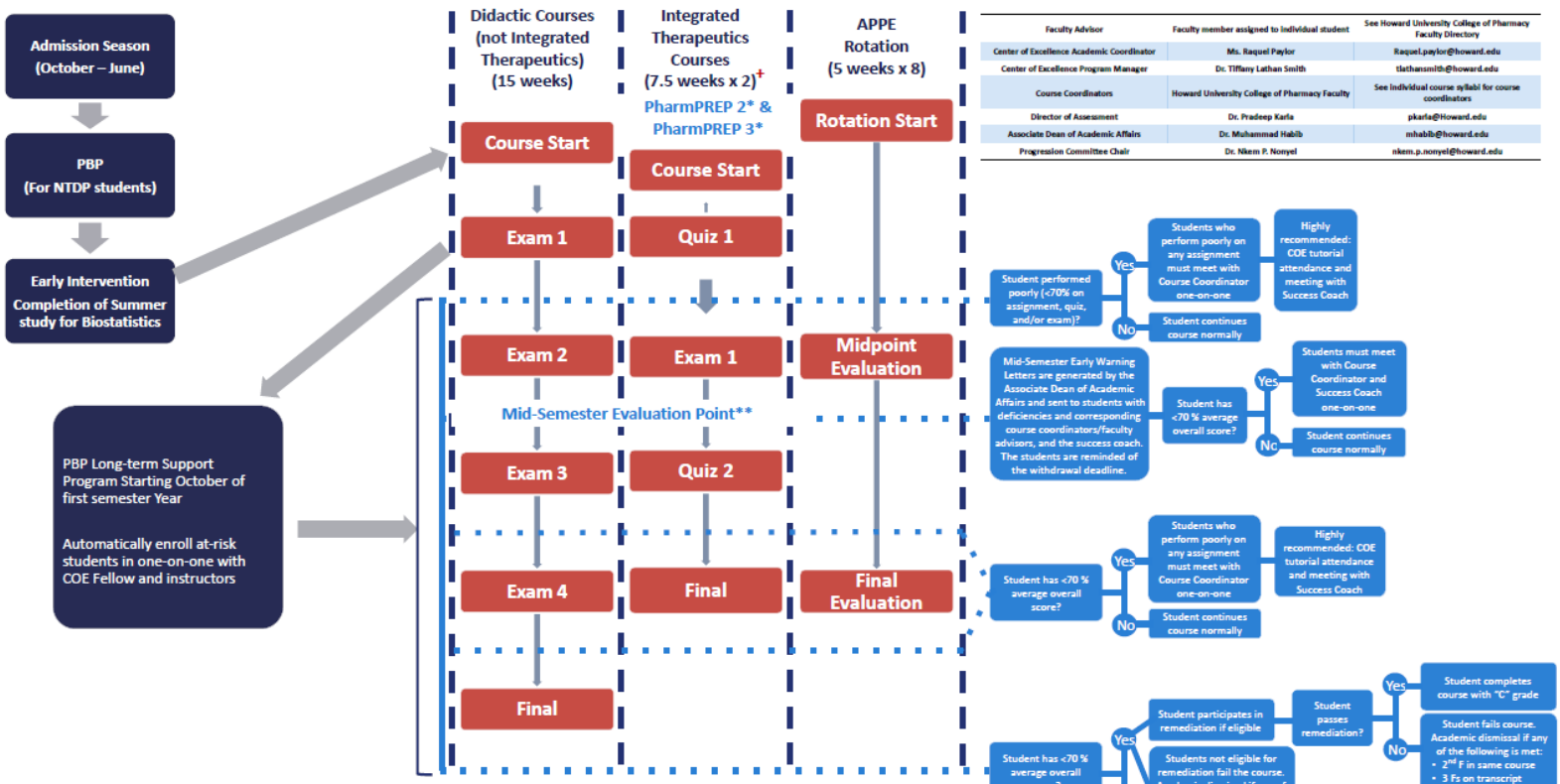
4. Attend tutorial offered by COE: Tutorial services are offered by the COE. If your performance is poor, it is highly recommended for you to attend tutorial sessions.

If the student needs guidance to make informed decision based on their academic performance, the student should meet with Associate Dean and NTDP Program Director to receive academic counselling for taking an informed decision moving forward. In addition, at the mid-point of a course an unsatisfactory performance letter will be sent to students accordingly.

Howard University College of Pharmacy

Program Progression and Retention Flowchart

Non-Traditional PharmD Program



Faculty Advisor	Faculty member assigned to individual student	See Howard University College of Pharmacy Faculty Directory
Center of Excellence Academic Coordinator	Ms. Raquel Paylor	Raquel.paylor@howard.edu
Center of Excellence Program Manager	Dr. Tiffany Lathan Smith	tlathansmith@howard.edu
Course Coordinators	Howard University College of Pharmacy Faculty	See individual course syllabi for course coordinators
Director of Assessment	Dr. Pradeep Karla	pkarla@Howard.edu
Associate Dean of Academic Affairs	Dr. Muhammad Habib	mhabib@howard.edu
Progression Committee Chair	Dr. Nkem P. Nonyel	nkem.p.nonyel@howard.edu

