Any policy in the UTEP School of Pharmacy Student Handbook that is inconsistent with the UTEP Graduate & Professional Catalog, the UTEP Handbook of Operating Procedures, and/or The University of Texas System Board of Regents rules, the latter rules take precedence.
For additional current policies, please see:

**The University of Texas at El Paso Graduate & Professional Catalog** at http://catalog.utep.edu/grad/

**The University of Texas at El Paso** at https://www.utep.edu/vpba/hoop/section-2/student-conduct-and-discipline.html

**The University of Texas System** at http://www.utsystem.edu/board-of-regents/rules

Acknowledgement

The 2020-2021 Student Handbook is published by The University of Texas at El Paso School of Pharmacy. The following groups contributed to this edition:

The Student Excellence Team
The Office of Experiential Education
The Co-Curriculum Committee
The Curriculum Committee
The Interprofessional Practice and Education Task Force
The Office of Student Affairs
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A Message from the Dean

¡Bienvenidos! And thank you for your interest in pursuing pharmacy education at The University of Texas at El Paso! These are exciting times for the UTEP Pharmacy program, as we move from a Cooperative Program with The University of Texas at Austin (UT Austin) to a stand-alone School of Pharmacy at UTEP. By opening a new School of Pharmacy, UTEP is in a position to make a significant contribution to meet the health needs and challenges facing the Paso del Norte region. We are committed to working closely with our community partners toward this goal.

In May 2015, the Texas State Legislature allocated $7 million over the 2016-2017 biennium to expand the pharmacy program at UTEP. In November 2015, the UT Board of Regents approved the creation of the School of Pharmacy and established the Doctor of Pharmacy (PharmD) program at UTEP. To best meet the current and future health needs of the El Paso area and beyond, UTEP embarked on an aggressive and ambitious plan to open a pharmacy school and enroll the first PharmD class in fall 2017. The UTEP School of Pharmacy will be the first pharmacy school/college on the Texas-Mexico border that is not a cooperative program, and one of only a handful of pharmacy school/colleges at a Hispanic-Serving Institution (HSI) nationwide.

The Cooperative Pharmacy Program with UT Austin has proven fruitful in increasing the number of pharmacists in the region and providing continuing education for local pharmacists. While the Cooperative Program has served us well in many ways, it cannot meet the increasing demands for health care providers, specifically pharmacists, in this region. The UTEP School of Pharmacy graduated its last class of Cooperative pharmacy students in May of 2019, and looks forward to a continued strong and productive relationship with the UT Austin College of Pharmacy.

The Doctor of Pharmacy program of the University of Texas at El Paso School of Pharmacy was awarded Candidate accreditation status during the June 20-23, 2018, meeting of the ACPE Board of Directors based upon an on-site evaluation conducted February 27 – March 1, 2018, and discussion with University and School officials. If the program continues to develop as planned, accreditation of the Doctor of Pharmacy program will be considered by the Board following the graduation of students from the program.

The six-year accreditation process requires UTEP Pharmacy to demonstrate that it has the capacity, capability, and resources to institute a successful and competitive pharmacy program. We are confident that we can meet and exceed these requirements.

The UTEP School of Pharmacy is committed to UTEP’s twin goals of access and excellence through its admissions process, curriculum, clinical experiences, and community engagement. The integration and implementation of the UTEP motto is encapsulated within the proposed program’s vision and mission statement. The UTEP School of Pharmacy’s vision is “To be a pioneer in the advancement of pharmacy education through Innovation, Diversity, Engagement, Access, and Leadership (IDEAL) in our community and beyond.”

The program’s mission is “To bridge borders to achieve access and excellence by transforming pharmacy education, patient care, community engagement, research, and leadership for a 21st century demographic.” We welcome you as you join us in this journey. ¡Buena suerte!

Go Miners!
José O. Rivera, PharmD
Founding Dean
The University of Texas at El Paso

The University of Texas at El Paso commits itself to providing quality higher education to a diverse student population. Classified as a Doctoral/Research-Intensive university, UTEP seeks to extend the greatest possible educational access to a region which has been geographically isolated with limited economic and educational opportunities for many of its people. The University will ensure that its graduates obtain the best education possible, one which is equal, and in some respects, superior, to that of other institutions, so that UTEP’s graduates will be competitive in the global marketplace. UTEP also envisions capitalizing on its bi-national location to create and maintain multicultural, inter-American educational and research collaborations among students, faculty, institutions, and industries, especially in northern Mexico.

The UTEP community - faculty, students, staff, and administrators - commits itself to the two ideals of excellence and access.

In addition, the University accepts a strict standard of accountability for institutional effectiveness as it educates students who will be the leaders of the 21st century. Through the accomplishment of its mission and goals via continuous improvement, UTEP aspires to be an educational leader in a changing economic, technological, and social environment: a new model for Texas higher education.

**UTEP Mission**

The University of Texas at El Paso is dedicated to the advancement of the El Paso region through education, technological advancement, creative and artistic production, and the generation, interpretation, application, and dissemination of knowledge. UTEP embraces its transformative role as an intellectual, cultural and socioeconomic asset to the region, offering programs to meet human resource needs and contribute to prosperity and quality of life.

As a public university, UTEP is committed to providing access and opportunity for social mobility to residents of the El Paso region and the State of Texas. UTEP’s mission of ensuring access is coupled with a commitment to excellence reflected in rigorous academic programs and enhanced experiences for personal and professional growth that prepare students to make significant contributions to their professions, their communities, and the world.

As a research/doctoral institution, UTEP fosters a climate of scholarly inquiry, with a special focus on applying innovative interdisciplinary approaches to explore and address major issues that confront the binational and multicultural U.S.-Mexico border region.
UTEP Goals:

1. Learning and Teaching:
   To prepare UTEP students to meet lifelong intellectual, ethical, and career challenges and to be the leaders of the 21st century.

2. Research, Scholarship and Artistic Production:
   To create, interpret, evaluate, apply, and disseminate knowledge; to encourage the addition of perspectives based on UTEP’s geographic and social setting; and to contribute to the formation of a broader intellectual and artistic foundation for the 21st century.

3. Public Service:
   To work in partnership with public and private agencies, institutions, and organizations, including business and industry, to improve the quality of life in our region and world by providing appropriate University expertise and leadership.

4. Administration:
   To support the achievement of UTEP’s mission in learning, teaching, research, scholarship, artistic production, and public service through responsive, effective, and efficient administrative and staff services.

UTEP School of Pharmacy

The University of Texas at El Paso (UTEP) School of Pharmacy (SOP) rests at the US-Mexico Border and serves a primarily Latina/o, lower-income student and patient demographic. The UTEP SOP is positioned to provide the region with a critically needed Doctor of Pharmacy program to increase public access to quality pharmaceutical care. The UTEP SOP is uniquely capable of positively impacting a historically underserved population and will be a different school of pharmacy. Throughout the four-year PharmD education, the SOP will develop culturally astute pharmacists who have technical competency in Spanish and are resourceful clinicians. The SOP staff, faculty, and leadership team are dedicated to its mission to be a pioneer in the advancement of pharmacy education through Innovation, Diversity, Engagement, Access, and Leadership (IDEAL).

We are committed to developing pharmacists who are generalist practitioners, problem-solvers, practice ready, and team ready. The SOP will provide an innovative curriculum rooted in the foundation of pharmaceutical sciences while addressing the pharmacy-related public health and research needs of the region.

The SOP’s mission is closely aligned with the mission of UTEP and other UTEP professional and graduate programs to engage in strong collaborative and supportive relationships for education and research across the university. By expanding its current infrastructure, the UTEP SOP can provide an exceptional four-year pharmacy education with graduates who can serve a critical and acute need in and beyond Far West Texas—we will be a bridge for “access and excellence” in pharmacy education to serve a 21st century demographic.

UTEP School of Pharmacy Vision

To be a pioneer in the advancement of pharmacy education through Innovation, Diversity, Engagement, Access, and Leadership (IDEAL) in our community and beyond.
**UTEP School of Pharmacy Mission**

To bridge borders to achieve access and excellence by transforming pharmacy education, patient care, community engagement, research, and leadership for a 21st century demographic.

**UTEP School of Pharmacy Goals**

1. **Pharmacy Education:**
   - To provide PharmD students with excellent educational experiences that positively shape the practice of future pharmacists.

2. **Patient Care:**
   - To provide high quality, patient-centered care that meets the needs of the patient and diverse communities.

3. **Community Service:**
   - To act as ambassadors in the community through activities beyond the university setting.

4. **Research:**
   - To conduct community-based participatory research and evidence-based research to advance the practice and science of pharmacy.

5. **Leadership:**

6. To excel in the SOP’s development beyond all accreditation standards to positively impact students, the community, and all stakeholders through best practices in curriculum development and assessment.

**UTEP School of Pharmacy Student Outcomes**

Students are expected to meet the [Center for the Advancement of Pharmacy Education (CAPE) learning outcomes](https://www.cape.org) (2013), adopted by [The Accreditation Council for Pharmacy Education (ACPE)](https://www.acpe-accredit.org).

These student outcomes should be achieved by the end of the student’s PharmD term via the pharmacy curriculum, service learning experiences, interprofessional education, co-curricular experiences, leadership opportunities, Capstone projects, and community involvement.

**UTEP School of Pharmacy Diversity & Social Justice Statement**

The UTEP School of Pharmacy (SOP) is committed to working with our health care and community partners to build health equity and a socially just health system in the Paso del Norte region and beyond. To do so, SOP is dedicated to actively engage with the community via its mission of excellence in pharmacy education through Innovation, Diversity, Engagement, Access, and Leadership (IDEAL).

**SOP recognizes that social determinants of health are at work in our communities.** These determinants have historically led to disparities and inequities in access to quality care and healthcare education. We have the responsibility and opportunity within the public higher education system to address pharmacy workforce equity, to be integrated into the health care system, and to engage actively in our communities. In our efforts to work toward health equity, we strive to improve access of our community to pharmacists who can improve patient care, engage in community education, participate in local and regional health initiatives, serve communities with low health care access, conduct applied research, and be leaders in the healthcare team.
SOP respects the diversity of cultures and identities. We educate the pharmacy community to integrate culturally and linguistically competent skills into practice that can also be applied to the global community. SOP values the role of civic engagement as a tool to navigate across cultures and work toward a socially just health-care system and society. We integrate cross-cultural and interprofessional experiences to build these skills to be active contributors of the community.

SOP celebrates the binational and bicultural nature of the region and sees it as an asset to meet the needs to a 21st Century demographic. We, the SOP students, faculty, staff, and supporters, share in this commitment.

Notice of Non-Discrimination

The policy of the SOP is to ensure equal opportunity. The SOP, in compliance with applicable federal and state laws and regulations and national accreditation requirements, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, religion, handicap, or status as a veteran in any of its policies, practices or procedures. This includes, but is not limited to admissions, employment, financial aid, and educational services.

The SOP complies with Section 504 of the Rehabilitation Act and does not discriminate on the basis of an individual’s handicap in its admission, accessibility, treatment, and employment of students in its programs and activities. The SOP provides accommodations to students with disabilities, as defined under the law, who are otherwise qualified to meet the institution’s academic requirements and technical standards. The Center for Accommodations and Support Services (CASS) provides assistance and programs that benefit individuals covered under the statute. For additional information, contact the CASS office at (915) 7475148.

UTEP School of Pharmacy Dress Code Policy

Students of the UTEP School of Pharmacy (SOP) are expected to maintain a high level of Professional standards, to include professional attire, as defined below. Students must use their best judgement in adhering with this policy. The recommendations below provide a general framework to follow. Appropriateness of attire and grooming is determined by the SOP faculty, staff or preceptors and is enforced by the Student Excellence Team (SET) and SOP Office of Student Affairs (OSA).

For Experiential Education (IPPE/APPE), there are site-specific dress standards, personal grooming, and hygiene or accessories. Please refer to Office of Experiential Education (OEE) handbook for details.

What constitutes professional attire?

- **Business professional attire** - consists of full-length dress pants; tucked in button-up and collared dress shirt; skirt suit; pant suit; full-length dress; dress skirt; belt; dress socks or hose and closed-toe dress shoes. Skirts/dresses should be at least at the knee level. Ties are encouraged but not required. Undershirts should be worn if undergarments are visible through clothing. White coats should be worn as required by the occasion. All items must be clean, fitted, and neatly pressed.
**Business casual attire** - consists of full-length dress pants or casual slacks; dress jeans (no wear and tear); blouse; dress Capri pants; dress or dress skirt; closed-toe shoes. Conservative e.g., unicolor darker or white) athletic shoes are allowed. Undershirts should be worn if undergarments are visible through clothing. UTEP or pharmacy organization jerseys (including polos, t-shirts) may be worn on business casual days. All items must be clean, fitted, and neatly pressed.

