



UTEP

SCHOOL OF PHARMACY



STUDENT HANDBOOK 2026-2027

The UTEP School of Pharmacy reserves the right to change, modify, amend, or rescind, in whole or in part, this handbook at any time without prior notice. This handbook supersedes all previous editions.

*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/hoop/>

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

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Interprofessional Practice and Education Coordinator

Study Away and Global Education Coordinator

The Admissions Committee

The Academic and Professional Standards Committee

The Curriculum Committee

The Dean's Office

The Office of Experiential Education

The Office of Student Affairs

The Student Excellence Team

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A Message from the Dean



¡Bienvenidos! The UTEP School of Pharmacy is the first pharmacy school on the Texas–Mexico border and one of only a small number of pharmacy schools located at a Hispanic-Serving Institution (HSI) nationwide. Positioned in the Paso del Norte region, our School is uniquely committed to preparing pharmacists who will improve patient outcomes and expand access to care in the communities that need it most. Building on the University’s commitment to access, excellence, and impact, the UTEP School of Pharmacy advances these values through its

admissions process, curriculum, clinical experiences, research, and community engagement. These principles guide our efforts to educate future pharmacists who will lead with purpose, serve with compassion, and advance community health through their work. This commitment is reflected in our vision and mission, which define our purpose and direction as a School.

The school’s vision is to be a leading Hispanic-Serving Institution in the advancement of pharmacy education through Innovation, Diversity, Engagement, Access, and Leadership (IDEAL). The school’s mission is to achieve access, excellence, and impact by transforming pharmacy education, patient care, community engagement, research, and leadership within a binational border population.

Since graduating its first student cohort in 2021 and achieving full accreditation from the Accreditation Council for Pharmacy Education (ACPE), the UTEP School of Pharmacy has continued to grow and strengthen its impact. Our students, faculty, staff, preceptors, and alumni are dedicated to addressing healthcare disparities and improving the well-being of the communities we serve.

We are proud of the role the UTEP School of Pharmacy plays in shaping the future of pharmacy and welcome you to this important work.

Go Miners!

José O. Rivera, PharmD
Founding Dean

The University of Texas at El Paso



The University of Texas at El Paso is one of the largest and most successful Hispanic-serving institutions in the country, with a student body that is 85% Hispanic. UTEP enrolls over 26,000 students in 169 bachelor's, master's and doctoral programs in eight colleges and schools. With \$162 million in total annual research expenditures, UTEP is ranked in the top 5% of research institutions nationally and fifth in Texas for federal research expenditures at public universities.

UTEP has one of the lowest out-of-pocket costs for undergraduate students of any doctoral research university in the United States, and is one of only 11 institutions to receive a top research designation, a Community Engagement Classification and recognition as an Opportunity University for contributing to student success after college.

Set against the backdrop of the Franklin Mountains in the Chihuahuan Desert, UTEP is located at the heart of the U.S.-Mexico border in one of the largest binational communities in the world.

UTEP's award-winning, sustainably designed campus landscape and unique Bhutanese architecture create an energizing and tranquil oasis in the bustling El Paso-Juárez metroplex.

Whether students live on campus or in the community, opportunities abound to become involved with student organizations, research, community service, internships, study abroad, student employment, Division I athletics and dozens of cultural and entertainment activities.

UTEP Vision, Mission and Goals

UTEP is a comprehensive public research university that is increasing **access** to **excellent** higher education. We advance discovery of public value and positively **impact** the health, culture, education, and economy of the community we serve.

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 (PharmD) program to increase public access to quality pharmacist patient care. The UTEP SoP is uniquely capable of positively impacting a historically underserved population and is 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 a curriculum rooted in the foundation of pharmaceutical sciences while addressing the pharmacy-related public health, practice, 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 leading Hispanic-Serving Institution in the advancement of pharmacy education through Innovation, Diversity, Engagement, Access, and Leadership.

UTEP School of Pharmacy Mission

To achieve access, excellence, and impact by transforming pharmacy education, patient care, community engagement, research, and leadership within a binational border population and beyond.

UTEP School of Pharmacy Goals

1. Pharmacy Education: Deliver high-quality collaborative education experiences.
2. Patient Care: Advance patient-centered care for diverse populations.
3. Community Engagement: Advocate for pharmacy education and practice.
4. Research Excellence: Expand scholarship and research programs.
5. Leadership Development: Foster leadership in students, staff, faculty, and preceptors.