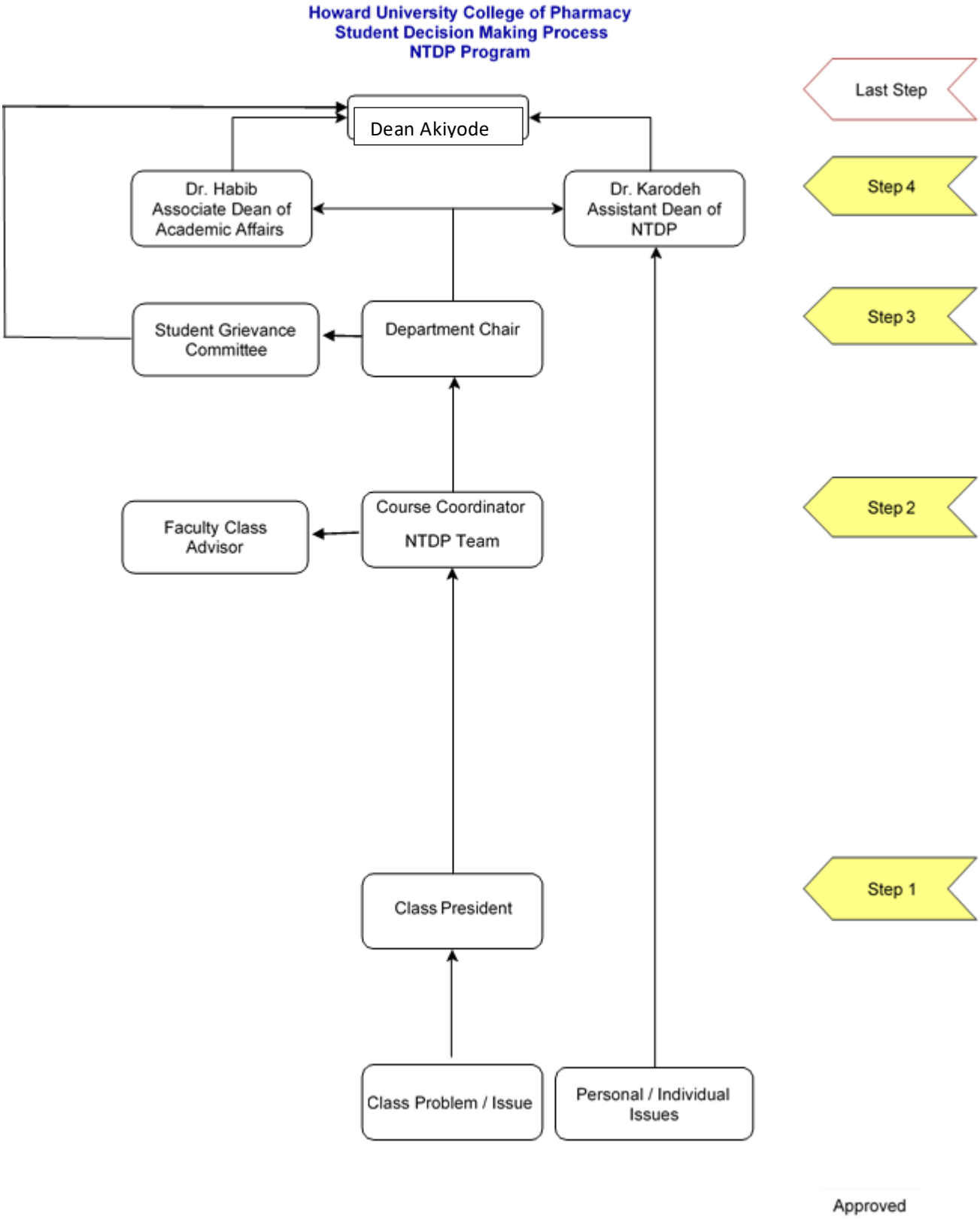
COE

*PharmPREP 2: focuses on preparation for IT1, IT2, IT3, & IT4 (offered to all students)

*PharmPREP 3: focuses on preparation for IT5, IT6, IT7, & IT8 (offered to all students)

Academic Affairs

**Mid-semester evaluation point will be halfway through the respective courses/modules; faculty advisors will be notified to intervene


Howard University College of Pharmacy
Student Decision Making Process
NTDP Program
Last Step
Dean Akiyode
Dr. Habib
Associate Dean of
Academic Affairs
Dr. Karodeh
Assistant Dean of
NTDP
Step 4
Student Grievance
Committee
Department Chair
Step 3
Faculty Class
Advisor
Course Coordinator
NTDP Team
Step 2
Class President
Step 1
Class Problem / Issue
Personal / Individual
Issues
Approved

SCHOLARSHIPS AND AWARDS
SCHOLARSHIPS

DEAN'S HONOR ROLL LIST

A Dean's list in the College of Pharmacy at Howard University is an academic award to recognize high achieving students at the end of each academic year.

Criteria

To be included in the Dean's list, a student must meet all of the following criteria:

1. Must complete at least 30 credits in the year with at least a 3.5 GPA and must be in good academic standing.
2. Must complete all required co-curricular activities
3. Must not have any final grades of F or I
4. Must not have any violation of academic integrity
5. Must not have any professionalism infractions

TRUSTEE TUITION SCHOLARSHIP

Students who earned a minimum grade point average of 3.50 for the previous academic year while enrolled full-time in the College of Pharmacy are eligible for consideration for Trustee Tuition Scholarships for the coming year. Note: *The required grade point average is NOT a cumulative grade point average. It is the academic year grade point average for the previous fall and spring semesters.* Selection for the scholarship and the amount to be awarded will depend on the amount of funds made available to the College of Pharmacy by the University and the number of students eligible for scholarship. The higher the GPA beyond 3.50 the better a student's chance is of receiving a tuition scholarship. The College of Pharmacy Financial Aid Committee will recommend students to receive Trustee Scholarships. The Dean makes final determination.

MORDECAI WYATT JOHNSON SCHOLARSHIP

Competition for the Mordecai Wyatt Johnson scholarship is university-wide. A total of seven tuition scholarships are usually awarded annually to:

Three (3) undergraduate students
Two (2) graduate students
Two (2) professional program students (Dentistry, Law, Medicine, Pharmacy)

To be eligible for consideration, a student must have a minimum grade point average of 3.50 and must be nominated by the Dean. Interested students may contact the Office of the Dean, for more information on this scholarship at (202) 806-6530. Decisions are made in June for the upcoming school year.

COE ACADEMIC EXCELLENCE/NIH SCHOLARSHIP

The purpose of the Academic Excellence Scholarship is to provide financial support to high achieving, qualified students from socially or economically disadvantaged groups as defined by the National Institutes of Health (NIH). Procedures and selection criteria?

DONOR SCHOLARSHIPS

Donor scholarships are funded by generous College of Pharmacy benefactors. The Donor Scholarship application is available at https://pharmacy.howard.edu/students/scholarships

Current College of Pharmacy Donor Scholarships: Maceo and Peggy Howard Scholarship, Evelyn Walker Armstrong/J.D. and Laurena Walker Foundation Endowed Scholarship, Spurling & Donald Clark Scholarship,

William C. Sanders Endowed Scholarship, College of Pharmacy Scholarship, Kenneth Scott Scholarship, Craig Ruffin SNPhA Endowed Scholarship, Yung Lee Chang Endowed Scholarship, Dr. Leonard Edloe Scholarship, and Dr. Minnie Baylor Scholarship, CVS Scholarship, Walmart Scholarship, and Walgreens Scholarship.

The University requires that every donor scholarship recipient submit several items (e.g. 'Thank You letter for donor, 4x6 professional headshot, resume and donor report form) before the funds are disbursed to the student's account. Please contact the College of Pharmacy Financial Aid and Awards Committee Chair Dr. Jessica Lyons (jessica.lyons@howard.edu)) or check the web page at pharmacy.howard.edu for application submission deadlines and more information.

WHO'S WHO AMONG STUDENTS IN AMERICAN COLLEGES AND UNIVERSITIES

The Who's Who program recognizes the achievements of college and university students. Participation in the school and campus-wide activities as well as community activities is emphasized. Applications for the Who's Who program may be obtained from the Student Affairs Office, Room 106. The applications are reviewed and ranked for Howard University by a nominating committee composed of faculty and students and the selections are forwarded to the Who's Who program office in Tuscaloosa, Alabama

STATE GRANT/SCHOLARSHIP PROGRAMS

Applicants wishing to learn about state grant/scholarship programs should write directly to the Department of Higher Education in the state of their legal residence.

District of Columbia residents may obtain state grant applications from the University's financial aid office. Applications are generally available after April 15 for the coming school year, and should be submitted to the financial aid office for processing by May 15.

SENIOR AWARDS [1]

Qualified students of the graduating class are selected each year by the College of Pharmacy Financial Aids and Awards Committee and voted upon by the COP faculty to receive cash awards, plaques or certificates. The awards are in recognition of exceptional academic performance or for outstanding service to the College or the community and are presented during Commencement Week each year. The awards include, but are not limited to the following:

Adom Excellence Award 1 – For a graduating student pharmacist who has exhibited superiority in Integrated Therapeutics I lecture course and has demonstrated professional qualities of competency and compassion.

Adom Excellence Award 2 – For a graduating student pharmacist who has exhibited superiority in Integrated Therapeutics II lecture course and has demonstrated professional qualities of competency and compassion.

Adom Excellence Award 3 – For a graduating student pharmacist who has exhibited superiority in Integrated Therapeutics III lecture course and has demonstrated professional qualities of competency and compassion.

American Society of Consultant Pharmacy – For a graduating student pharmacist who has advocated, served, and/or supported older adults in a profound way.

American Pharmacists Association Academy of Student Pharmacist (APhA-ASP) Chapter Recognition Award – For outstanding service to the chapter.

Black Apothecary Award – For a graduating student pharmacist who has provided great contribution to the student-run newsletter which includes the management, creation and sustainability of the newsletter.

Capital City Pharmacy Medical Reserve Corp – For a graduating senior pharmacist (s) who served on the MRC advisory board during their tenure at Howard University.

Center of Excellence Dedication and Superior Leadership – For a graduating student pharmacist who has exemplified excellence throughout their academic career and contributed significantly to the programs of the College of Pharmacy in a leadership role.