- May transition from business casual to business professional through the addition of a jacket to pants and blouse or a tie to a collar shirt and slacks.

**What is considered inappropriate dress?**

Below is a non-comprehensive list of clothing, shoes, and accessories that are considered inappropriate.

- Examples of inappropriate clothing:
  - Clothing that reveals the mid-section of the torso
  - Halter tops, tube tops, tank tops, spaghetti straps, low-cut tops
  - Gym/exercise wear (such as sweatpants, sweatshirts, leggings)
  - Skirts above the knee or shorts
  - Cargo pants, frayed pants, or other distressed clothing
  - See-through clothing
  - Clothing with unprofessional or crude lettering
  - Hoodies

- Examples of inappropriate shoes and accessories:
  - Casual sandals, flip-flops, or flashy athletic shoes
  - Caps/hats

**Note:** Certain courses may require athletic wear or flip-flops to facilitate practice of patient assessment or acquisition of other necessary pharmacist skills

**When do professional dress standards apply?**

- Professional dress standards should be followed for all experiential training (P1-P4) including IPPE/APPE/IPE at the discretion of the preceptor or site requirements and during other special circumstances as deemed appropriate by the SOP (e.g., receptions, presentations, career fairs). Courses may require professional dress during class at the discretion of the instructor. Exemptions may apply with advance notice.

- White coats should be worn as required by the occasion. White coats must be clean and neatly pressed.

**When do casual dress standards apply?**

- Pharmacy students should wear the business casual attire that is required of a professional pharmacist and defined in this policy when involved in SOP activities and not involved in activities requiring professional dress standards. Exemptions in courses may apply as determined by the instructor, such as during finals.
Personal Grooming, Hygiene, Accessories, Other

- Adequate precautions should be taken to maintain good personal hygiene at all times. These precautions include regular bathing, use of deodorants, and good dental hygiene.
- Cosmetics can be used in moderation, with exception of sterile environment.
- Light/minimal perfumes, colognes, or body sprays may be used EXCEPT for during IPPE/APPE rotations or other activities involving direct patient contact.
- Jewelry should be conservative in style and kept to a minimum to prevent loss or injury to self and patients.
- Jewelry in pierced noses, lips, tongues or other exposed body areas, other than ears, should be avoided.
- Hair should be appropriately cut and styled to accommodate the professional setting for safety and infectious disease prevention. Hair should be neat, clean, and styled off the face and out of the eyes. Beards and mustaches should be clean and well groomed.
- Natural hair tones are encouraged.
- Nails should be well-groomed, manicured, and of short to medium length to facilitate patient care activities.
- Nail polish is acceptable during didactic sessions only. Nail polish, artificial fingernails, tips, wraps, and fillers are not acceptable during any patient care events or activities for safety and infectious disease prevention.
- Tattoos should be covered by clothing, whenever possible.

Policy Enforcement

Students, faculty, staff, and preceptors are empowered to voice their concerns to the SOP Office of Student Affairs (OSA). Students dressed inappropriately may be dismissed from class and asked to comply with the dress code policy. Dress code violations may be reported to the Student Excellence Team via the SOP OSA. Repeated violations may result in disciplinary action. The Student Excellence Team may consider exemptions to this policy that are based on cultural, religious, and medical needs if the student makes a formal request in writing at the beginning of the pharmacy education.

Failure to comply with this dress code policy will result in the following actions:

- First offense: Student is immediately notified of first offense (e.g., in as private a manner as possible) and warning is documented with SOP OSA the same day of the offense.
- Second offense: Student is immediately notified of second offense (e.g., in as private a manner as possible) and warning is documented with SOP OSA the same day of the offense.
- Third offense: Student is immediately notified of third offense (e.g., in as private a manner as possible) and warning is documented with SOP OSA the same day of the offense. A panel consisting of 3-5 members and including representation from SET, Progression Committee, and SOP OSA will hold a hearing with the student within a week of the third offense. Response is at the discretion of the panel and may include measure that lead up to dismissal from the program.

Accreditation

Southern Association of Colleges and Schools Commission on Colleges

The University of Texas at El Paso is accredited by the Southern Association of Colleges and Schools Commission on
Colleges to award baccalaureate, masters, and doctoral level degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of Texas at El Paso.

**Accreditation Council for Pharmacy Education**

The Doctor of Pharmacy program of the University of Texas at El Paso School of Pharmacy was awarded Candidate accreditation status during the June 20-23, 2018, meeting of the ACPE Board of Directors based upon an on-site evaluation conducted February 27 – March 1, 2018, and discussion with University and School officials. If the program continues to develop as planned, accreditation of the Doctor of Pharmacy program will be considered by the Board following the graduation of students from the program.

For a Doctor of Pharmacy program offered by a new College or School of Pharmacy, ACPE accreditation is a multi-year process that generally involves three steps: **Precandidate Status, Candidate Status, and Accredited Status.**

**Precandidate Status** indicates a developmental program that is expected to mature in accord with stated plans and within a defined time period. Precandidate Status is awarded to a new program of a College or School of Pharmacy that meets all eligibility criteria but has no students enrolled. This status authorizes the program to admit its first class.

**Candidate Status** is awarded to a Doctor of Pharmacy program that has been previously awarded Precandidate status and that has students enrolled, but has not yet had a graduating class.

**Accredited status** is awarded to a program that has successfully achieved Precandidate and Candidate statuses, met all ACPE standards for accreditation, and has graduated its first class. Graduates of a class designated as having Pre-Candidate or Candidate Status have the same rights and privileges of those graduates from a fully accredited program. ACPE conveys its decisions to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure by examination or reciprocity reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules. For an explanation of the ACPE accreditation process, consult the Office of the Dean or the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, Illinois 60503, 312-644-3575; FAX 312-664-4652; website [www.acpe-accredit.org](http://www.acpe-accredit.org)

**Code of Ethics for Pharmacists**

**PREAMBLE**

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

I. A pharmacist respects the covenantal relationship between the patient and pharmacist.

Considering the patient-pharmacist relationship as a covenant means that a pharmacist has 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 the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

VII. A pharmacist serves individual, community, and societal needs.

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

VIII. A pharmacist seeks justice in the distribution of health resources.

When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

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

http://www.pharmacist.com/code-ethics
Oath of a Pharmacist

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

• I will consider the welfare of humanity and relief of suffering my primary concerns.
• I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
• I will respect and protect all personal and health information entrusted to me.
• I 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.
## Contacts

### PHARMACY CONTACTS

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<td>8520</td>
<td><a href="mailto:jnavarrete@utep.edu">jnavarrete@utep.edu</a></td>
</tr>
<tr>
<td>Dr. Jessica Shenberger-Trujillo</td>
<td>Assoc. Dean of Assessment, Accreditation, &amp; Strategic Planning</td>
<td>110A</td>
<td>8518</td>
<td><a href="mailto:jmshenberger@utep.edu">jmshenberger@utep.edu</a></td>
</tr>
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### Pharmaceutical Sciences

<table>
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<tr>
<th>Name</th>
<th>Title/Position</th>
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</tr>
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<tbody>
<tr>
<td>Dr. Suman Sirimulla</td>
<td>Asst. Prof. of Pharm. Sciences (Medicinal Chem.)</td>
<td>716</td>
<td>8530</td>
</tr>
<tr>
<td>Dr. Ian Mendez</td>
<td>Asst. Prof. of Pharm. Sciences (Pharmacology)</td>
<td>715</td>
<td>8216</td>
</tr>
<tr>
<td>Dr. Taslim Al-Hilal</td>
<td>Asst. Prof. of Pharm. Sciences</td>
<td>510</td>
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</tr>
<tr>
<td>Dr. Md Nurunnabi</td>
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<tr>
<td>Dr. Yong Qin</td>
<td>Asst. Prof. of Pharm. Sciences</td>
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</tr>
<tr>
<td>Dr. Zubair A. Karim</td>
<td>Research Assistant Professor</td>
<td>618</td>
<td>8098</td>
</tr>
<tr>
<td>Dr. Pershang Farshi</td>
<td>Research Assistant Professor</td>
<td>511</td>
<td>5110</td>
</tr>
<tr>
<td>Dr. Jongwha Chang</td>
<td>Asst. Professor (Pharm. Admin.)</td>
<td>703</td>
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</tr>
<tr>
<td>Dr. Hyeun Ah Kang</td>
<td>Asst. Professor (Pharm. Admin.)</td>
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### Pharmacy Practice and Clinical Sciences

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<tr>
<td>Dr. Jeri J. Sias</td>
<td>Clinical Professor/PGY1 Residency Program Director</td>
<td>714</td>
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</tr>
<tr>
<td>Dr. Margie E. Padilla</td>
<td>Clinical Asst. Professor (Ambulatory Care)</td>
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<tr>
<td>Dr. Emily J. Christenberry</td>
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<td>Dr. Sebastian Perez</td>
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<td>Dr. Denise Pinal</td>
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<tr>
<td>Dr. Jennifer M. Hartman</td>
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<td>Dr. Ballard Saul</td>
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<td>Dr. Christopher Medlin</td>
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<td>Dr. Katie Chen</td>
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<td>Dr. Natalie Arnt</td>
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<tr>
<td>Dr. Gabriel Frietze</td>
<td>Clinical Instructor</td>
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<tr>
<td>Dr. Derek Davis</td>
<td>Associate Professor of Practice (Law) (Remote)</td>
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<tr>
<td>Dr. Andre Montes</td>
<td>Clinical Instructor</td>
<td>503</td>
<td>5110</td>
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<tr>
<td>Dr. Vicki Howe</td>
<td>Clinical Coordinator - Hospital and didactic IPPEs</td>
<td>705</td>
<td>8270</td>
</tr>
<tr>
<td>Name</td>
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<tr>
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</tr>
<tr>
<td>Dr. Sara Smith</td>
<td>Clinical Coordinator</td>
<td>705</td>
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<tr>
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<td>Spanish Instructor</td>
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<td>NA <a href="mailto:mjsjames@utep.edu">mjsjames@utep.edu</a></td>
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<tr>
<td>Fabiola Murillo</td>
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<td>NA <a href="mailto:fmurillo2@utep.edu">fmurillo2@utep.edu</a></td>
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<tr>
<td>Luis Anchondo</td>
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<tr>
<td>Laura Mendoza</td>
<td>Spanish Instructor</td>
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<tr>
<td>Michelle Martinez</td>
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<tr>
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<tr>
<td><strong>Staff</strong></td>
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<tr>
<td>Olaya A. Hernandez</td>
<td>College Administrative Officer</td>
<td>110F</td>
<td>8203 <a href="mailto:oacuriel@utep.edu">oacuriel@utep.edu</a></td>
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<tr>
<td>Adriana Favela</td>
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</tr>
<tr>
<td>Carmen R. Ramos</td>
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<tr>
<td>Rina Koyani</td>
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<td>8089 <a href="mailto:rdkoyani@utep.edu">rdkoyani@utep.edu</a></td>
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<tr>
<td>Mary Rinker</td>
<td>Program Coordinator</td>
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<td>7244 <a href="mailto:mmrinker@utep.edu">mmrinker@utep.edu</a></td>
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<tr>
<td>Adrianna Leyva</td>
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<td>700</td>
<td>7230 <a href="mailto:amleyva@utep.edu">amleyva@utep.edu</a></td>
</tr>
<tr>
<td>Andrea Perez</td>
<td>Administrative Services Coordinator (Clinical)</td>
<td>700</td>
<td>8303 <a href="mailto:aperez86@utep.edu">aperez86@utep.edu</a></td>
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<tr>
<td>Alma Dominguez</td>
<td>Compliance Officer</td>
<td>707</td>
<td>5574 <a href="mailto:arsaldana2@utep.edu">arsaldana2@utep.edu</a></td>
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<tr>
<td>Adrian Enriquez</td>
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<td>8083 <a href="mailto:aealonso@utep.edu">aealonso@utep.edu</a></td>
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<tr>
<td>Sergio Frias</td>
<td>Undergraduate Student Assistant</td>
<td>110</td>
<td>8519 <a href="mailto:sifrias2@miners.utep.edu">sifrias2@miners.utep.edu</a></td>
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<tr>
<td>Karelly Alvarado</td>
<td>Undergraduate Student Assistant</td>
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<td>8519 <a href="mailto:kalvaradog@miners.utep.edu">kalvaradog@miners.utep.edu</a></td>
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**BUILDING CONTACTS**