UTEP School of Pharmacy Student Outcomes

Students are expected to meet the American Association of Colleges of Pharmacy (AACP) Curriculum Outcomes and Entrustable Professional Activities ([COEPA](#)) learning outcomes (2022). These student outcomes should be achieved by the end of the student's PharmD term via the pharmacy curriculum (didactic and experiential education), service-learning experiences, interprofessional education, co-curricular experiences, leadership opportunities, 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, the SoP is dedicated to actively engaging with the community via its mission of excellence in pharmacy education through Innovation, Diversity, Engagement, Access, and Leadership (IDEAL).

The 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.

The 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. The 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.

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

Notice of Non-Discrimination

The policy of the SoP is to ensure equal opportunity for currently enrolled students. 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, political affiliation, 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) 747-5148 and at <https://www.utep.edu/student-affairs/cass/>

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, including professional attire, as defined below. Students must use their best judgement in adhering to 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 the Office of Experiential Education (OEE) handbook for details. The OEE handbook can be found in CORE and the School of Pharmacy website.

What is considered 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 according to the occasion. All items must be clean, fitted, and neatly pressed.
- **Business casual attire** - consists of full-length dress pants or casual slacks; jeans when permitted (no wear and tear); blouse; dress Capri pants; dress or dress skirt (at least knee-length). Undershirts should be worn if undergarments are visible through clothing. UTEP or pharmacy organization jerseys when permitted (including polo's, t-shirts) may be worn on business casual days. All items must be clean, fitted, and neatly pressed.

What is considered inappropriate dress for professional and business casual attire?

- 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
 - Frayed pants or other distressed clothing
 - See-through clothing
 - Clothing with unprofessional or crude lettering
- Examples of inappropriate shoes and accessories:
 - Casual sandals and flip-flops,

**** Note:** Certain courses may require athletic wear or flip-flops to facilitate practice of patient assessment or acquisition of other necessary pharmacist skills. Follow the dress code policy found in each course syllabus.

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 measures should be taken to maintain good personal hygiene at all times. These measures include regular bathing, the use of deodorants, and good dental hygiene.
- Cosmetics can be used in moderation, with the 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 with the exception of sterile environment
- Jewelry in pierced noses, lips, tongues or other exposed body areas, other than ears, should be avoided. (i.e., piercings should be removed or kept to a minimum when interacting directly with patients or at the discretion faculty/preceptor)
- 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 with exception to sterile environments. Nail polish, artificial fingernails, tips, wraps, and fillers are not acceptable during any patient care events or activities for safety and infectious disease prevention.

Policy Enforcement

Students, faculty, staff, and preceptors are empowered to voice their concerns to the SoP Office of Student Affairs (OSA). Dress code policies are in the Student Handbook, OEE Handbook and in SoP course syllabi, and the expectation is that students follow the policies. Students dressed inappropriately may be dismissed from class and asked to comply with the dress code policy at the discretion of the faculty. Dress code violations may be reported to the SoP OSA via the submission of a professionalism report. Failure to comply with dress code policies and/or repeated violations may result in disciplinary action. The SoP 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.

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 (SACSCOC) to award baccalaureate, masters, and doctoral level degrees. Contact the SACSCOC 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 University of Texas at El Paso's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 3000, Chicago, IL 60603, 312/664-3575; FAX 866/228-2631, website www.acpe-accredit.org. The program was initially awarded Accredited status during the June 16-18, 2021, meeting of the ACPE Board of Directors based upon a virtual site evaluation conducted April 13-15, 2021. The program has since been awarded continuation of accredited status through June 30, 2027, as a result of the March 21-22, 2023, focused on-site evaluation. For confirmation the program's accreditation status, see:

<https://www.acpe-accredit.org/faq-item/University-of-Texas-at-El-Paso-School-of-Pharmacy-PharmD>

For an explanation of the ACPE accreditation process, consult the Office of the Dean or the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 3000, Chicago, Illinois 60603, 312-644- 3575; FAX 312-664-4652; website 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