Center of Excellence Outstanding Service and Dedication Award – For a graduating student pharmacist who has exemplified excellence throughout their academic career, and contributed significantly to the programs of the College of Pharmacy and Center of Excellence in their role in service or recruiting activities.

Center of Excellence Outstanding Senior Research Award – For the graduating student pharmacist who has exemplified excellence throughout their academic career and contributed significantly to the research program of the College of Pharmacy and Center of Excellence.

Charles M. van der Horst Leadership Award – for individuals who demonstrate sacrificial service going above and beyond the call of duty.

College of Pharmacy Faculty Award – For a graduate who has demonstrated outstanding leadership in initiating, organizing and participating in college, university and community activities.

Courageous Leadership Award – For a graduating student pharmacist who have provided courageous leadership in an effort to advance the pharmacy program, and improve the educational experience and culture at Howard University College of Pharmacy (Sponsored by the Dean).

Courageous Leadership Group Recognition Award – Presented to a group of graduating student pharmacists who have provided courageous leadership in an effort to advance the pharmacy program, and improve the educational experience and culture at Howard University College of Pharmacy (Sponsored by the Dean).

Dean Chauncey I. Copper Memorial Award – For the second highest ranking graduating student pharmacist.

Dean's Leadership Award – To recognize 4 graduating student pharmacists who have provided leadership in the role of class president for the graduating class during each year of matriculation in the Doctor of Pharmacy Program (Sponsored by the Dean).

Dean Wendell T. Hill, Jr. Memorial Award – For the highest-ranking graduating student pharmacist.

Department of Pharmaceutical Sciences Faculty Award – For a graduating student pharmacist who exhibits superior scholastic achievement in all courses in the Department of Pharmaceutical Science courses and made significant contributions to the Department of Pharmaceutical Sciences.

Excellence in Public Health Pharmacy Practice Award-USPHS Award – For a graduating student pharmacist who has contributed significantly to programs and initiatives that support the philosophy and goals of the United States Public Health Service

Facts & Comparisons Award of Excellence in Clinical Communications – For a graduating student pharmacist who has demonstrated superior verbal and written clinical communication skills and is in the top 25% of the class.

Floyd L. White and Narendra J. Shah Memorial Pharmaceutics Award – For a graduating student pharmacist, who in the opinion of the College of Pharmacy faculty, represents the best potential to be a

practitioner and who is in the top 25% of the class in all Laboratory courses in the Department of Pharmaceutical Sciences.

Iranian Pharmaceutical Association AVICENNA Award – For a graduating student pharmacist who has demonstrated superior performance in the Pharmaceutical Care II (lecture and laboratory, including IV lab) course and has demonstrated professional qualities of competency, compassion and common sense. Also he/she is in the top 5% of the class. Needs confirmation with Dr. Karodeh.

Kappa Psi Pharmaceutical Fraternity, Inc. – District of Columbia Graduate Chapter Award - For a graduating student pharmacist who has exemplified leadership. This has been achieved, but not limited to, fellowship within the school and the community, scholarship throughout matriculation in the Doctor of Pharmacy program and high ideals (Sponsored by District of Columbia Graduate Chapter of Kappa Psi Pharmaceutical Fraternity, Inc.)

Merck Award – For a graduating student pharmacist who has demonstrated superior scholastic achievement in all Biomedicinal Chemistry courses.

Mylan Excellence in Pharmacy Award – For a graduating student pharmacist who demonstrated superior proficiency in the provision of drug information services, high professional motivation, the intent to enter practice upon graduation and is in the top 25% of the class.

Nontraditional Doctor of Pharmacy Degree Program's Professional Practice Experience Recognition Award – For a graduating pharmacist who has demonstrated superiority in meeting and performing professional practice experience requirements and contributing to the growth and development of his/her practice sites, in the Nontraditional Doctor of Pharmacy Degree (NTDP) Degree Program.

Nontraditional Doctor of Pharmacy Degree Program's Recognition Award – For the highest-ranking graduating pharmacist in the Nontraditional Doctor of Pharmacy Degree (NTDP) Degree Program

Pipeline Program Award – For a graduating student pharmacist who exemplified excellence in participation and dedication to more than one of our pipeline grant programs. This student is a testament to the success of the Howard University Health care pipeline programs.

Professionalism Award – For a graduating student pharmacist who has embodied professionalism by demonstrating accountability, a sense of duty, regard for mankind, competence, ethics, and the pursuit of excellence in service to the college and overall community. (Sponsored by Walmart)

Professor Samuel M. Heman-Ackah Memorial Award – For the third highest ranking graduating student pharmacist.

TEVA Pharmaceuticals Outstanding Student Award – For a graduating student pharmacist who in the opinion of the College of Pharmacy Faculty excels in the study of pharmacy. (Sponsored by TEVA Pharmaceuticals)

Theodore B. Zalucky Memorial Pharmaceutics Award – For a graduating student pharmacist who displayed superior scholastic achievement in pharmaceutics course sequence. (Sponsored by the COP Faculty)
Valedictorian – For the student with the highest GPA in the class will be awarded the valedictorian. The student must not have any professionalism infractions during their pharmacy education at Howard University. The student must also have commenced the program with the entry class four years prior.

Washington D.C. Pharmaceutical Association Recognition Award – For a graduating student pharmacist who has demonstrated superiority in professional practice in the community, good citizenship, honorable service to the college, and involvement in professional associations (Sponsored by Washington D.C. Pharmaceutical Association).

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[1] ***Senior awards are subject to change based on award availability***.

HONORS DESIGNATION

In addition to the completion of all co-curricular activities, absence of F or I grade, absence of violation of academic integrity and/or professionalism infractions; a student is recognized with the following Latin scholastic distinction as designated below at graduation--

Cum Laude *– for graduating student pharmacist with Grade Point Average (GPA) of 3.50-3.70*

Magna Cum Laude *– for graduating student pharmacist with Grade Point Average (GPA) of 3.71-3.85*

Summa Cum laude *– for graduating student pharmacist with Grade Point Average (GPA) of 3.86-4.00*

FINANCIAL AID INFORMATION[1]

For detailed information on financial aid programs and policies at Howard University, please refer to the University's **Financial Aid Handbook** available online at www.howard.edu**,** and to **The Student Guide** published annually by the U.S. Department of Education. Copies of both publications may be obtained from:

Office of Financial Aid and Student Employment
Howard University
Mordecai W. Johnson Administration Building, Room 205,
2400 Sixth Street, NW
Washington, D.C. 20059
Telephone: (202) 806-2820
Fax: (202) 806-2818

TYPES OF FINANCIAL AID

Applicants seeking financial aid may be considered for loans, grants, scholarships and student employment (descriptions of these programs are provided in the Financial Aid Handbook). The following types of financial aid are available to students:

- Direct Stafford Loans
- Health Professions Student Loans (HPSL)
- Howard University Student Employment Program
- Federal Work Study Program

APPLICATION PROCEDURES

There is a great demand for financial aid at Howard University. Consequently, the earlier your request is processed, the better your chances of getting financial aid. All students seeking financial aid must submit the Free Application for Federal Student Aid (FAFSA) each year. List Howard University as the school you wish to attend and mail in the envelope found in the application package. This should be done after January 1 but early enough for applications to be received at Howard University by the February 15 priority date.

1 Extracted in part from the "Financial Aid Handbook," printed by the Howard University Office of Financial Aid and Student Employment.

NOTE: Parents' confidential financial information **must** be included on the FAFSA for consideration for the Health Professions Student Loan (HPSL) and Scholarships for Disadvantaged Students (SDS). **This is mandatory regardless of the student's dependency status.** The student must provide parent's income and other information in the appropriate sections of the FAFSA. If parents are deceased, formal documentation must be provided.