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<td>Security</td>
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<td>ILC Lab (IT)</td>
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<td>Terry Weber</td>
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**HELP**

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<td>Campus Operator</td>
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<td>UTEP Police</td>
<td>FSC</td>
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<td>Facilities</td>
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<td>Key Shop</td>
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Purpose: the Team Chart presents a holistic view of the SOP organization that complements the organizational chart. The SOP Team Chart demonstrates the interconnectedness of the SOP to achieve its IDEAL.
## Abbreviations & Definitions

<table>
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<tr>
<th>Abbreviation</th>
<th>Definition</th>
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<td>AACP</td>
<td>American Association of Colleges of Pharmacy</td>
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<td>ACCP</td>
<td>American College of Clinical Pharmacy</td>
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<tr>
<td>ACPE</td>
<td>Accreditation Council for Pharmacy Education</td>
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<td>AMCP</td>
<td>Academy of Managed Care Pharmacy</td>
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<tr>
<td>APhA</td>
<td>American Pharmacists Association</td>
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<tr>
<td>APhA-ASP</td>
<td>American Pharmacists Association-Academy of Student Pharmacists</td>
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<tr>
<td>APPE</td>
<td>Advanced Pharmacy Practice Experience</td>
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<td>ASHP</td>
<td>American Society of Health-System Pharmacists</td>
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<td>CAPE</td>
<td>Center for the Advancement of Pharmaceutical Education</td>
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<td>EPASHP</td>
<td>El Paso Area Society of Health-System Pharmacists</td>
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<td>EPIC</td>
<td>El Paso Immunization Coalition</td>
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<td>EPPA</td>
<td>El Paso Pharmacy Association</td>
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<td>EPSPA</td>
<td>El Paso Student Pharmacy Association</td>
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<tr>
<td>FAQ</td>
<td>Frequently Asked Questions</td>
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<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
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<td>GPA</td>
<td>Grade Point Average</td>
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<td>HIPAA</td>
<td>Health Insurance Portability and Accountability Act</td>
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<td>HOP</td>
<td>Handbook of Operating Procedures</td>
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<td>IDEAL</td>
<td>Innovation, Diversity, Engagement, Access, and Leadership</td>
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<td>IPE</td>
<td>Interprofessional Practice and Experience</td>
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<td>IPEC</td>
<td>Interprofessional Education Collaborative</td>
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<td>IPPE</td>
<td>Introductory Pharmacy Practice Experience</td>
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<td>IRB</td>
<td>Institutional Review Board</td>
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<td>JC</td>
<td>The Joint Commission</td>
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<td>MMI</td>
<td>Multiple Mini-Interview</td>
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<td>NABP</td>
<td>National Association of Boards of Pharmacy</td>
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<td>National Association of Chain Drug Stores</td>
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<td>North American Pharmacy Licensure Examination</td>
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<td>OEE</td>
<td>School of Pharmacy Office of Experiential Education</td>
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<td>OSCE</td>
<td>Objective Structured Clinical Examination</td>
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<td>P1</td>
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<td>Pharmacy College Admissions Test</td>
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<td>Phi Lambda Sigma Leadership Society</td>
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<td>Pre-Pharmacy</td>
<td>Refers to undergraduate courses or students</td>
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<td>Student Society of Health-System Pharmacists</td>
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<td>Texas Society of Health-System Pharmacists</td>
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<td>TSBP</td>
<td>Texas State Board of Pharmacy</td>
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UTEP SOP Office of Student Affairs Vision & Mission

**Vision**

The vision of the SOP Office of Student Affairs (OSA) is to implement, produce, and assess the SOP IDEAL that is student oriented and student success driven. The OSA is first and foremost an advocate for student ideas and needs that provides a support structure that challenges students to become pharmacy leaders and innovators for the 21st century.

**Mission**

The mission of the SOP OSA is to be a student-centered office that works to provide access to meaningful and formative student experiences that will enhance UTEP Pharmacy students’ educational and professional lives.

**Services**

In order to meet the mission of the SOP OSA, the OSA provides the following services:

- Inform and support to pre-pharmacy students and prospective students who are interested in or applying to the UTEP School of Pharmacy
- Recruit and outreach highly qualified prospective students in the local, regional, national, and international level that meet the mission and vision of the School of Pharmacy
- Orient admitted and matriculated students into the School of Pharmacy via Pre-Orientation and Orientation activities
- Co-lead, with the Office of Experiential Education, the Study Away component of the SOP Curriculum
- Co-lead, with the Co-Curriculum Team, co-curricular activities
- Support student organizations
- Collaborate with the Student Excellence Team and the Associate Dean of Academic Affairs to facilitate retention, academic and professional progression, and graduation of SOP students via student success initiatives
- Offer a broad range of student services in collaboration with university partners (e.g., Office of Financial Aid, Office of Scholarships, University Career Center, University Counseling Center)
- Manage student issues and handle student complaints

**Academic Calendar**

Please see UTEP Calendar [here](#).
Professional and Technical Standards for Admission, Matriculation, Progression, and Graduation

The following attributes are required for admission, matriculation, progression, and graduation from the UTEP School of Pharmacy (SOP). Students who have concerns about meeting the following requirements should contact the UTEP Center for Accommodations and Support Services (CASS) and the SOP Office of Student Affairs.

- **Ethical.** Students must demonstrate and exhibit professionalism and ethical decision-making in all interactions, whether they are in the classroom, laboratory, experiential site, or any other event where the student is representing UTEP, the SOP and/or the pharmacy profession. Students must be able to comply with the legal requirements and background checks established by the Texas State Board of Pharmacy and SOP Criminal Background Check Policy and Drug Screen Policy. Students must conduct themselves according to the principles set in the “Oath of a Pharmacist” while accepting the responsibilities as part of their development into pharmacists.

- **Social and Behavioral.** Students must demonstrate the emotional health, mental acuity and maturity necessary to exercise ethical judgment and utilize their intellectual skills to their full ability. Students must demonstrate integrity, compassion, empathy, and sensitivity to work with diverse cultures. Students must be able to develop effective professional relationships with patients, their families/caregivers, and colleagues. Students must demonstrate the ability to tolerate stressful and demanding environments and maintain adequate function and completion of assignments despite the fluctuating nature of the work environment.

- **Intellectual, Conceptual, Integrative, and Quantitative.** Students must demonstrate the ability to accurately measure, calculate, analyze and interpret large amounts of information, assimilate that data into problem solving, and then apply that learned information to a variety of situations. Students must demonstrate the ability to adapt to different learning and practice environments. Students must exhibit attention and alertness to surroundings and the ability to pro-actively apply quick critical thinking to patient care problems. Students must be committed to the necessary study time and to the SOP curriculum, experiential, and co-curricular requirements.

- **Communication.** Students must demonstrate the ability to communicate, effectively and sensitively in individual conversation and in groups. Students must be able to communicate via verbal and written forms to elicit information, document data, and provide clear, concise, and accurate responses. Students must be able to prepare and deliver formal papers, presentations, and engage in community outreach events. Students must also be able to learn and utilize technical language in real-world settings as well as use basic resources to navigate across diverse languages and cultures, which will be learned via the SOP coursework.

- **Observation and Sensory.** Students must demonstrate the ability to observe demonstrations, lectures, and experiments in individual and group settings. Students must be able to observe a patient accurately with their combined senses including vision, hearing, smell, and touch. Students must be able to read to interpret information from prescriptions and medication-related labels.
• Motor. Students must demonstrate the sufficient motor function and physical coordination necessary for performing basic classroom and pharmacy-related functions. Students must be able to participate in large and small group discussions, practice and perform physical assessment skills (e.g., manually measuring blood pressure, auscultating heart and lungs), perform injections (e.g., vaccines) and functions related to emergency management, prepare all routine types of medications including sterile and non-sterile compounding, and deliver direct patient care as appropriate to the pharmacist’s contemporary role in society.

For more information regarding Professional Technical Standards see:

**Office of Experiential Education (OEE) Student Compliance**

**Immunization Requirements**

Students are required to complete the following immunizations and titers/tests prior to entering school:

- TB Skin Test (Tuberculin) (All TB skin tests should be completed prior to receiving Varicella and/or MMR vaccines. Failure to comply may result in a false negative TB skin test result.
  - For individuals who have never been tested or have received a negative result before:
    - Initial 2-Step TB Skin Test (TST) must be completed. Initial test will be administered, and individual must return to clinic in 48-72 hours later to receive results. Results will be recorded.
    - If first TST returns negative, individual must receive a second TST between 7-21 days after the initial test was administered. Second TST will be read 48-72 hours after administered. Results will be recorded.
  - If an individual received a positive result on initial TST, a second TST is not required. Individual will need a Chest X-Ray (CXR) and annual clearance/TB assessment form completed by a Health Care Provider. Office of Experiential Education will provide the form required to be completed. We have also attached this form to these documents. A CXR report must be attached to form and signed by a healthcare provider.
  - Any individual who receives a positive TST, will be required to complete an annual clearance/TB assessment form instead of the annual TST.
  - Any individual who initially completed the 2-Step TST and received negative results will need to complete an annual TST for the remainder of the time enrolled in pharmacy school.

- Tdap vaccine (tetanus, diphtheria, and pertussis)
  - Individuals must have documentation of receiving vaccine at age 11 or older and a Td or Tdap every 10 years after.
  - Required documentation to be provided must be for most recent Tdap/Td.

- Varicella immunity titer
  - Student must receive IgG titer, not IgM. IgG will provide results showing immunity against the disease.
  - If results return positive, no additional testing or vaccine is required.
If results return negative, two doses of Varicella vaccine are required (at least, 28 days apart); once this series is completed, no additional tests or vaccines are required.

- Lab report must be provided.

- **MMR (measles, mumps, rubella) immunity titer**
  - Student must receive IgG titer, not IgM. IgG will provide results showing immunity against the disease.
  - If results return positive, no additional testing or vaccine is required.
  - If results return negative, two doses of MMR vaccine are required (at least, 28 days apart); once this series is completed, no additional tests or vaccines are required.
  - Lab report must be provided.

- **Hepatitis B vaccine series and immunity titer**
  - Student must receive IgG titer, not IgM. IgG will provide results showing immunity against the disease.
  - If results return positive, no additional tests or vaccines are required.
  - If results return negative, individual must complete a series (3 vaccines total) and receive a HepB Titer 4-6 weeks after the third dose is administered.
  - Proof of completed series and lab report must be provided.

- **Annual Flu vaccine**
  - Must include LOT # of vaccine. A current vaccination must be received between October 1 through March 31, and annually thereafter.
  - A declination will be accepted and must be signed by a health care provider.
  - Due to the time frame provided, this is the one of the acceptable items that is allowed to be pending on first day of class.

Vaccinations and screenings are obtained at the student’s expense. A student’s health insurance may cover these services. Students who fail to submit documentation will not be permitted to participate in the required direct patient care components of the PharmD program.

Student must provide the SOP a copy of the results for all items listed above. All immunizations requirements are provided at the UTEP Student Health and Wellness Center or can be provided at the health care provider of your choice.

**Certification and Liability Insurance:**

Students are required to provide proof of documentation of the following prior to entering school:

- **American Heart Association (AHA) CPR/BLS**- please take note that only Healthcare Provider Training will be accepted. Should you decide to take a hybrid course, only one with live skills demonstration will be accepted.

- **City Wide Orientation**
  - Student must go to [https://www.epcc.edu/Admissions/Orientation/community-wide-orientation](https://www.epcc.edu/Admissions/Orientation/community-wide-orientation) to access the on-line presentation. At the end of the presentation, the student must complete the online exam. A certificate of completion will be provided.

- **State Issued ID**
• Proof of Personal Health Insurance
  o Must be active on first class day. Document to show verification of active policy and must be uploaded on an annual basis regardless of duration of insurance. Verification insurance letter with current date coverage documented for current year of active policy must be provided. Insurance must be from U.S.A. Items that must be present on the letter or statement:
  1. Post Date
  2. Full Name
  3. Date of Birth
  4. Member ID#
  5. Name of insurance
  6. Coverage Date start and end
• Pharmacy Tech/Pharmacy Tech Trainee (if applicable) (REFER TO LICENSURE BELOW)

Drug Screen and Background Check Requirements

• 10-panel drug screening
• Criminal Background check

Please take note that a student may be asked to complete additional items specific to the requested rotation site.

Tuition & Fees

Tuition and fees are set by the university and approved by The University of Texas System Board of Regents.

Mandatory fees include:
• Library Fee
• Student Services Fee
• Technology Fee
• Green Fee
• Health Care Fee
• International Education Fee
• Recreation Fee
• Registration Fee
• Student Union Fee

Students in the PharmD program are also responsible for a major fee that students pay every semester that provides for supplies, preceptor training, drug testing and background checks, accreditation requirements and other initiatives that impact all students. Students facing financial difficulty can use the following services:

UTEP Easy Pay Installment Plan

Tuition can also be paid via the UTEP Easy Pay Installment Plan. To use the UTEP Easy Pay Installment Plan contact the UTEP Student Business Services. The UTEP Easy Pay Installment Plan allows students to pay 20% of the tuition and fees at the beginning of the semester. The remainder is billed in four equal monthly payments. There is a convenience fee of $20.
**Emergency Tuition Loan**

An Emergency Tuition Loan can be requested via the UTEP Student Business Services. The Emergency Tuition Loan can be used for academic-related expenses. Payments are due in four (4) installments of 20% each, each month of the long semester starting on September or February, respectively. To be eligible for the Emergency Tuition Loan, a student must be enrolled for the current term, with no past due balances. Current tuition and fees, parking decal, health insurance, and meal plan that are assessed at the time of enrollment are included in this option. https://loans.utep.edu. There is a convenience fee of $20, and the interest rate is generally no more than ~$10 per month. The amount of the loan is equal to 20% of the total tuition and fees charged, as well as parking decal, health insurance, and meal plan (which is paid separately). For more information contact the UTEP Student Business Services.

**Book Loan**

A book loan is a short-term loan that is available at the beginning of each semester. This is not a cash option. Funds are directed to your Miner Gold Card and can be used only at the UTEP Bookstore. Students can request a loan amount between $50-500, which is placed on the student's UTEP ID. The funds can only be used at the UTEP Bookstore. There is a flat interest rate of $10.

**Paydirt Emergency Loan**

If a student is facing a financial challenge or unexpected situations (e.g., car repairs, daycare expenses, job loss) and is need of immediate assistant the UTEP Paydirt Loan is a short-term loan that can help a student stay enrolled at UTEP and continue one’s education. The maximum loan amount for the UTEP Paydirt Loan Program is $500. Repayment of the loan is the responsibility of the student and must be paid-in-full within 90 days from the date of the signed promissory note. The UTEP Paydirt Loan will be administered by the Division of Student Affairs through the Office of Student Financial Aid.

**Orientation**

**New Student Orientation**

A mandatory new student orientation is held a week prior to the start of the PharmD curriculum. The orientation is an opportunity to meet your fellow PharmD students, meet SOP administrators, faculty, and staff, and learn vital information for your time at the SOP.

Topics will include:

- Curriculum
- Student Affairs
- Professional Behavior
- Preparedness course
- Office of Financial Aid and Student Business Services
- Office Of Experiential Education
• Student Health Insurance
• Co-curriculum experiences
• Interprofessional Practice and Education (IPE)
• Computer training and Email set-up
• Student Pharmacy Organizations
• Campus SaVE Act and Title IX

Professional Hour

There will be mandatory professional hour at various points throughout the semester.

Re-Orientalation

At the beginning of each semester, re-orientation will be scheduled for all returning students.

White Coat

The White Coat Ceremony is a “rite of passage” for Pharmacy students. The ceremony emphasizes the importance of the foundational mission of the program: transforming pharmacy education, patient care, community service, research and leadership to benefit a 21st century demographic.

The SOP ceremony takes place in front of family, friends, faculty, staff, and community members. The incoming students are welcomed by the Dean and then presented “cloaked,” with their first white coats. Students recite the Oath of a Pharmacist before the assembly, publicly acknowledging their new responsibilities and their willingness to assume the obligations of their new profession.

The White Coat ceremony is held after New Student Orientation as a culmination of the orientation experience and to aid in the transition into the SOP.

Mobile Electronic Device Requirements

To complete assignments, exams, and other forms of assessment, students of the UTEP SOP will need to meet the following requirements for mobile electronic devices. Mobile electronic devices (e.g., laptop, tablet) are required for all students to complete in class examinations. SofTest, an ExamSoft product, will be used by the UTEP SOP and can be used on most modern Microsoft Windows based computers (i.e. purchased within the last 3-4 years). Please see specific system requirements as noted below. SofTest cannot be used on virtual operating systems such as Microsoft’s Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.

SofTest Windows - PC Requirements

• Operating System: 32-bit and 64-bit Versions of Windows Vista, Windows 7, Windows 8, and Windows 10
• Only genuine, U.S.-English, French, Portuguese, Swedish, and British versions of Windows Operating Systems are supported
• ExamSoft does not support Tablet devices other than Surface Pro as detailed below
• CPU Processor: 1.86Ghz Intel Core 2 Duo or greater
• RAM: highest recommended for the operating system or 2GB
• Hard Drive: highest recommended for the operating system or 1GB of available space
• For onsite support, a working USB port is required (Newer devices may require an adaptor)
• Internet connection for SofTest Download, Registration, Exam Download and Upload
• Screen Resolution must be 1024x768 or higher
• Adobe Reader (Version 9, 11, or DC) is required for exams containing PDF attachments
• Administrator level account permissions

Surface Pro Requirements
• Surface Pro 1, 2, & 4 (Non-Pro Surface devices are NOT supported)
• Surface 3 (Pro and Non-Pro devices ARE supported)
• External keyboard (USB or Bluetooth) required. Bluetooth keyboards must be paired prior to launching exam
• Hard Drive: 1GB or higher available space
• Adobe Reader XI is required for exams containing PDF attachments
• For onsite support, a working USB port is required (Newer devices may require an adaptor)
• Internet connection for SofTest Download, Registration, Exam Download and Upload
• Screen Resolution must be 1920x1080
• Administrator level account permissions

SofTest Mac
• Operating System: OS X 10.9 (Mavericks), OS X 10.10 (Yosemite), OS X 10.11 (El Capitan), mac OS 10.12 (Sierra). Only genuine versions of Mac Operating Systems are supported.
• CPU: Intel processor
• RAM: 2GB
• Hard Drive: 1GB or higher available space
• Server version of Mac OS X is not supported
• For onsite support, and in order to backup the answer files to a USB, a working USB port is required (Newer devices may require an adaptor)
• Internet connection for SofTest Download, Registration, Exam Download and Upload
• Administrator level account permissions

Course Registration
Students enrolled in UTEP SOP are required to register for classes through UTEP Goldmine website. Registration opens mid-semester PRIOR to the semester of coursework. Courses may be added up to the date of Late Registration (approximately 2 days prior to class start until approximately 5 days after the first day of the semester). All required didactic courses MUST be taken for a letter grade. All experiential courses are Pass/Fail. The final Drop Deadline Date is generally during the Mid-Semester.
**Late Registration**

Any student who, with proper permission, registers after the scheduled days for regular registration will be required to pay a special charge of $20.00 for the late Web registration process, $30.00 for in-person late registration, or $50.00 on or after the first official school day of class. A new student will have the late registration fee waived as long as registration is made before the first official day of class. Late registrants are subject to the same regulations and course requirements as students who enroll on time. Classes missed because of late registration will be counted as absences, and class or laboratory work missed will be counted as a zero (0) unless the instructor grants the student permission to make up the work.

Any student who has been withdrawn and has his or her schedule reinstated after census day will be assessed a $200 reinstatement fee.

Information regarding registration (Add, Drop, etc.) and other academic-related dates is found on the UTEP Academic Calendar.

**Curriculum**

The School of Pharmacy Curriculum has been developed using the Accreditation Council for Pharmaceutical Education (ACPE) standards for the Doctor of Pharmacy degree which embrace a solid pharmaceutical and clinical sciences foundation while incorporating interprofessional education (IPE) and professional skills development via co-curriculum and coursework. Further, the curriculum has been designed to include UTEP high impact educational practices (the UTEP Edge) such as service-learning, capstone projects, experiential learning, global learning and study away. The curriculum has been reviewed and approved by ACPE and Texas Higher Education Coordinating Board.

The SoP faculty and administrators have designed the curriculum to be Aligned, Meaningful, and Integrated (AIM) to ensure learning that overlaps and supports repeated exposure via active learning and experiences. Over the four years, the curriculum has been built to Introduce, Reinforce, and Apply knowledge and skills (Entrustable Professional Activities -EPAs) that lead to competitive and competent pharmacists who can serve and lead in a diverse society. Each course has objectives that have been evaluated for connection to national CAPE (Center for Advancing Pharmaceutical Education) outcomes as well as the PCOA® (Pharmacy Curriculum Outcomes Assessment®) and NAPLEX® (North American Pharmacist Licensure Examination).

Other unique features of the curriculum follow. To support learning in the predominantly Spanish-speaking population of El Paso county and to build communication, technical pharmacy Spanish is integrated across the P1 to P3 years (P: Pharmacy Year). To address the requirement that each graduate must complete a jurisprudence (law) exam based on state and national
pharmacy-related laws, “law” has been integrated across the years. Additional features such as the Study Away, Capstone, and Interprofessional Education are described following the curriculum summary. See grid below.