PRIVATE LOANS

Several commercial banks have loan programs that will provide substantial funds toward tuition and living expenses. Private loan applications are available in the Office of Financial Aid and Student Employment.

HOWARD UNIVERSITY STUDENT EMPLOYMENT PROGRAM (HUSEP)

Contact the Office of Financial Aid and Student Employment, Mordecai W. Johnson Building, Room 205, telephone (202) 806-2820.

All Howard University students receiving financial assistance under this program must adhere to the following policies governing student employment:

- No student can work in excess of 40 hours per week, or more than 8 hours on any day.)
- The Office of Financial Aid and Student Employment determine the maximum number of hours a particular student can work.
- All students enrolled in the HUSEP program must maintain satisfactory academic progress.

FEDERAL WORK-STUDY PROGRAM

The Federal Government funds the Federal Work-Study Program. Guidelines for the Work-Study Program are the same as for the HUSEP. For further information, please contact the Office of Financial Aid and Student Employment at (202) 806-2820.

SATISFACTORY ACADEMIC PROGRESS

To maintain eligibility for financial aid, students must meet **Satisfactory Academic Progress** requirements. Information on these requirements may be obtained from the Office of Financial Aid and Student Employment or from the Financial Aid Handbook**.** In general, a student must have a minimum grade point average of 2.50 and earn a sufficient number of credit hours each year to demonstrate satisfactory progress.

FINANCIAL AID - RIGHTS AND RESPONSIBILITIES

Rights:

- You have the right to privacy. All records and data submitted as part of your application for financial aid will be treated as confidential information.
- You have the right to know what financial aid programs are available at Howard University.
- You have the right to a complete explanation of the award process. This includes deadlines for submission of applications, how your financial need is determined, the amount of aid you will receive, types of programs included in your financial aid package, and how aid is disbursed.
- You have the right to know the University's Satisfactory Academic Progress policy.
- You have the right to know the University's refund policy.
- You have the right to obtain information about the University's drug prevention policy.

Responsibilities:

You are responsible for the following:

- Reading and understanding all forms and agreements that you sign.
- Following all directions carefully.
- Submitting honest and accurate information regarding your financial circumstances.

- Being aware of University policies as they pertain to you and your financial aid. These include, but are not limited to, University refund policies, criteria for satisfactory academic progress, and policies regarding withdrawal from classes. This information may be found in the Howard University Bulletin.
- Submitting required documents in a timely fashion.
- Signing and returning a copy of your award letter, indicating acceptance or rejection of the awards offered.
- Signing a promissory note and a statement of rights and responsibilities when you receive a student loan.
- Responding to any correspondence from the Office of Financial Aid and Student Employment within specified deadlines.
- Reporting any changes in your financial or student status. This includes reporting any additional funds that you are awarded and any changes of name or address.
- Resubmitting your application for aid each year. Contact the Office of Financial Aid and Student Employment (202) 806-2820, in December of each year for application information and forms as necessary. Aid is awarded on a first-come first-served basis, so the FAFSA should be mailed as early as possible in January to meet the February 15 priority date.

NOTE: Care has been taken to ensure the accuracy of this information. However, the information is susceptible, to unintended error and is subject to changes in Federal, State, and institutional policies without prior notice. Contact the Howard University Financial Aid Office for updated information on financial aid.

STUDENTS WHO HAVE ATTENDED OTHER POSTSECONDARY INSTITUTIONS

If you have previously attended another postsecondary institution and will begin or resume your studies at Howard University in the Spring Semester or a Summer Session, you are required to submit a financial aid transcript(s) from each postsecondary institution previously attended. This requirement applies to new students as well as former students returning. The financial aid transcript requirement no longer applies to new or former students who will begin or resume their studies in the Fall Semester.

INTERNATIONAL STUDENTS

The Office of International Student Services provides the following services for international students attending the College of Pharmacy.

Counseling/Advising - International student advisors are available to counsel students about their concerns (financial, personal, immigration, etc.). The advisors also make appropriate referrals.

Programs - During the school year, the Office sponsors a variety of programs highlighting the cultural diversity on campus. The Office works with the international student organizations in providing programs. In addition, the Office offers an orientation program at the beginning of each semester.

Immigration Status- ***It is each student's responsibility to maintain legal immigration status at all times.*** The Advisors provide up-to-date information and assistance on immigration matters. The Office also has all the necessary immigration forms to maintain legal status, apply for employment, etc.

Financial Forms - The office issues an official letter of estimated expenses, which many students need to have funds remitted from their countries. The advisors also sign forms for scholarship and loans from international agencies and foreign governments.

Publications - The Office publishes an International Student Handbook, which provides information on a variety of topics of special interest to international students, a quarterly International Student Newsletter, and monthly updates.

For further information, please contact the Office of International Student Services at (202) 806-2777 or 806-2775.

Immigration Services - In order to maintain legal status in the United States, immigration regulations require that international students maintain full-time registration each semester; and that their passports are valid for at least six months.

Off-Campus Employment - There is a special provision concerning off-campus employment, which is a required part of an academic program. This provision has a direct effect on Pharmacy students who are required to satisfy professional practice requirements in the third summer and the last year of their program. Permission to work off-campus must be obtained from the Immigration and Naturalization Service through the Office of International Student Services.

Cultural Adjustment - Persons moving from one culture to another must make many adjustments. Sometimes these adjustments are difficult and cause distress and anxiety. While these adjustments are normal, living in a different culture and country can have a negative effect on the levels of distress and anxiety experienced. The University provides services through the University Counseling Services, the Office of International Student Services, and the Office of Student Affairs in the College of Pharmacy to assist the students in college. Since international students traditionally do not readily seek counseling, we are encouraging you to contact these offices for assistance. The advisors are very sensitive to the needs and concerns of international students.

It is advisable to discuss issues of concern in their early stages before they become problems and negatively impact academic progress and overall well-being. The Office of International Student Services is located in Room G-10 of the Johnson Administration Building. The telephone number is (202) 806-2777 or 806-2775.

COLLEGE OF PHARMACY STUDENT LIFE

COLLEGE OF PHARMACY STUDENT COUNCIL

The College of Pharmacy Student Council serves professional students in the College of Pharmacy. Officers of the Student Council represent the College of Pharmacy in the Graduate Student Assembly of the University and serve as an intermediary between the administration and the student body in non-academic matters. The College of Pharmacy Student Council also receives the College's allocation of funds for its professional students and re-allocates the funds to recognized/approved professional student organizations to assist with College related activities as provided by the Council's constitution.

Elections for the College of Pharmacy Student Council are held each year in accordance with the council's constitution.

CLASS OFFICERS

Officers, who will be elected each year in accordance with the constitution of the class organization, must represent each class within the College of Pharmacy. The officers will represent the class in non-academic matters, will coordinate class activities and will ensure that class responsibilities are carried out.

CLASS ADVISOR RESPONSIBILITIES

Class Advisors are appointed from the faculty for each entering class and will remain in that capacity until the class graduates.