<table>
<thead>
<tr>
<th><strong>P1</strong></th>
<th><strong>P2</strong></th>
<th><strong>P3</strong></th>
<th><strong>P4</strong></th>
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</thead>
<tbody>
<tr>
<td>18 SCH/Semester</td>
<td>17-19 SCH/Semester</td>
<td>17-19 SCH/Semester</td>
<td>42-50 credit hours (starts Summer)</td>
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<tr>
<td><strong>Track 1: Pharmaceutical Foundations (PF)</strong></td>
<td><strong>Track 4: Integrated Systems-Based Pharmacotherapy (ISBP)</strong></td>
<td><strong>Track 4: Integrated Systems-Based Pharmacotherapy (ISBP)</strong></td>
<td><strong>Track does not continue</strong></td>
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<tr>
<td>○ Principles of:</td>
<td>○ Pathophysiology</td>
<td>○ Pathophysiology</td>
<td>○ Pathophysiology</td>
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<tr>
<td>● Medicinal Chemistry</td>
<td>○ Pharmacology</td>
<td>○ Pharmacology</td>
<td>○ Pharmacology</td>
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<tr>
<td>● Pharmacetics &amp; Kinetics</td>
<td>○ Medicinal Chemistry</td>
<td>○ Medicinal Chemistry</td>
<td>○ Medicinal Chemistry</td>
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<tr>
<td>● Pharmacology &amp; Toxicology</td>
<td>○ Pharmacokinetics</td>
<td>○ Pharmacokinetics</td>
<td>○ Pharmacokinetics</td>
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<tr>
<td>● Clinical Chemistry</td>
<td>○ Toxicology</td>
<td>○ Toxicology</td>
<td>○ Toxicology</td>
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<tr>
<td>● Genomics</td>
<td>○ Pharmacogenomics</td>
<td>○ Pharmacogenomics</td>
<td>○ Pharmacogenomics</td>
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<tr>
<td>● Pharmacognosy</td>
<td>○ Pharmacotherapy: Primary Care</td>
<td>○ Pharmacotherapy Specialties</td>
<td>○ Pharmacotherapy Specialties</td>
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<tr>
<td>○ Compounding Lab</td>
<td>● Cardiovascular</td>
<td>● Advanced Cardio</td>
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<tr>
<td>○ Calculations</td>
<td>● Endocrine</td>
<td>● Psych</td>
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<tr>
<td>○ Integrated Skills Workshop (P1-P3)</td>
<td>● Gastrointestinal</td>
<td>● Inpatient Infections</td>
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<td></td>
<td>● Infectious Diseases</td>
<td>● Oncology</td>
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<td></td>
<td>○ Practical Applications Workshop</td>
<td>○ Practical Applications Workshop</td>
<td>○ Practical Applications Workshop</td>
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<td>● Patient Assessment</td>
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<td>● Over-the-Counter</td>
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<td>● Complementary Alternative &amp; Integrative Medicine</td>
<td>● Complementary Alternative &amp; Integrative Medicine</td>
<td>● Complementary Alternative &amp; Integrative Medicine</td>
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<td></td>
<td>● Point-of-Care Devices</td>
<td>● Point-of-Care Devices</td>
<td>● Point-of-Care Devices</td>
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<td></td>
<td>○ Integrated Skills Workshop (P1-P3)</td>
<td>○ Electives</td>
<td>○ Electives</td>
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<tr>
<th><strong>Track 2: Global Health Colloquium (GHC)</strong></th>
<th><strong>Track 2: Global Health Colloquium (GHC)</strong></th>
<th><strong>Track 2: Global Health Colloquium (GHC)</strong></th>
<th><strong>Track does not continue</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Cultural, Literacy, &amp; Community Health</td>
<td>○ Biostatics/Epidemiology</td>
<td>○ Applied Biostatics &amp; Drug Information</td>
<td></td>
</tr>
<tr>
<td>○ Health &amp; Wellness</td>
<td>○ Health Behavior &amp; Perceptions Across Cultures &amp; Life Span</td>
<td>○ Health Services Administration</td>
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<tr>
<td>○ Spanish - Pharm Professional</td>
<td>○ Spanish-Pharm Professional</td>
<td>○ Spanish – Pharm Professional</td>
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</tr>
<tr>
<td>○ Study Away</td>
<td>○ Capstone Project (P2-P3)</td>
<td>○ Capstone Project(P2-P3)</td>
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<td></td>
<td>○ Electives</td>
<td>○ Electives</td>
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<tr>
<th><strong>Track 3: Patient Care, Practice, and Innovation (PCPI)</strong></th>
<th><strong>Track 3: Patient Care, Practice, and Innovation (PCPI)</strong></th>
<th><strong>Track 3: Patient Care, Practice, and Innovation (PCPI)</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>○ Foundations: Health Care, Pharmacy, Ethics</td>
<td>○ Pharmacy Informatics &amp; Drug Information</td>
<td>○ Economic, Clinical, Humanistic Outcomes (ECHO)</td>
<td>○ Professional Innovations Leadership &amp; Life Skills (PILLS)</td>
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<tr>
<td>○ Communication &amp; Counseling</td>
<td>○ Patient Safety</td>
<td>○ Practice Management &amp; Administration</td>
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<tr>
<td>○ Pharmacy Law (online)</td>
<td>○ IV Admixture Lab</td>
<td>○ Pharmacy Law</td>
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<tr>
<td>○ Immunizations</td>
<td>○ Pharmacy Law (online)</td>
<td>○ Professional Innovations Leadership &amp; Life Skills (PILLS)</td>
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<tr>
<td>○ Professional Innovations Leadership &amp; Life Skills (PILLS)</td>
<td>○ Professional Innovations Leadership &amp; Life Skills (PILLS)</td>
<td>○ Electives</td>
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<td>○ Electives</td>
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<tr>
<th><strong>Experiential Education</strong></th>
<th><strong>Experiential Education</strong></th>
<th><strong>Experiential Education</strong></th>
<th><strong>Advanced Pharmacy Practice Experience (APPE)</strong></th>
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<tbody>
<tr>
<td><strong>Introductory Pharmacy Practice Experience (IPPE)</strong></td>
<td><strong>Introductory Pharmacy Practice Experience (IPPE)</strong></td>
<td><strong>Introductory Pharmacy Practice Experience (IPPE)</strong></td>
<td>Seven 6-week Rotations</td>
</tr>
<tr>
<td>Integrated into Didactic Curriculum</td>
<td>Community based (2 weeks)</td>
<td>Institutional based (2 weeks)</td>
<td><strong>Required Rotations (4):</strong></td>
</tr>
<tr>
<td></td>
<td>Integrated into Didactic Curriculum</td>
<td>Integrated into Didactic Curriculum</td>
<td>• Ambulatory Care</td>
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<td>• Inpatient General Medicine</td>
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<td>• Community Pharmacy</td>
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<td>• Institutional/Health System Pharmacy</td>
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<td></td>
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<td><strong>Elective Rotations (3)</strong></td>
</tr>
</tbody>
</table>

**Thread 1: Interprofessional Practice and Education (IPE)**

**Thread 2: Co-curriculum: Career Rx Plan (Development Plan), Online Reflections, Study Away**
Study Away

Included in the SOP curriculum is a study away component that requires all UTEP PharmD students to participate in a short term Study Away experience outside of the El Paso area. The UTEP PharmD study away component is aligned with the UTEP Edge, an institutional initiative that focuses on creating the “next generation of student engagement and professional preparation at UTEP” through curricular and co-curricular experiences including study abroad/study away. The Study Away experience is a required, credit-bearing elective which must be completed prior to the fall semester of the P2 year. The Study Away experiences are most often held during P2 summer. Faculty and/or preceptors will offer experiences that are regional (within driving distance of El Paso County), domestic (within the United States and territories), and/or international (outside of the United States). Other options include UTEP-led experiences such as a student-designed experience. Student-designed experiences are required to:

- Have student participate in an on-going service commitment (at least 25% of time) at an established (in existence for more than 3 years) organization that has a reporting structure (e.g., director, executive board)
- Have a service site director who must be willing to provide guidance to the student and complete and submit assessment documents
- Be in a location outside of the El Paso County boundaries (≥ 60 miles outside of El Paso)
- Be completed prior to the fall semester of their P2 year

The Offices of Experiential Education and Student Affairs must approve the student-designed experience and provide guidance and support. The cost of the Study Away experience (e.g., lodging, travel, food, activities) is not covered by tuition and fees and must be covered by the student. Funding options may be available. For remediation policy see “Study Away Remediation”.

If the student has a valid excuse for being unable to attend their scheduled study away experience, they must submit a request for the experience to be deferred, in writing, to the Director of Student Affairs. This request must also include appropriate documentation proving a valid reason for deferment. A full refund may not be possible. Medical emergencies by student or student’s immediate family member constitute a valid reason for deferment, but other situations may be approved on a case-by-case basis.

CAPstone

The UTEP School of Pharmacy defines Capstone as a longitudinal scholarly project that allows students to build upon and support concepts throughout the curriculum. The Capstone Course Sequence (Fall P2 through Spring P3) will facilitate the development of students’ skills in research techniques and processes, literature searches, and critical thinking. Capstone experiences, and cumulative research projects, are identified as a UTEP high impact practice that support student learning. PharmD students will be introduced to research and Capstone concepts and begin exploring research interests in P1 year (e.g., via PILLS). During P2 year, students will complete Capstone training and Capstone Project tasks. By P3 year, students will complete the Capstone Project and present their research findings.
**Experiential Education**

The UTEP SOP has strategically placed introductory and advanced pharmacy practice experience from Professional Year 1 through Professional Year 4. Experiential education provides students hands-on experiences that encompass a 4-legged stool approach: real patient, real pharmacist/provider, real student, real world.

**Introductory Pharmacy Practice Experience (IPPE)**

Introductory Pharmacy Practice Experiences (IPPEs) are weaved into the UTEP SOP curriculum throughout the P1, P2 and P3 years in which students begin acquiring internship hours to apply for pharmacy licensure in the state of Texas. Students must be registered pharmacist intern-trainees (P1 year) and licensed pharmacist interns (after P1 year) with the Texas State Board of Pharmacy (TSBP) in order to participate in these activities. IPPEs are experiential activities that occur in pharmacy practice sites, but may also include simulation, volunteer activities related to pharmacy practice in association with interprofessional education (IPE).

Students will participate in a minimum of 300 IPPE hours. The majority of IPPE hours (180 hours) are accrued via the:

- **Community IPPE course:** Is a 90-hour (2 weeks, full-time) activity-based experience in a community pharmacy practice setting. This rotation occurs during the summer between the P1 and P2 years.
- **Institutional IPPE course:** Is a 90-hour (2 weeks, full-time) rotation designed to introduce students to the fundamentals of pharmacy practice in an institutional setting. This rotation occurs during the summer between the P2 and P3 years.

The remainder of the IPPE hours are acquired during the fall and spring semesters from P1 year to P3 year. These hours are tied to didactic courses and are called didactic IPPEs.

**Advanced Pharmacy Practice Experience (APPE)**

Students accumulate the majority of the internship hours required for licensure in Texas through the Advanced Pharmacy Practice Experience (APPE) courses, which occur during the last year (P4) of the curriculum. Students will complete a minimum of seven 6-week rotations, 4 of which all students will be required to complete and 3 which will be classified as electives with various patient care and non-patient care options available based on a student's interests.

4 Required
- Community APPE
- Hospital APPE
- Inpatient General Medicine APPE
- Ambulatory Care APPE

**Interprofessional Education (IPE)**

Interprofessional Practice and Education (IPE) is defined as the “involvement of educators and learners from two or more health professions and their foundational disciplines who jointly create and foster a collaborative learning environment.” The goal of these efforts is to “develop knowledge, skills and attitudes that result in interprofessional team behaviors and competence. Ideally, IPE is incorporated throughout the entire curriculum in a vertically and horizontally integrated fashion.”
According to the Interprofessional Education Collaborative (IPEC), four core practice competency domains have been identified that the UTEP SOP will integrate into its professional program.

- **Competency Domain 1:** Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)
- **Competency Domain 2:** 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 & advance the health of populations. (Roles/Responsibilities)
- **Competency Domain 3:** Communicate with patients, families, communities, and professionals in health & 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. (Interprofessional Communication)
- **Competency Domain 4:** 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. (Teams & Teamwork)

The IPE experience has been strategically threaded throughout the UTEP SOP Doctor of Pharmacy curriculum in a way that is purposeful and provides building blocks for Interprofessional practice. There are a minimum of nine (9) formal IPE experiences which students will participate in. The focus of the first year is to introduce concepts in IPEC and strategies and tools to enhance performance and patient safety (TeamSTEPPS®). In the P2 year, IPE experiences shift focus to issues related to vulnerable populations (i.e., refugee, individuals experiencing homelessness, and transgender). In the P3 year, IPE experiences will have a focus in pharmacotherapy. In the last year (P4), the Inpatient General Medicine APPE will be designated as an IPE. The coordinator of IPE, the director of experiential education, and the Inpatient General Medicine APPE coordinator will oversee IPE activities. IPE’s are an essential part of the PharmD curriculum and an essential practice to be an effective pharmacist. Other opportunities are continuously being explored to integrate more diverse IPE opportunities (i.e. study way, IPPE, student organizations, and more).

**Co-Curriculum**

Due to the expanding role of the pharmacist, it is important to create a meaningful, professionalism-centered co-curricular plan as part of the UTEP School of Pharmacy curriculum. The goal of the UTEP SOP co-curricular plan is to ensure that all graduates will be IDEAL pharmacists.

The UTEP co-curricular thread was developed utilizing the Revised Taxonomy Model by Brown et al. This taxonomy model identifies three domains (competence, connection, character) of pharmacy professionalism. Each domain consists of five descriptive traits that support the professional development of a pharmacy student. As the student advances in the cocurricular thread, they have the opportunity to practice each professional trait with learning activities that have been identified in practice and in the curriculum. These experiences will build upon each other as the student’s skill-set is developed with more depth. These domains and traits are as follows:
The Co-Curricular experience will be strategically threaded throughout the UTEP SOP Doctor of Pharmacy curriculum and housed in the Professionalism, Innovation, Leadership, and Life Skills (PILLS) course. A variety of diverse co-curriculum required and optional activities have been identified. In the PI year, the PILLS course will introduce the taxonomy model and its relevance to the IDEAL pharmacist. The PILLS course, along with faculty advisors, will help track student progress. The Co-Curricular team will work closely with the UTEP Office of Civic Engagement and student organizations to identify activities for student experiences. Students are expected to meet the required co-curricular activities (RX PRO). RX PRO activities are linked throughout the curriculum. In addition, students will be required to complete seven elective co-curricular activities from the RX PRO Plus Plan (formulary of elective student activities) that must be completed between their first and last professional year. This formulary (RX PRO PLUS) of elective opportunities is available and attached to this document. Lastly, the UTEP SOP co-curricular plan closely aligns with the UTEP EDGE.
RX Pro Plus Co-Curricular Activities

**Tier Three**
- Clinical Competition [Competence]
- Ciudad Nueva [Connection/Character]
- Legislative Day (State) [Competence/Connection/Character]
- Coordination or Co-Coordination of a Health Screening/Fair [Competence/Connection/Character]
- Present at Regional/National Scientific Meeting [Competence/Character]
- Study Abroad [Competence/Connection/Character]
- Senior Mentor/Mentee Relationship (e.g. CARE Program) [Connection/Character]
- Habitat for Humanity [Competence/ Connection/Character]
- Volunteer at a Free Clinic (e.g. Migrant) [Competence/Connection/Character]
- President of an Organization or Chair of a Committee [Competence/Character/Connection]
- Young Achievers Forum [Connection/Character]
- Mustard Seed Volunteer [Connection/Character]
- Organizing a 5K Run [Connection/Character]
- Other