- Serve as Class Advisor for all four years until the class graduates.
- Develop and maintain an open and responsive communication channel, using the class-specific email list to share important updates, emphasizing scholarship and internship opportunities, as well as other student support resources.
- Establish and announce special Office Hours for advising and counseling students on their personal and academic needs, while also encouraging students to utilize their assigned faculty advisor primarily.
- Attend class meetings to assist with decision making and meet with the class whenever requested by the Class President in writing.
- In coordination with the Class President, schedule a minimum of one meeting per semester with the whole class specifically dedicated to providing personalized support, checking on student well-being, and encouraging academic progress.
- Report all pressing issues and concerns to the Assistant Dean of Student Affairs and the Associate Dean of Academic Affairs immediately.
- Assist in making travel arrangements and attend all educational trips of the class (i.e.: Association Visits, University Convocations, etc.).
- In collaboration with the Class Officers, work to foster a sense of community and belonging within the class through team-building activities and social events.
- Collaborate with the Office of Student Affairs to promote student engagement initiatives and events.
- Serve as the Marshal of the College of Pharmacy during the Commencement Exercises when the class graduates.
- In coordination with the Class President and Assistant Dean of Student Affairs, assist in planning and scheduling the class activities during the Commencement Week.
- Supervise all class elections to ensure a fair and transparent process.
- Work closely with the Office of Student Affairs to identify and address any systemic issues impacting student success and satisfaction by attending quarterly Class Advisor meetings with the Assistant Dean of Student Affairs.
- Perform any other duties assigned by the Office of the Assistant Dean pertaining to the class.

STUDENT ORGANIZATIONS

STUDENT LEADER REQUIREMENT

To be eligible for any student leadership position within the College, students must remain in good academic standing and meet the following criteria:

1. Maintain a minimum GPA of 2.50 or higher.
2. Not be on academic probation.
3. Uphold the College's Code of Professionalism Conduct

The final Spring GPA will be used to determine eligibility for leadership positions during the student elections held in the Spring semester. Additionally, there will be an additional review of academic standing in the Fall semester to ensure continued eligibility.

If a student does not meet the GPA of ≥2.50 and/or they are placed on academic probation, they will be considered ineligible for a leadership position. As such, ineligible students will be required to vacate their positions and with oversight of the Faculty Advisor, the student organization will work to fill the vacant position. If during the same academic year of the elected position, the student's GPA rises above 2.50 and/or no longer on academic probation, they will not be reinstated into their previously held position. However, the student is encouraged to run for leadership opportunities during the next election cycle (generally held in the Spring semester), provided they meet the eligibility criteria as stated above.

In addition, a student leader that violates the College's Code of Professionalism Conduct, at any time, may be removed from their leadership position(s) and may be ineligible for future leadership opportunities.

Updated 3/20/2024

STUDENT ORGANIZATION FACULTY ADVISOR RESPONSIBILITIES

All student organizations are required to have at least one on campus advisor. On campus advisors must be current members of Howard University's faculty or staff who agree to mentor student organizations on their purpose and operation throughout the school year. They serve as a liaison between the university and organization interpreting university policy and procedures. They are also an integral part of ensuring the organization's success and longevity on Howard University's campus.

The Advisor's major responsibilities are as follows:

1. To assist the organization in finding optimal ways of implementing its programs.
2. To serve as a role model and mentor to the organization and its individual members.
3. To keep the organization abreast of university policy and to assist in ensuring that the organization is in compliance with all university policies.
4. To periodically meet with the organization to stay informed of its activities.
5. To verify that the leadership and membership of the organization are enrolled students in good academic standing.
6. To stay for the duration of functions sponsored by the organization and to identify/provide a suitable replacement from the University, if unable to attend or stay for the duration.
7. To represent the organization when required by the University or overall best interest.
8. To be kept abreast of all paperwork, transactions, financial obligations concerning the organization

and sign/approve (as necessary).

Qualities of a Good Advisor

- They adhere to the responsibilities above
- They encourage members to implement their ideas
- They strongly encourages academic achievement
- They advise/lead the group without taking over or being in charge
- They hold themselves as well as members accountable for the organization's successes and failures.

STUDENT ORGANIZATIONS DESCRIPTIONS

AMERICAN COLLEGE OF CLINICAL PHARMACY (ACCP)
Faculty Advisor: Dr. Monika Daftary, 202-806-5090

ACADEMY OF MANAGED CARE PHARMACY (AMCP)
The Howard University Student Chapter of the Academy of Managed Care Pharmacy provides students with the tools and resources to begin a rewarding career in Managed Care Pharmacy. AMCP's goal is to empower its members to serve society by using sound medication management principles and strategies to improve health care for all. The principles of managed care are based upon the use of scientific evidence to achieve healthy outcomes while making the best use of money spend on medications and their management.
Faculty Advisor:

AMERICAN PHARMACISTS ASSOCIATION ACADEMY OF STUDENTS OF PHARMACY (APHA-ASP)
The Howard University student branch of the Academy of Students of Pharmacy of the APhA was established in 1972. The principal objective of this organization is to serve as a liaison between the pharmacy student body and the American Pharmacists Association. Members receive professional journals and newsletters and are provided opportunities to participate in projects and meetings of the college branch and of the national organization.
Faculty Advisor: Dr. Sha-Phawn Williams

AMERICAN SOCIETY OF CONSULTANT PHARMACISTS (ASCP)
American Society of Consultant Pharmacists (ASCP) student membership provides students with the tools they need to begin a successful career in senior and long term care. The student chapters are focused on providing information to students on employment, providing information on consultant senior care and long term care, as well as information on starting their own practice.
Faculty Advisor: Dr. Krishna Kumar, 202-806-6540

AMERICAN SOCIETY OF HEALTH-SYSTEM PHARMACISTS (ASHP)
Howard University College of Pharmacy, Nursing and Allied Health Sciences is in its initial phase of establishing a student chapter for the American Society of Health-System Pharmacists (ASHP). This component of the ASHP is known as "ASHP Pharmacy Student Forum". The goals of this association include:

- ✓ Increasing the knowledge of students about careers and trends in pharmacy practice;
- ✓ Improving organizational and leadership skills of students (especially practice-focused);
- ✓ Increasing student involvement in the policy development process of ASHPs; and,
- ✓ Increasing cooperation among Pharmacy Schools, ASHP affiliates State Chapters, and in addressing the needs of students in the aforementioned areas.

Faculty Advisor: Dr. Nicholas Rebold

BLACK APOTHECARY
Pharmaceutical publishing is an area of pharmacy that is rarely explored and highly rewarding. A lot of cultures and tradition have survived on ink and paper and this is what we hope to achieve here with the Black Apothecary, survival of our traditions and cultures at Howard University College of Pharmacy and also be a voice amongst students, faculty and the outside world.
Faculty Advisor: Dr. Monika Daftary, 202-806-5090

CAPITAL CITY PHARMACY MEDICAL RESERVE CORPS (CCPMRC)
Faculty Advisor: Dr. La'Marcus Wingate

COLLEGE OF PHARMACY STUDENT COUNCIL (CPSC)
Faculty Advisor: Dr. Donovan Griffin-Blake

COLLEGE OF PSYCHIATRIC & NEUROLOGIC PHARMACISTS (CPNP)
The Howard University Chapter of College of Psychiatric & Neurologic Pharmacists (CPNP) was established in 2011. Our mission includes providing information and tools that prepare pharmacy students to evaluate and prepare for a career in psychiatric and neurologic pharmacy. Members of CPNP enjoy the benefit of receiving education opportunities through the CPNP Annual Meeting and CPNP University, job and residency opportunities. Members also receive current industry and psych/neuro specialty news through the CPNP e-news distributed exclusively to CPNP members.
Faculty Advisor:

DRUG INFORMATION ASSOCIATION
Faculty Advisor: Dr. Simon Wang

HOWARD UNIVERSITY STUDENT PHARMACISTS OUTREACH TEAM (HUSPOT)
Howard University Student Pharmacists Outreach Team (HUSPOT), founded in 2007, is a dynamic organization made up of student pharmacists dedicated to providing pharmaceutical care to under-served and under-privileged communities. The unique aspect of this dynamic organization is that it is the only one of its kind. HUSPOT was founded and is currently sustained solely for the purpose of giving back. One of the highlights of our service-based agenda is our annual international mission trip in which Howard University pharmacy students along with students from the Howard University Medical School have aided in medical relief efforts in countries such as Nigeria, Haiti, and Ecuador. HUSPOT members understand that it is important to take the legacy, mission, and vision of HUSPOT beyond the four walls of the Howard University College of Pharmacy into our daily lives as student pharmacists and ultimately as practicing pharmacists.
Faculty Advisor: Dr. Simeon Adesina, 202-865-0401

INDUSTRIAL PHARMACISTS ORGANIZATION (IPhO)
Industrial Pharmacists Organization (IPho) is the only pharmacy organization dedicated exclusively to advancing the careers of industry based pharmacists. IPhO accomplishes this by: Providing timely and relevant information that is vital to our members; Raising awareness among employers and industry executives about the role that industry pharmacists can play in drug development and appropriate medication use; Providing targeted resources and coaching to enhance members' continuing education and professional development; Creating opportunities for members to network and exchange ideas with their industry pharmacist peers; and, Providing access to attractive and relevant employment opportunities available in the industry.
Faculty Advisor: Dr. Earl Ettienne, 202-806-4209

KAPPA EPSILON FRATERNITY (KE)
The Alpha Pi Chapter, Kappa Epsilon Fraternity, Inc., was established in the School of Pharmacy in 1984. Its objectives are to: unite women students in pharmacy; cooperate with the faculty of the College of Pharmacy where chapters are established; stimulate in its members a desire for high scholarship; foster a professional consciousness; and provide a bond of lasting loyalty, interest and friendship among its members
Faculty Advisor: Dr. Yolanda McKoy-Beach, 202-806-6062

KAPPA PSI FRATERNITY (KP)
The Delta Kappa Chapter, Kappa Psi Fraternity, is the oldest and largest pharmaceutical fraternity in the United States. Many of the past and present leaders in pharmacy are members of Kappa Psi. The fraternity seeks and offers membership to men and women who desire to: Participate in activities that promote and advance the profession of pharmacy; Develop and maintain pride in the fraternity and the profession of pharmacy; and,
Develop and participate in college and community programs.
***Faculty Advisor**:*

NATIONAL COMMUNITY PHARMACISTS ASSOCIATION (NCPA)
National Community Pharmacists Association (NCPA) student membership provides students with the tools they need to begin a successful career in independent pharmacy. NCPA is dedicated to the continuing growth and prosperity of independent retail pharmacy in the U.S. The student chapters provide a unique opportunity to learn more about the many rewarding career opportunities available in independent pharmacy. Other benefits of student membership include eligibility for NCPA student loans, scholarships and free registration at all NCPA national meetings.
Faculty Advisor:

PHARMACY INITIATIVE LEADERS (PILs)
The PILs program was founded in May 2013 and is a mentoring and ambassador association made up of upper-class student pharmacists who provide mentoring to pre-pharmacy level and P1 level students.
Faculty Advisor: Mr. Marlon Prince, 202-806-6533

PHI LAMBDA SIGMA (PLS)
Phi Lambda Sigma Pharmacy Leadership Society is a professional organization that recognizes and honors the leadership achievements of Pharmacy students and faculty. The Beta Rho chapter of Phi Lambda Sigma was chartered in May 2001. Second, third and fourth year students who have demonstrated exemplary leadership to the School, University, and community are eligible for nomination and membership.
Faculty Advisor: Dr. Ebony Evans, 202-806-1595

RHO CHI NATIONAL PHARMACY HONOR SOCIETY
Beta Sigma is the Howard University Chapter of the Rho Chi National Pharmacy Honor Society, which was established in the School of Pharmacy in 1960 to promote the advancement of the pharmaceutical sciences through the recognition and advancement of sound scholarship. High standards of intellectual and scholarly attainment are required for election to membership in Rho Chi.
Faculty Advisor: Dr. Emmanuel O. Akala, 202-806-5896

STUDENT NATIONAL PHARMACEUTICAL ASSOCIATION (SNPHA)
The Howard University Chapter of the Student National Pharmaceutical Association (SNPHA) was established in 1972 by two student from Howard University (Sharon Rockmore) and Florida A&M University (John Scrivens). The principal objective of this organization is to provide a forum for minority pharmacists in the communities they serve.

Faculty Advisor: Dr. Ebony Evans

STUDENT ORGANIZATION REQUEST TO USE COP FACILITIES & CLASSROOMS AFTER 5 PM

The chapter faculty advisor or faculty designee must be present during all after-hours and weekend organization events. All requests for use of COP facilities during non-work hours must be done so by first confirming classroom availability with the College of Pharmacy Student Council officer. Reservations and approvals for the use of Annex III-Room 117 requires approval from the Dean's Office. For weekend events, the organization's chapter advisor must then submit a written request for after-hours building access along with confirmation of his/her supervision of the event to the administrative assistant in the Dean's Office. The chapter must receive a letter from the Dean's Office approving the event along with a copy of the after-hours access letter sent to the University's Campus Security Office for confirmation of approval to host an event on the weekends. Both letters must be kept on-hand during the event for possible presentation to the university's security officers.

PROFESSIONAL FEE USAGE POLICY

Purpose

Students enrolled in the Howard University College of Pharmacy (HU COP) pay a Professional Fee per semester to cover expenses associated with student educational resources as well as student organizational funding to ensure adequate college representation at the regional and national level. The HUCOP Professional Fee is $200.00 per semester.

Definitions

- HU COP: Howard University College of Pharmacy
- Student Educational Resources: Resources made available to aide in the learning and professional training of pharmacy students. These resources include but are not limited to Exam Master, Access Pharmacy, Core Elms, Core CompMS, ExamSoft, After Hours Access Building Security, PharmacyLibrary.com
- Chapter: The specific School/College of Pharmacy for which the student organization represents. (i.e., Howard University Chapter of the _____)
- Chapter Advisor: The faculty member appointed to oversee student organizational chapter activities.
- Student Organization: All student-related professional organizations associated with the pharmacy profession
- Executive Committee: The leadership of the student organization chapter comprised of the officers and under the advisement of the chapter advisor.
- President: The student elected to serve as the President of the student organization chapter.
- Counseling Competition Competitor: The student competing in the national patient counseling or clinical skills competition to represent the student organization chapter.
- Delegate: The student representing the chapter during the legislative session of the regional and annual meetings

- Tier: The tier designates the level of funding for each student organization and is based on the chapter activities.
    - Tier 1: No annual meeting
    - Tier 2: One annual meeting
    - Tier 3: Multiple annual/regional meetings
- Annual Meeting: National meeting of the professional organization held once a year that requires representation from Colleges of Pharmacy across the country.
- Midyear Regional Meeting: Regional meeting of the professional organization held once a year that requires representation from Colleges of Pharmacy classified as belonging to specific regions across the country. Howard University College of Pharmacy is in Region 2.
- Base: A minimum funding amount provided to all student organizations to assist with covering expenses associated with the standard chapter activities. (i.e., community outreach supplies, marketing supplies for chapter events, member chapter involvement incentives)
- HUSPOT: Howard University Student Pharmacists Outreach Team
- Black Apothecary: Black Apothecary
- AAPS: American Association of Pharmaceutical Sciences
- ACCP: American College of Clinical Pharmacy
- AMCP: Academy Of Managed Care Pharmacy
- DIA: Drug Information Association
- KE: Kappa Epsilon Fraternity
- KP: Kappa Psi Fraternity
- NCPA: National Community Pharmacists Association
- PDC: Phi Delta Chi Fraternity
- CPNP: College Of Psychiatric & Neurologic Pharmacists
- ASCP: American Society Of Consultant Pharmacists
- Rho Chi: Rho Chi National Pharmacy Honor Society
- Pharmacy Initiative Leaders
- PLS: Phi Lambda Sigma
- ASHP: American Society Of Health-System Pharmacists
- APhA: American Pharmacists Association Academy Of Students Of Pharmacy
- SNPhA: Student National Pharmaceutical Association
- IPhO: Industrial Pharmacists Organization

Responsibilities

The Dean's office oversees the annual professional fee fund allocation and proper disbursement of funds. The leadership of each student organization, with proper oversight of the chapter advisor, is responsible for submitting an annual budget for proposed chapter expenses and an OSA Student Organization Achievement Report in the first week of October of each academic year; for properly disbursing organizational funds per direction in the Professional Fees Usage Policy; and for submitting an annual financial report detailing the actual use of the organizational funds during the current academic year by April 15th of each year. The chapter must ensure that there is proper documentation noting the funding amount and justification for each student who receives a direct reimbursement from the chapter's organizational funds, and they must sign to confirm their receipt of funds.