**Tier Two**
- Mustard Seed Volunteer [Connection/Character]
- Tutoring Students [Competence/Connection/Character]
- Mentoring Pre-Pharmacy Students [Competence/Connection/Character]
- Senior Citizen/Nursing Home (e.g. Movie Night, Valentine’s Dance) [Connection/Character]
- Sandwich Ministry “Food Insecurity” [Competence/Connection/Character]
- Registration/Volunteer with Kelly Food Bank “Food Insecurity” [Competence/Connection/Character]
- Ronald McDonald House Activities [Connection/Connection/Character]
- Participating in 3 Health Screenings [Competence/Connection/Character]
- Officer on an Organization Committee [Competence/Connection/Character]
- Mentoring students to serve as chaperones during admissions process [Competence/Connection/Character]
- Participate in a 5K Run for Benefit and help with Fundraiser [Character/Competence]
- Barry Coleman Advocacy Day (Local) [Competence/Connection/Character]
- IPE Co-Curricular activities* [Competence/Connection/Character]
- Brown Bag lunch with the Dean [Connection/Character]
- Other

**Tier One**
- Career Day [Competence/Connection]
- Lunch & Learn (monthly) [Competence/Connection]
- Mentor/Guide Students [Competence/Connection]
- Food drive [Connection/Character]
- Blanket drive [Connection/Character]
- Care Packages for troops [Connection/Character]
- UTEP Volunteer for event [Connection/Character] See list for community engagement*
- Helping Pre-Pharmacy Organization with Homecoming Float [Connection]
- Chaperoning Pharmacy candidates during admissions process [competence, connection, character]
- Other

*Other activities not listed above may be considered but MUST be approved from Office of Student Affairs Office

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*Activities Required (2 in competence, 3 in connection (University, Community, Profession), 2 in character) Ideal: Pick 2 activities from each tier plus one activity from any tier of students choice.
Faculty Advisor

Each student is assigned a Faculty Advisor. Entering P1 students will meet their assigned advisor during new student orientation. Afterward, the advisee and the faculty advisor must meet, at minimum, once a semester during the fall and spring semesters. It is suggested that the advisee meet with their advisor prior to the enrollment period for the spring semester. This timeframe will allow the student to discuss their academic performance during the current semester and, if needed, allow time for appropriate changes to be made before the semesters end. Students may meet with their advisors as frequently as needed. Students will continue to meet with their faculty advisor until the student enters their P4 year. Once the student begins the P4 year the Office of Experiential Education, preceptors, and the Office of Student Affairs will answer questions or concerns about experiential requirements, career placement, and graduation requirements.

The Faculty Advisor’s primary role is to help foster career and professional development. The Faculty Advisor will:

- Discuss career and educational plans and the skills and knowledge necessary to meet career and educational goals (students’ e-portfolio [Career RX Pro Plan] will help guide these conversations)
- Explain how the curriculum relates to future work responsibilities, skills and attitudes
- Provide academic support to aid with progression toward graduation
- Discuss different career tracks available upon completion of a Doctor of Pharmacy degree
- Collaborate with faculty, Associate Dean of Academic Affairs, OSA, practitioners and others to facilitate academic success by helping students gain access to necessary resources
- Identify appropriate school and campus resources and offer referral sources
- Understand common concerns of students
- Examine students’ progression toward career and academic goals by reviewing their portfolios
- Direct to additional mentors
- Review Co-Curricular requirements not included in the PILLS course
- Verify that Study Away component has been planned & completed by P2 Fall except for cases where deferment is approved or where remediation is necessary
- Notify the ADAA and OSA 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 the ADAA and OSA when necessary.

Student Organizations

The SOP student organizations must be registered student organizations (RSO) and will liaise with the UTEP Student Government Association (SGA). It is an umbrella organization that works in partnership with other SOP student organizations. In addition, SOP student organizations work with other health-related associations on campus, including the UTEP Pre-Pharmacy Organization (PPO) and in the community. A list of current SoP student organizations can be found below.

- APhA-ASP
- SSHP
Student Representation

Each class has two representatives who serve as class liaisons for their cohort. They act as a voice for their fellow pharmacy students to report their concerns, as well as their successes. These class liaisons serve as committee members who sit on the Student Excellence Team and Curriculum committee. Students are also represented on other SOP committees including, Admissions committee, Preceptor Excellence Team, and Co-curricular committee.

Grading

GPA Calculation Policy:

All grades earned in didactic courses are averaged. A grade equal to C or better is considered passing. Any course retaken due to earning a D or F is replaced by a C if the class is successfully remediated. Grades for didactic courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Experiential course grades are only a pass or fail. Students must maintain a 2.5 average to remain in good academic standing (See “Good Standing”).

Course Grade Review & Course Grade Grievance

The grade review policy must follow these hierarchical steps: (1) student may request the Faculty/Preceptor followed by the Course/Clinical Coordinator to review and re-evaluate an overall course grade within (10) business days after grades are posted; (2) students who receive a grade below “C” will be contacted by the Associate Dean of Academic Affairs with further steps as is appropriate; (3) students may appeal within (10) business days to the Dean of the SoP after receiving communication from the Associate Dean of Academic Affairs (4) after receiving the Dean’s decision students may pursue a formal grade appeal process that is officially filed with the Student Grievance Committee of the UTEP Faculty Senate. The decision of the Student Grievance Committee is final. Students should contact the UTEP Dean of Students Office for specific information or download a copy of the grievance form on the UTEP Dean of Students webpage.
Didactic Coursework Grades

A student must appeal an assignment/exam grade within 10 business days of grades being posted. A decision regarding the matter will be submitted to the student prior to the end of the semester (i.e., fall, spring, summer). The letter will be placed in the student file. Any extenuating circumstance will follow UTEP HOP/catalog. Didactic coursework and courses are assigned letter grades. For students to progress to the next semester, they must successfully complete the course requirements while earning a grade of C or better (no grade of D or lower). If a student earns a grade below a C, the student may be eligible for remediation (See “Didactic Remediation” section).

Experiential Coursework Grades

Experiential education coursework and courses are assigned a Pass or Fail grade. A student must successfully complete the experiential requirements (e.g., IPPE, APPE) while earning a passing grade. If experiential education is part of a didactic course, then the policies will follow didactic coursework requirements. If student does not pass, they may be eligible for remediation. (See “Experiential Remediation” section)

Academic Progression

Progression Subcommittee

All issues dealing with misconduct, didactic and experiential education progression, and any other progression and conduct issues not outlined in the UTEP SoP Student Handbook (not including any issue handled by the UTEP OSSCR or the UTEP Faculty Senate) are handled by the Progression Subcommittee, on a case by case basis.

Good Standing

Good Standing in the School of Pharmacy requires meeting both Academic & Professional good standing as outlined below:

Academic

• Maintain a GPA of 2.5 or higher
• Have no Academic Integrity issues

Professional

• Present themselves in a professional and courteous manner in a didactic, experiential, and study away course or component. This behavior includes, but is not limited to, not engaging in disruptive behavior in a classroom or other education setting, being appropriately dressed, using professional language and behavior, e-professionalism (e.g., social media), and other forms of professionalism.
• Present themselves in a professional and courteous manner when representing the SOP, such as national/regional/local conferences or meetings, as part of a student organization, and at health fairs and other educational health events.
• Uphold the UTEP Policies and Procedures that are outlined in the UTEP HOP, including but not limited to: academic misconduct, substance abuse, and sexual misconduct.
• Meet the requirements of the Professional Expectations and Contract, as laid out in the OEE Handbook
Not meeting the standards outlined and within the spirit of Professional Good Standing can be interpreted as Professional Misconduct.

Only students with a (1) cumulative SOP GPA of 2.75 or higher, (2) who are in professional good standing and (3) have no Academic Integrity issues are eligible to:

• be elected and/or serve as officers in the SOP (e.g., class representative, student organization),
• represent the School of Pharmacy on committees or other venues,
• participate in professional travel (e.g., conferences) to represent the School of Pharmacy, and/or
• receive funding for professional use.

Encouraging Academic Success

Successful PharmD students will:

• Use effective time management. The PharmD program should be a student’s main activity, similar to an intense work experience. This will require a student to negotiate one’s time regarding PharmD requirements and activities (e.g., classes, experiential work, rotation, study time, journal club, school organizations, etc.). Students should have a conversation early with family, spouse, children, friends, etc. regarding expectations.

• Study early and create a sound study system. Contact the Associate Dean of Academic Affairs or Director of Student Affairs for support and resources.

• Sleep

• Ask for help EARLY. If a student is struggling or needs additional support, ask. SOP administrators, faculty, and staff are here to help students be successful.

If a student has concerns regarding course performance or the course material the student should immediately discuss these issues with their Course Faculty. Other resources for support/advice include: Pharmacy Faculty Advisor, SOP Director of Student Affairs, and the Associate Dean of Academic Affairs.

UTEP Counseling and Psychological Services, which focuses on career counseling, psycho-educational workshops, individual and group counseling, and crisis intervention, can also aid in your academic and personal success.

The SOP Student Success Center

The Student Success Center is available for use for: individual and group tutoring, academic workshops, financial literacy workshops, speakers, and Lunch & Learn discussions to aid in the academic and professional success of SOP PharmD students.

If you are struggling, do not wait to get help! Here are some strategies:

• Speaking with course faculty to identify steps for improvement
• Tutoring
• Meet with your pharmacy faculty advisor
• Coordinated study groups
• Review sessions
• UTEP University Counseling Center

**Early Intervention**

The UTEP SOP is committed to the academic and professional success of their students. To help students successfully complete their PharmD degree, the UTEP SOP has instituted an Early Alert system. The purpose of the Early Alert system is to identify PharmD students who may need additional academic support and/or student life related services. The Academic Advisor is tasked with reviewing student performance after the first round of exams to identify students who have received below a C. Students who did not successfully complete their first exam are referred to the Associate Dean of Academic Affairs and their Faculty Advisor is alerted. In consultation with the Associate Dean of Academic Affairs and their Faculty Advisor, a plan of action is created, the student is referred to the appropriate resource (e.g., tutoring, the SOP Office of Student Affairs, UTEP the Office of Financial Aid) and a follow-up date is established. Anytime a student receives a grade below a C on an exam or major project or as their final course grade, their Faculty Advisor will be notified.

In addition, the UTEP early alert system, a Blackboard plugin called the Retention Center, identifies student attendance and performance, is incorporated into our Early Alert system. Retention Center allows instructors to set thresholds for performance on each assignment and sends messages to students who fall below or above those thresholds.

**Academic Integrity**

The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating; plagiarism; collusion; the submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the [Handbook of Operating Procedures](#) (HOP) can result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. (See “Dismissal for Reasons of Misconduct”).

**End of Course Remediation**

**Didactic Remediation**

In an academic year (Fall, Wintermester, Spring, Maymester), students who earn a grade of D or F in a required didactic course and have completed all of the course requirements (e.g., exams, projects) must remediate by July 31st before the start of the next academic year to progress. For students in their 3rd year completing didactic remediation, students must complete remediation before beginning their APPE year. Students will have APPE block 1 off and are strongly encouraged to complete
remediation before APPE block 2. Students who do not complete remediation before APPE Block 2 will have a delay in graduation. However, if a course has established prerequisite(s) then remediation will occur before the start of the required course. The means of remediation as appropriate to the nature of the course may be considered by the instructor or course coordinator in consultation with the Associate Dean of Academic Affairs. The means of remediation must be equivalent to the means of assessment in the course.

The maximum grade that a student can earn in remediation for a didactic course is a C. Students can remediate in only two (2) courses per academic year or a maximum of four (4) times in the entire curriculum (P1-P4). Students who earn a D or F (prior to remediation) in three (3) or more didactic courses in one academic year cannot automatically progress and must present their case before the Progression Subcommittee of the Student Excellence Team prior to the start of the next semester. Students who earn a D or F (prior to remediation) in five or more didactic courses in the entire curriculum (P1-P4) are subject to the Academic Dismissal policy (See “Academic Dismissal”).” The Progression Subcommittee makes the final determination of steps for progression for the SoP. However, a student may make an appeal to the SoP Dean within 10 business days after the decision letter has been received. After the Dean’s appeal process, a student may also file a grievance with the UTEP Dean of Students Office.

Prior to offering remediation, the course coordinator must contact the associate dean of academic affairs with a list of student names for potential remediation. The associate dean of academic affairs will inform the course coordinator if any of the students are eligible for remediation.