Eligibility: Professional fee funding will be used to cover specific student educational resources made available to all students enrolled in the pharmacy program. **Student organizations recognized by the Howard University Office of Student Life and Activities and which comply with conditions outlined in the Professional Fee Usage Policy are eligible for funding from professional fees.** Failure to comply with the policy conditions will result in ineligibility to receive funding for the next academic year.

Procedures

Each student organization will submit an annual budget proposal (signed by the chapter advisor) to the Dean's office in the first week of October of every academic year. Funds remaining after ensuring proper coverage for expenses related to educational resources will be divided amongst the various student organizations. The Dean's office will submit organizational funding invoices for each student organization to the university's Accounts Payable Office by the end of October. The University is expected to disburse organizational funds by check by the end of November each academic year. The funding process for each student organization will begin after submission of its signed annual budget proposal and the College of Pharmacy Office of Student Affairs Student Organization Achievement Report and upon confirmation of prior submission of the annual funding report. The president and advisor of each student organization will be notified via email when the checks are ready for pick up in the Dean's Office.

The organizational funding guidelines note specific award amounts for select chapter members attending meetings to ensure adequate chapter representation. Student organizations must comply with the policy when disbursing funds to designated chapter members unless a documented majority vote by chapter members authorizes using the funds in an alternate manner. Please note that student travel support for meeting attendance will be made available from the dean's office through student organizational funding only.

The chapter may use the base funding amount at its discretion with input and general approval from a majority of chapter members. Each student organization must submit an annual financial report detailing the actual use of the organizational funding allotment for the current academic year by April 15th of each year.

Organizational Funding Details

Student organizational funding will be based on three tiers (see diagram below). Criteria for funding includes:

(1) A valid tax ID number
(2) Recognition as an official student organization by the Howard University Office of Student Activities (http://www.howard.edu/currentstudents/studentlifeactivities/StudentActivities/ActiveStudentOrganizationsandClubs.htm)
(3) Submission of a completed Howard University ACH form and W9 (available through University website) Base funding will be provided to all organizations that meet funding criteria. Additional funding to help off-set travel expenses to ensure college representation by the chapter president, delegate, and counseling / clinical skills competitors at the organization's regional and national meetings will also be provided. Funding amounts will vary based on available funds.
(4) Submission of the College of Pharmacy Student Organization Annual Report (SOAR)
(5) Submission of budget proposal
(6) Submission of annual report

Base funding in the amount of $ 1,000.00 will be provided to all organizations that meet funding criteria. Additional funding to cover travel expenses to ensure college representation by the chapter president, delegate, and counseling / clinical skills competitors at the organization's regional and national meetings will also be provided based on Tier level.

COLLEGE OF PHARMACY STUDENT ORGANIZATION TIER CLASSIFICATIONS

Tier 1	Tier 2	Tier 3
HUSPOT DIA BA CPNP AAPS PILs	KE KP NCPA PDC Rho Chi PLS ACCP IPhO ASCP AMCP	APhA SNPhA ASHP
Base Funding No Annual or Regional	Base Funding Annual Meeting Attendance (President)	Base Funding Annual Meeting Attendance (President, Delegate, Counseling Competitor) Meetings Regional Meeting (President, Delegate)

PROCEDURES FOR POSTING AND DISTRIBUTION OF ANNOUNCEMENTS

The building and grounds at Howard University are private property and materials may not be posted or distributed without the permission of the University. University and Non-University affiliates or organizations violating the guidelines are subject to a fine of $50.00. For further information regarding the Policy and Procedures for Posting and Distribution of Poster/Flyers and/or Materials, you may stop by the Central Scheduling and Information Office located in the Blackburn University Center, Suite 134 or call (202) 806-5979.

SUPPORT INFORMATION

Academic Dean Documentation of Support

Students that need a documentation of support in any of the following areas should directly contact the Office the Academic Dean, at 202-806-3082

- Internship application form from respective board of pharmacy
- Pharmacy graduation affidavit
- Enrollment verification
- Externship verification
- GPA verification
- Good academic standing verification
- Immigration letter for international students
- Optional practical training hours
- Scholarship verification
- Parking
- Apartment
- Certificate of pharmacy education and intern experience
- Certificate of practical experience
- Federal loan verification
- Etc.

COMPUTER LAB*

The school's Computer Lab is located in CCH, room 203 and is equipped with 24 computers and 2 printers. Access is limited to Pharmacy students only and each student must sign in and provide their Capstone Card to the lab supervisor. The lab will be open at certain hours, which will be posted on the door. **NO FOOD OR DRINK IS ALLOWED IN THIS ROOM. VIOLATORS ARE SUBJECT TO DISCIPLINARY ACTION.**

***i*LAB**

Additional computers are available in the ***i*Lab** located at 2301 Georgia Avenue, N.W. If additional information is needed, please call (202) 806-0660. Visit http://www.howard.edu/technology/services/labs.html#ilab for lab hours and additional information.

****Guidelines for the usage of computer facilities and all network resources in the College of Pharmacy***

The following is to serve as a guide for the appropriate use of computer facilities and network resources in the College of Pharmacy. Since it is impossible to document all appropriate conduct and use of computer facilities, these guidelines are provided. Note that they are not intended to be all inclusive. The list serves as an example of infractions that are prohibited:

- Eating and drinking in technology areas: classrooms, reading rooms, and computer laboratory;
- Using the network for purposes other than educational;
- System tampering (any unauthorized alteration of operating systems, individual accounts, software, networking facilities, and/or other programs);
- Using obscene, vulgar, abusive or inappropriate language, pictures, or other materials;
- Knowingly introducing viruses;
- Vandalizing, including equipment damage and willful tampering with data or software;
- Attempting to read, delete, copy or modify the electronic mail of other users;
- Attempting to decrypt passwords;
- Attempting to gain unauthorized access to remote systems;
- Deliberately interfering with other users;
- Attempting to libel, slander or harass other users;
- Accessing IRC sites (chatting) or instant messaging;
- Sending/receiving personal, non-educational email;
- Allowing others to use your personal e-mail address, account or password;
- Using an account other than one's own;
- Sharing passwords;
- Forging or attempting to forge e-mail messages;
- Unauthorized copying or transferring of copyrighted materials or any violation of copyright laws;
- Plagiarizing;
- Using networks for illegal activities;
- Using commercial advertising, chain letters, non-educational games;
- Unauthorized downloading of any kind from the Internet;
- Attaching hardware peripherals to the computer other than flash drives;
- Storing non-educational files on the server, local hard drive or removable disks;
- and, attaching unauthorized PDAs or laptops to the network

VIOLATIONS WILL RESULT IN A LOSS OF ACCESS (EVEN FOR REQUIRED WORK) AS WELL AS OTHER DISCIPLINARY OR LEGAL ACTIONS WILL BE TAKEN!