The Chair of the Progression Committee will receive a report at the end of the academic year indicating the number of students who were eligible for remediation, and the number who completed remediation successfully. The Chair of the Progression Committee will inform the faculty of the total number of students that received remediation, number of students who failed remediation, and the number of students who have remediated one, two and three courses at the Faculty Assembly.

**Interprofessional Practice and Education (IPE) and Co-Curricular Remediation**

IPE and Co-Curricular are connected to a courses and remediation will be handled within the course. For Co-Curricular requirements, Faculty Advisors will work with students to verify that they are meeting their co-curriculum milestones. Remediation for co-curriculum will occur in the PILLS course.

**Experiential Remediation**

Remediation policies are determined by the nature of the experiential rotation (e.g. didactic IPPE, IPPE course, APPE course). Failure of an experiential rotation may delay graduation and may result in additional tuition costs. Failure of an experiential rotation will not count towards required experiential hours (e.g. didactic IPPE, IPPE course, APPE course).

**Didactic IPPE Remediation**

A failure of an experiential education rotation that is tied to a didactic course will result in a failure for the course. If the student is eligible for remediation, the student has up to July 31st of that academic year for remediation and the maximum didactic course grade a student can earn in remediation is a C, in accordance with the Student Handbook and OEE Handbook.
**Study Away Remediation**

The Study Away component should be completed before the start of the fall semester of the P2 year. If a student does not successfully complete the experience, they will have to remediate as appropriate to the nature of the experience and as determined by the Study Away lead or coordinator, in consultation with the OEE and OSA. Remediation should take place before the start of the spring semester of the P2 year. If a student fails to remediate a Study Away experience, the student cannot progress and must present their case before the Progression Subcommittee prior to the start of the next semester. The Progression Subcommittee will make the final determination of steps for progression.

**Course Re-takes**

Students who are required to retake a course due to unsuccessful remediation will be reviewed by the Progression Subcommittee regarding continued coursework and are subject to not progressing. If a student repeats a professional year due to unsuccessful remediation, they will maintain a minimum course load that is determined by the Progression Subcommittee.

**Other Remediation**

Any other cause of remediation not aforementioned will be discussed and presented with the Progression Subcommittee which will determine a course of action.

**Missed Coursework or Credit**

Submission of missed or late coursework is at the discretion of the instructor and is outlined in the course syllabus. If this occurs, a faculty member may decide to grant the student an Incomplete (I) course grade. A student who has an incomplete (I) course credit is required to make up the course credit before progressing to the next semester. Missed coursework will result in course fees and potential delay in progression.

The timeline for completion of work is at the discretion of the faculty member, working in collaboration with the Associate Dean of Academic Affairs, but must be resolved prior to the start of the next semester.

**Academic Probation & Dismissal**

**Academic Probation**

Students who have a cumulative GPA of less than a 2.5 in one semester are placed on academic probation. If a student has had to remediate a didactic or an experiential course, they are automatically placed on academic probation for the upcoming semester. Students are informed in writing of their status, and must meet with their Faculty Advisor who will then review the student's portfolio and provide a recommendation for action (e.g., academic resources, OEE, OSA). The Progression Subcommittee is informed of all students on academic probation no later than at the end of each semester. A student on academic probation who is eligible for remediation is required to develop an academic enhancement plan in collaboration with the student's faculty advisor and the course coordinator/instructor(s). A student on academic probation is expected to focus on academic enhancement and is subject to the limits of Good Standing standards (See “Good Standing”).
Returning to Academic Good Standing

A student who successfully completes the academic enhancement plan as approved by the Associate Dean of Academic Affairs and their faculty advisor, is removed from academic probation. Students will receive a letter via email from the Associate Dean of Academic Affairs indicating that they are in good standing. Documentation of this process will be placed in the student file.

Dismissal for Academic Reasons

The Progression Subcommittee reviews each portfolio for a dismissal decision. If a student is required to repeat a year due to failing a course with unsuccessful remediation, and then fails the second attempt at the course they will be dismissed from the program. Students are subject to immediate dismissal if they fail to meet the degree requirements within six years of matriculation, except for those who have been granted approved leave (e.g., military leave, medical leave).

If the student is academically dismissed, they have the right to appeal. See “Appeal of Dismissal.”

Dismissal for Reasons of Misconduct

Students failing to abide by the SOP policies on professionalism and/or UTEP policies on academic integrity, substance abuse, sexual misconduct and/or other relevant policies may be dismissed from the program. Each step in the mediation process of misconduct will be documented and placed in the student’s file. Any issues violating the SOP policies on professionalism within the SOP will be handled as outlined below.

Didactic Misconduct

If professional misconduct (e.g., disruptive behavior in classroom) occurs that is related to a didactic course, the faculty member(s) should first try to mediate directly with the student and notify the course coordinator of the issue. If the issue is not successfully mediated the course coordinator should contact the Director of Student Affairs who will work with the Associate Dean of Academic Affairs for assistance in mediation. If the issue still cannot be mediated, then the issue is submitted to the UTEP Office of Student Conduct and Conflict Resolution (OSCCR).

Experiential Education Misconduct

If professional misconduct occurs during Experiential Education, the Preceptor Faculty (PF) should first try to mediate directly with the student and notify the clinical coordinator of the issue. If the issue is not successfully mediated, the PF should contact the Director of Experiential Education who will work with the Director of Student Affairs and Associate Dean of Academic Affairs to assist in mediation. If the issue still cannot be mediated, the issue is presented to the Progression Subcommittee, or OSSCR as appropriate, for review, decision, and plan.

Study Away Misconduct

If professional misconduct occurs during the Study Away experience, the Faculty Lead (FL) will first try to mediate directly with the student. If the issue is not successfully mediated the FL, should contact the Director of Experiential Education and Director of Student Affairs who will work with Associate Dean of Academic Affairs to assist in mediation. If the issue still
cannot be mediated, the issue is presented to the Progression Subcommittee, or OSSCR as appropriate, for review, decision, and plan.

**Professional Conference or Event Misconduct**

If professional misconduct occurs during a professional conference or other professional event (e.g., health screening, student organization meeting), the Faculty Advisor and/or the faculty/staff member who witnessed or was informed of the incident should attempt to mediate the situation. If the Faculty Advisor or faculty/staff member is unable to mediate the situation, the Faculty Advisor or faculty/staff member should contact the Director of Student Affairs who will work with the Associate Dean of Academic Affairs to assist in mediation. If the issue still cannot be mediated, the issue will be presented to the Progression Subcommittee, or OSSCR as appropriate, for review, decision, and plan.

**Violation of UTEP Policies**

Violation of UTEP policies (e.g., academic misconduct, substance abuse, sexual misconduct) will be handled by the SOP in partnership with the UTEP Dean of Students, the Office of Student Conduct and Conflict Resolution (OSCCR), and other relevant parties to ensure due process for all parties and to provide training, expert counseling, and support when managing student conduct. This includes a notice of policy violation, a hearing, and an appeal process. The process is outlined in the UTEP Handbook of Operating Procedures, Sec. II, Chapter 1.

If the SOP becomes aware of a substance abuse issue, the SOP will provide referral to the appropriate resource. Support resources may include the Pharmacists Recovery Network (PRN) and the Texas Professional Recovery Network.

**Appeal of Dismissal**

A student who has been dismissed from the program can appeal the decision.

**Appeal for Dismissal for Academic Reasons**

A student has the right to appear for a hearing before the Progression Subcommittee to appeal the dismissal. Following the appeal hearing, the subcommittee will make its decision. If the decision of the Progression Subcommittee is to uphold the dismissal of the student, the student may then appeal directly to the Dean. If the Dean upholds the decision to dismiss the student, a written appeal can be submitted to the Office of the Provost. The decision of the Provost is final.

Appeals must be made within ten (10) business days of the date of the notification letter and should be submitted in writing to the SOP Dean via email and a hardcopy. A receipt of delivery will be given to the student and a copy will be placed in the student’s file.

**Appeal for Dismissal for Reasons of Misconduct (SOP policy)**

A student has the right to appear for a hearing before the Progression Subcommittee to appeal the dismissal. Following the appeal hearing, the subcommittee will make its decision. If the decision of the Progression Subcommittee is upheld the dismissal of the student, the student may then appeal directly to the Dean. If the Dean upholds the decision to dismiss the student, the student is dismissed. The decision of the Dean is final.
Appeals must be made within ten (10) business days of the date of the notification letter and should be submitted in writing to the SOP Dean via email and a hardcopy. A receipt of delivery will be given to the student and a copy will be placed in the student’s file.

**Appeal for Dismissal for Reasons of Misconduct of UTEP policy**

The process is outlined in the UTEP Handbook of Operating Procedures, Sec. II, Chapter 1.

**Withdrawing from the School of Pharmacy**

Students who chose to withdraw from the UTEP SOP must (1) submit a letter of “Notification of Withdrawal” to the Director of Student Affairs, (2) contact, in person, the Registration and Records Office, and (3) clear though the Financial Aid Office if receiving financial aid and/or student loans. Students who cannot drop in person may submit a fax with signature and picture ID to 915.747.8764 or via an e-mail using their UTEP e-mail account to records@utep.edu. International students with F or J visas must receive permission from the Office of International Programs before dropping all classes. For specific policies regarding withdrawing due to medical reasons, medical conditions of a family member, death of a family member, or death of a student, please see the UTEP Catalog.

**Leave of Absence**

**Leave of Absence Policy**

The UTEP SOP Leave of Absence Policy is as follows:

- A student is required to submit a SOP Leave of Absence form to the SOP OSA at least ten (10) business days prior to the start of the next semester. Emergency requests may be considered on a case-by-case basis.
- The OSA approves or denies the request in collaboration with the Associate Dean of Academic Affairs
- Maximum leave granted is one year (except for military service, see below) however, in exceptional circumstances students may request an extension 30 days before the end of their approved leave
- Students returning from an approved Leave of Absence must report with the SOP so that records can be reactivated and formal reinstatement occurs
- Students who request leave must be in good standing

Required information in the form includes type of leave, anticipated date of return, and approval. The form provides the student information regarding their leave, informs the UTEP SOP of the leave, and provides a plan for a student to re-enter the program successfully. Due to the integrated nature of the PharmD program, a student who is on leave for a semester may be required to retake a full academic year. Students are still required to finish the program within six years of matriculation.

**Military Leave**

Students who have to withdraw because they have been called to active military service must provide a copy of their military orders covering the affected semester to the Student Business Services Office. Grades will be assigned as described below. Military personnel can select one of the withdrawal options below according to the Texas Education Code, Chapter 54, Subchapter A, Sec. 54.006:
1. Receive a refund of the tuition and fees paid for the withdrawn semester (see NOTE below);

2. If eligible, receive grades of Incomplete (I) from instructors, with the notation Withdrawn – Military appearing on the academic transcript.

3. Receive an appropriate final grade or credit if the instructor determines that a substantial amount of coursework has been satisfactorily completed and sufficient mastery of the course material has been demonstrated. With this option, the student will not be eligible for a full refund of tuition and fees.

Request for complete withdrawals, with the required documents, related to medical reasons, medical conditions of a family member, death of a family member, active military service, and death of a student, will be accepted only if received within 90 days after the end of term for which the withdrawal is being requested. After 90 days, a full refund of tuition and fees will not be approved.

Students who withdraw to perform active military service in a combative operation outside the United States will be readmitted following military service to that program (consistent with Texas Education Code, Subchapter W, section 51.844). Any previously earned coursework will be applied toward the program and any standardized test score previously submitted will be accepted.

**Readmission**

A student who has left the program for reasons other than dismissal or approved leave of absence, may apply for readmission within one academic year. The student must submit a written statement identifying the reason for leaving the program and what steps they are taking to address the underlying issue(s). The Progression Committee and the Associate Dean of Academic Affairs will review the portfolio of the student applying for readmission and decide if the student is eligible for readmission and identify whether the student will need to retake courses. Students are still required to finish the program within six years of their initial matriculation.

**Curriculum & Classroom Policies**

**Attendance**

It is expected that the student contact their course instructor(s)/facilitators, course coordinator, coordinator, preceptor, and/or Director of Experiential Education by email directly to inform them of the absence in classes where attendance is mandatory, and for experiential activities.

A student who is absent due to an emergency should contact the OSA and their course instructor(s)/facilitators, course coordinator, preceptor, and/or Director of Experiential Education (as necessary) within two (2) business days after the absence or as informed by the syllabus.