READING ROOM*
Located in 640 Mass NW, the Reading Room has study space and is equipped with Internet jacks and electricity for laptops. **NO FOOD OR DRINK IS ALLOWED IN THIS ROOM. VIOLATORS ARE SUBJECT TO DISCIPLINARY ACTION.** In consideration for those students studying, you are requested to keep quiet while entering, remaining or leaving the room.

HUCOP STUDENTS HAVE 24/7 ACCESS TO THE CCH BUILDING. The Computer lab opens at 9am and closes at 5pm; Room 207 opens at 7:45am and closes at 5:30pm. Reading Room (202), Student Lounge, and all PBL rooms are always open and accessible for student use.

1. Only College of Pharmacy students are allowed in the building after hours (student identification required to gain access).
2. CCH 207 and the Computer Lab will be closed after the last class.
3. DO NOT prop open ANY doors!
4. Please respect the College by disposing of all trash in the appropriate receptacles and do not damage any equipment or furnishings of the College.
5. When leaving the building, please travel in groups. See something, say something, but never confront, instead contact the appropriate authorities. *Security can be contacted at 202-806-1227 should you see any suspicious activity.*

Please note: Security will patrol the building but are not always on-site during these extended building hours.

LOUIS STOKES HEALTH SCIENCES LIBRARY
The Louis Stokes Health Sciences Library (LSHSL) is located at 501 W Street, N.W., Washington, D.C. 20059. The library supports the research; teaching and patient care programs of the Howard University Hospital and the Colleges of Pharmacy, Nursing and Allied Health, Dentistry, and Medicine. The library's holdings consist of over 300,000 volumes, 4,500 serial titles and 4,200 non-print titles. All students of Howard University may borrow books from the LSHSL by presenting a Howard University photo I.D. and students must present a valid photo I.D. with a current validation sticker. Books circulate for three weeks and may be renewed unless requested by another patron. Journals do not circulate. For further information, please call (202) 884-1500.

Louis Stokes Health Sciences Library Hours: (Subject to change) Monday thru Friday, 8:00 A.M.-10:00 P.M.; Saturdays 9:00 A.M.- 6:30 P.M.; and, Sundays 3:30 P.M.- 12:00 A.M. Extended hours are till 2:00 A.M. The Library is available to all students with a current University I.D. card during these hours. The telephone number for the reference desk is (202) 884-1500.

Study rooms are available during library hours for two or more persons. The study rooms are available on a first come-first served basis and are highly competitive due to the limited number of these rooms.

Founders Library and Undergraduate Library Schedule: (Subject to change) Monday thru Thursday, 8:00 A.M.-12:00 A.M., Founder's Library Friday, 8:00 A.M.-5:00 P.M., Undergraduate Library - Friday, 8:00 A.M. - 7:00 P.M. Saturday, 9:00 A.M.-6:00 P.M., Sunday, 12:30 Noon -9:00 P.M. General Information (202) 806-7252.

National Library of Medicine: After Labor Day, hours are: Monday, Tuesday, Wednesday and Friday 8:30 A.M.-5:00 P.M., Thursday 8:30 A.M.-9:00 P.M. and Saturday, 8:30 A.M.-12:30 P.M., Telephone: (301) 496-6308.

DUPLICATING INFORMATION

Students have access to the photocopy machine in the various campus libraries at $.10 per copy (rate subject to change). Cards for operating the machines may be purchased at the Founders, Undergraduate or Health Sciences Libraries. Students also have access to photocopy facilities located in Room LL17, in the Blackburn University Center, contact Mr. Wayne Leland 806-5591. Printing facilities for posters and fliers are also available.

CLASSROOM LOCATIONS

CCH	Chauncey Cooper Hall	207
CCH	Chauncey Cooper Hall	124
CCH	Chauncey Cooper Hall	121
AN3	Annex 3	117
AN3	Annex 3	212
COM	College of Medicine	3210
HSL	Health Sciences Library	PBL Rooms

ENTRANCE INTO COLLEGE OF MEDICINE

Students entering the College of Medicine building may be required to show a valid Pharmacy student identification.

ABSOLUTELY NO FOOD OR DRINK MAY BE BROUGHT OR USED IN CLASSROOMS.

Please avoid throwing trash on the floor; use the trash receptacles for this purpose. Also, please do NOT touch any of the audio-visual equipment. Violators are subject to disciplinary action.

STUDENT LOUNGE

The Student Lounge is available to all pharmacy students for eating and social gatherings. This room is equipped with vending machines and microwave ovens. Eating and drinking ***only*** allowed in the Student Lounge.

HOWARD UNIVERSITY WEB PAGE

www.howard.edu

HOWARD UNIVERSITY OPERATOR

202-806-6100

COLLEGE OF PHARMACY MAIN OFFICE NUMBER (OFFICE OF THE DEAN)

202-806-6530

COLLEGE OF PHARMACY WEB PAGE

http://pharmacy.howard.edu

COLLEGE OF PHARMACY FACEBOOK

https://www.facebook.com/hupharmacy

COLLEGE OF PHARMACY CENTER OF EXCELLENCE WEB PAGE
http:// http://healthsciences.howard.edu/education/colleges/pharmacy/center-excellence

CAMPUS BOOKSTORE INFORMATION (HUB)
Howard University Bookstore is located at 2225 Georgia Avenue, N.W., Washington, DC. 20059. (202) 238-2640 or www.bookstore.howard.edu. Hours of Operation: Monday-Friday, 9:00 A.M.-8:00 P.M. Saturday–9:00 A.M. - 8:00 P.M. Sunday—12 P.M. – 6 P.M. (These hours are subject to change and will be announced).

UNIVERSITY STUDENT ACTIVITIES
Office for Student Life and Activities Blackburn Center, Room 122. Telephone: (202) 806-5990

UNIVERSITY COUNSELING SERVICES
Howard University Counseling Service is located at 6th & Bryant Street, NW., Washington, DC 20059. Telephone: (202) 806-6870

STUDENT HEALTH SERVICES
University Student Health Center in the Medical Arts Building, 2139 Georgia Avenue, N.W., Washington, D.C. 20059. Monday through Friday 8:00 A.M.-6:00 P.M. Telephone: (202) 806-7540 or (202) 806-7558.

ENROLLMENT MANAGEMENT/RECORDS OFFICE
2400 6th Street, NW, Washington, DC 20059 (Administration Building, Room 104) (202) 806-2712

SECURITY AND SAFETY (CAMPUS POLICE)
Security Desk, 24 hours. Telephone: (202) 806-1100

CAMPUS EMERGENCY
(202) 806-7777

TRAFFIC AND PARKING ENFORCEMENT
(202) 806-2000

STUDENT PARKING
Parking for students is extremely limited. A lottery for available parking spaces is held in May of each year. Students arriving on campus in the fall semester must check with the Office of Parking & Shuttle Operations, Room B-11, Mordecai Johnson Administration Building, to determine parking availability for the school year. The telephone number for the Office is (202) 806-2000.

Park Mobile (Parking Made Simple). Because you can keep an eye on your parking time by using your phone. You don't have to worry about forgetting to feed the meter. Where available, you'll be able to extend your parking directly from your phone. http://us.parkmobile.com/members/

METRO INFORMATION
(Green Line) Shaw and Howard U https://www.wmata.com

HOUSING / RESIDENCE LIFE
http://www.howard.edu/residencelife/

STUDENT FINANCIAL SERVICES
2400 6th Street, N.W., Washington, DC 20059 (Administration [A] Building, Room 115
Telephone: (202) 806-2570

SPECIAL STUDENT SERVICES
Students with medical conditions requiring special student services support are encouraged to contact: Office for Special Student Services, 1851 9th Street, NW 2nd Floor, Washington, DC 20059. (202) 238-2420 or email oss.disabilityservices@howard.edu.