The following are considered excused absences, but may require make up hours:

- Illness (personal or dependent)
- Urgent medical evaluation
- Religious observance
- Death of a family member
• Jury duty or legal matter
• Participation at a regional or national meeting
• Emergency (e.g., accident)

If a student requests an excused absence for a reason not on the list above their request will go to the Attendance SET sub-committee who will review the request for approval.

To secure an excused absence a student must submit the following information to the Director of Student Affairs at least ten (10) business days in advance (this does not pertain to illness, death in the family, or other emergency).

1. Student name
2. Date of absence
3. Current courses and course instructors’ names
4. Reason for absence

The Office of Student Affairs will review the information, obtain necessary approvals (e.g., preceptor, Director of Experiential Education) and inform the student and course instructor(s)/facilitators, course coordinator, preceptor, and/or Director of Experiential Education (as necessary) if the absence is approved. Students will be notified of approval or non-approval within three (3) business days of sending a request. Attendance in courses where there is a graded activity, and attendance in laboratory courses is mandatory and require appropriate documentation to be marked as an excused absence. Documentation includes a doctor’s note, jury certificate, funeral announcement, or an accident report. Unexcused absences for graded activities and/or laboratory courses will result in loss of points and/or grade penalty. This could lead to failure of the course.

**Didactic Attendance**

*Attendance in all didactic courses may be mandatory and will be outlined in the course syllabus.*

Requests made after the class begins will not be considered excused. **This does not pertain to illness, death in the family, or other emergency.**

Although the absence is excused, a student is responsible to obtain and complete any work, readings, lab work, or exams required. It is not the responsibility of the instructor to inform the student of any make-up work requirements. Often labs cannot be made up and it is at the discretion of the course instructor how the student will be evaluated, including but not limited to “no credit,” regardless if the absence was excused or not.

It is the student’s responsibility, and not the course instructor/coordinator/preceptor, to make sure that the required assignments missed due to illness are completed and submitted. Decisions on how to make-up assignments, hours, exams, labs in the event excused or unexcused absence is at the discretion of individual course instructor/coordinator/preceptor as outlined in course syllabus.

**Experiential Attendance**

For Experiential Education absences, students are required to contact their preceptor (i.e. phone call AND follow up email and carbon copy the appropriate Clinical Coordinator and Director of Experiential Education; text messages may only be considered under extenuating circumstances with preceptor discretion).
If a student is granted an excused absence the student must work out the hours missed with the preceptor in which they were assigned to.

For Experiential Education absences, documentation may be required for any excused/unexcused absences, regardless of length.

If a student must be absent for a reason not listed on the excused absence list, they must meet with the Director of Student Affairs and the Associate Dean of Academic Affairs, prior to the absence to obtain an excused absence. This meeting is not a guarantee of an excused absence.

**Attending Regional/National Professional Meetings**

The UTEP SOP supports and encourages student participation in professional pharmacy activities such as regional and national professional meetings. Students are required to follow the stated policy to ensure no negative consequences.

- A student who wishes to attend a national and/or regional meeting must:
  - Be in academic good standing
  - Have no behavioral sanctions
  - And, have a grade of C or above in each course during the semester of the planned meeting to attend.

- Students who do not meet the following criteria are expected not to attend any national and/or regional meeting until they do meet the criteria. They also are not eligible for any travel funds via UTEP or UTEP SOP.

- Students who wish to attend must submit the following information within thirty (30) business days of the planned absence to the SOP Office of Student Affairs. Failure to do so may impact a student's course grade(s).
  - Student name
  - Date of absence
  - Current courses and course instructors’ names
  - Reason for absence

- Students must also inform their course instructors within two (2) week of the planned absence via email. Failure to do so may impact a student’s course grade(s).

**Dead Day**

This specific day will be scheduled one day after the last day of classes only during the fall and spring semesters. The following policy will be observed:

1. No classes will be held on this day, except classes which meet once a week on that day.
2. Makeup exams should be left to the discretion of each individual instructor.
3. All student work (i.e., research papers, lab reports, term paper, etc.) should be due prior to this day.
4. If a comprehensive final is given, no new material, quizzes, or exams should be given two calendar days prior to Dead Day, and attention should be given to reviewing of semester material. Implementation of this recommendation is to be left to the discretion of the individual instructor.
Course, Experiential, and Professional Evaluations

The SOP greatly values student evaluation of courses, instructors, experiential and professional activities to obtain information to improve the program and its curriculum. All students are expected to complete course, experiential, and professional evaluations. Constructive feedback is taken seriously and is utilized for our continued improvement. Please refrain from inflammatory remarks as they only diminish the credibility of the evaluation and provide no actionable response. Students are encouraged to provide positive feedback to aid in identifying programmatic strengths.

Emergency Evacuation

In the event of an emergency evacuation, the UTEP SOP and the Campbell Building Manager have designated Gonzalos G & R Restaurant 401 E Nevada Ave, El Paso, TX 79902, on the corner of Nevada and Kansas, as our meeting location.

Computer and Mobile Requirements

A mobile computer or device with wireless internet access, word processing capabilities, and ability to access UTEP course management system, UTEP Blackboard®, and the School of Pharmacy examination software (ExamSoft)® is required. (See “Mobile Electronic Device Requirements”). SOP students are also required to have a cellular phone, with or without smartphone capabilities, but with texting/SMS capabilities. SOP administration, faculty, and staff need to have immediate contact with students in case of emergencies and short-notice changes.

Student Information

Each SOP student is required to maintain a Student Information Form on file in the Office of Student Affairs. The form is distributed to incoming students during Orientation Week. This form must be kept current and it is the duty of each student to inform the Office of Student Affairs of all subsequent changes or additions. Change of name, address, telephone number(s) or emergency contact is extremely important and should be reported immediately.

Student Transportation

Each SOP student is responsible in arranging their own transportation for required course activities including travel to offsite experiential education sites.

Graduation

To successfully graduate from the UTEP SOP PharmD program, all candidates must have:

- Successfully completed all curricular requirements including:
  - All specified didactic and experiential coursework and requirements
  - Study Away component
  - Capstone Research project
  - Complete all required benchmark exams
- Successfully completed all co-curricular requirements
- Submit Student Portfolio by specified deadline to faculty advisor
- Earn a cumulative GPA of a 2.5 or higher
- Be in Good Standing (Professional and Academic)
• Submit a graduation application to the Records and Registrar’s Office by specified deadline
• Pay any required or outstanding debts to The University of Texas at El Paso.

A student who fails to meet any of these requirements WILL NOT graduate.

University Policies & Procedures

FERPA Policy Statement

It is the policy of The University of Texas at El Paso to protect the privacy and records access rights that apply to records maintained by or for the University about its current and former students of its institutions by complying with the Family Educational Rights and Privacy Act (FERPA) at all times. For more information regarding your rights under FERPA, please see UTEP Handbook of Operating Procedures Section II, Chapter 6 Educational Records.

Non-Discrimination Policy Statement

The University is committed to providing equal opportunity to all employees and individuals seeking employment or access to its programs, facilities or services, and will not discriminate against these persons on the basis of race, color, national origin, sex, religion, age, disability, genetic information, veteran’s status, sexual orientation, or gender identity.

The full policy can be viewed at the UTEP Handbook of Operating Procedures Section VI Chapter 1 Equal Opportunity/Affirmative Action/Non-Discrimination Policy. To file a complaint, please follow the procedure outlined in Section VI, Chapter 1.4 of the Handbook of Operating Procedures. Please contact the School of Pharmacy Director of Student Affairs for more information.

Accommodations for Students with Disabilities Policy Statement

The University of Texas at El Paso is committed to providing reasonable accommodations and auxiliary services to students with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University.

The full policy can be viewed via the UTEP Handbook of Operating Procedures Section VI, Chapter 2 Accommodations for Individuals with Disabilities Policy. Students and Applicants for Admission Students and applicants for admission requesting eligibility for accommodation and services can initiate a request for accommodation(s) by contacting the Director of the Center for Accommodations and Support Services.

Sexual Harassment & Sexual Misconduct Policy Statement

The University of Texas at El Paso is committed to maintaining a learning and working Ac that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. As stated in the definition, sexual misconduct includes sexual harassment, sexual violence, sexual assault, stalking, domestic violence and/or dating violence. Individuals who engage in sexual misconduct and other inappropriate sexual conduct will be subject to disciplinary action.
For a full description of the policy please see the UTEP Handbook of Operating Procedures Section VI, Chapter 3 Sexual Harassment and Sexual Misconduct. To file a complaint or report a violation, please follow the outlined procedures in Section VI, Chapter 3.3. Please contact the School of Pharmacy Director of Student Affairs for more information.

**Alcohol, Drug, & Smoking Policy Statements**

The University of Texas at El Paso enforces all state and federal laws or regulations which regulate and control the sale or use of alcohol on campus, including those pertaining to the possession of alcohol by minors. For full policy, see the UTEP Handbook of Operating Procedures Section IX, Chapter 9.2.

Any student who is found responsible for the illegal use, possession and/or sale of a drug or narcotic is subject to discipline. The University of Texas at El Paso are now a smoke and tobacco-free campus. The use of tobacco products (including but not limited to, cigarettes, cigars, pipes, water pipes (hookah), bidis, kretek, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco or all other tobacco products) as well as smoking or use of any smoking device, by students, faculty, staff, and visitors is prohibited at all times on University Property including all grounds, sidewalks, parking areas, structures, and buildings, whether or not signs are posted. For the full policy, please see the UTEP Handbook of Operating Procedures, Section IX, Chapter 8 Smoke and Tobacco Free Policy.

**Concealed Handguns & Weapons Policy**

Pursuant to Subchapter H, Chapter 411 of the Texas Government Code, individuals licensed by the State to carry a concealed handgun (License Holder) may carry a concealed handgun in approved areas on the University Campus beginning August 1, 2016.

The use, possession, display or storage of all other weapons, simulated weapons, explosives, or fireworks on the University Campus is prohibited and subject to appropriate disciplinary and/or criminal sanctions.

10.1.3 Individuals who observe a violation of this policy are required to report the incident immediately to the University Police Department (UTEPPD) at 915-747-5611 or 911. UTEPPD will investigate the incident and when applicable forward potential violations to the University’s Office of Human Resources or Office of Student Conduct and Conflict Resolution (OSCCR). For the full policy, please see the UTEP Handbook of Operating Procedures, Section IX, Chapter 10 Concealed Handguns and Weapons Policy.

**Complaint Procedures**

**Accreditation Council for Pharmacy Education (ACPE) Student Complaint Process**

Complaints regarding the School of Pharmacy, as it relates to the Accreditation Council for Pharmacy Education (ACPE) standards, policies, or procedures, may be reported to ACPE. The procedure to submit complaints is available on the ACPE website.

**UTEP School of Pharmacy Complaint Procedure**

For complaints unrelated to the ACPE standards, policies, or procedures, the UTEP School of Pharmacy’s administration encourages students to contact the appropriate SOP member to resolve the issue.

If the concern involves a pharmacy course, the student is encouraged to discuss the concern and/or resolve the issue with the following individuals, in order:

1. Instructor
2.  Course Coordinator
3.  Chair member associated with that course or Director for Experiential Education (IPPE or APPE)
4.  Associate Dean for Academic Affairs

If the issue is in regards to a grade (see “Course Grade Review & Course Grade Grievance”)

If the concern does not involve a course, the student is encouraged to bring concerns to the appropriate individual:

- Associate Dean of Academic Affairs
- Director of Experiential Education
- Director of Student Affairs

The School of Pharmacy students are also encouraged to seek guidance from their faculty advisor regarding concerns and for questions regarding the complaint process.

If the above communications do not resolve the student’s concern, the student may contact the Dean.

**Student Email Policy**

The SOP community is expected to utilize electronic communication among students, faculty, staff, and administration because of its convenience, speed, cost-effectiveness, and environmental advantages of using e-mail rather than printed communication. Email is the official means for communication within the UTEP SOP. This includes communication from instructors, coordinators, preceptors, other faculty, staff, and administrators. UTEP Information Technology Services (ITS) assigns all enrolled students an official University e-mail address. It is to this official address that the SOP will send e-mail communications. It is the responsibility of the student to check their email regularly: every 24 hours during the semester, including weekends, once a week at minimum during academic breaks.

A student may have email electronically redirected to another email address. If a student wishes to have email redirected from their official address to another email address, they may do so, but at the student’s own risk. The SOP is not responsible for the handling of email by outside vendors or by departmental servers. Having email redirected does not absolve a student from the responsibilities associated with communication sent to the student’s official email address.

Faculty determine how email will be used in their classes. Faculty expect that students' official email addresses are being accessed, and faculty may use email for their courses accordingly.