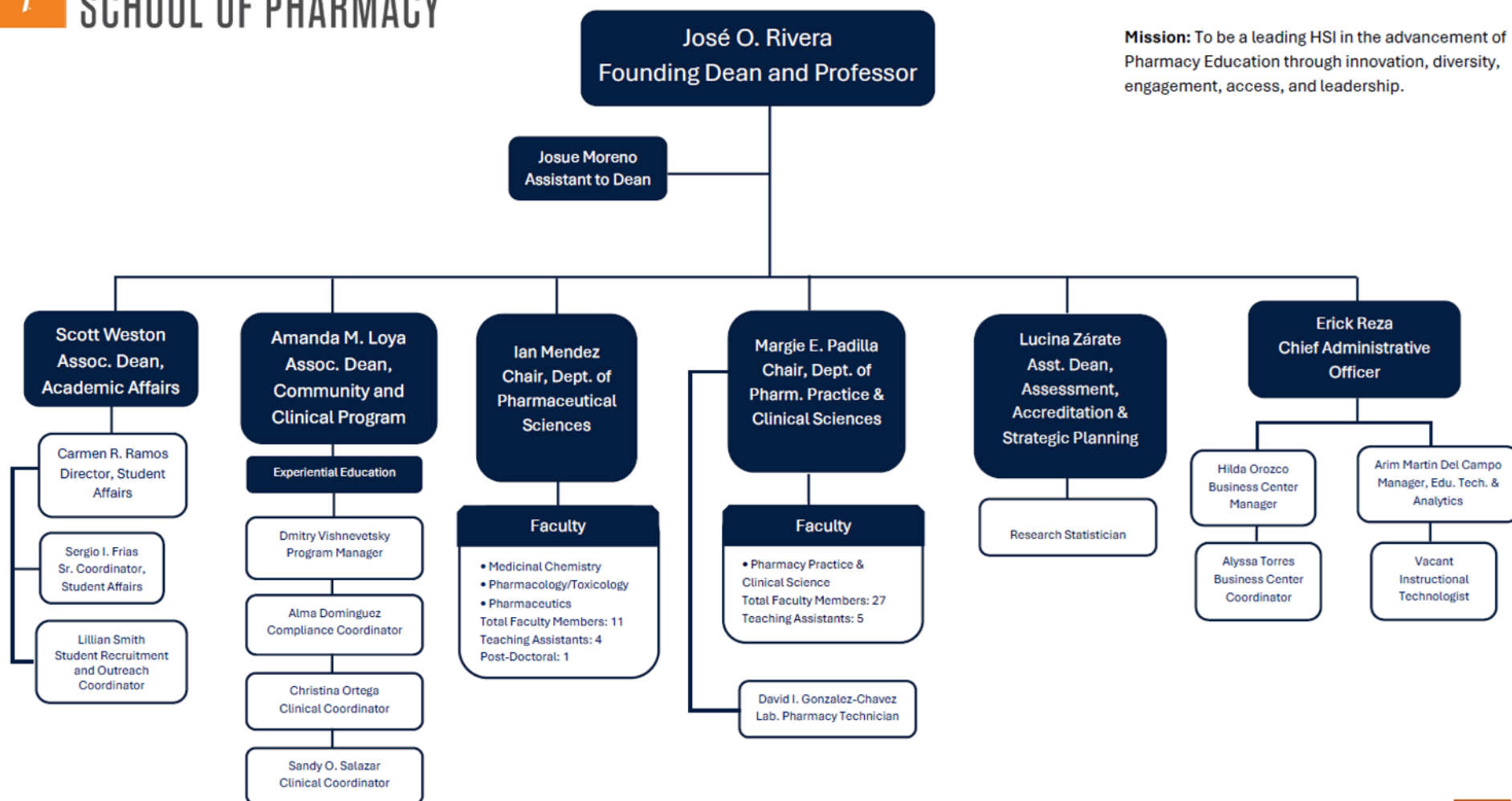
"I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will promote inclusion and belonging, respect differences in all individuals, and address health disparities to advance health equity for all people.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for all patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the responsibility to improve my professional knowledge, expertise, and self-awareness.
- I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

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

The revised [Oath](#) was adopted by the AACP Board of Directors and the American Pharmacists Association (APhA) Board of Trustees in August 2025.

UTEP SoP Organizational Chart



As of August 2026

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SOP TEAM CHART

Purpose: A team chart that complements the organizational chart by showing a holistic, interconnected view of the SOP, illustrating how all areas and excellence teams contribute to achieving IDEAL and supporting broader strategic goals. Leadership is intentionally centered to reflect a collaborative model that connects and supports all areas, rather than sitting above them.



Abbreviations & Definitions

AACP	American Association of Colleges of Pharmacy	NACDS	National Association of Chain Drug Stores
ACCP	American College of Clinical Pharmacy	NAPLEX	North American Pharmacy Licensure Examination
ACPE	Accreditation Council for Pharmacy Education	NCPA	National Community Pharmacists Association
AMCP	Academy of Managed Care Pharmacy	OEE	School of Pharmacy Office of Experiential Education
APhA	American Pharmacists Association	OSCE	Objective Structured Clinical Examination
APhA-ASP	American Pharmacists Association- Academy of Student Pharmacists	OSA	School of Pharmacy Office of Student Affairs
APPE	Advanced Pharmacy Practice Experience	OSHA	Occupational Safety and Health Administration
ASHP	American Society of Health-System Pharmacists	PharmD	Doctor of Pharmacy
COEPA	Curricular Outcomes and Entrustable Professional Activities	P1	First professional year of the PharmD program
EPASHP	El Paso Area Society of Health-System Pharmacists	P2	Second professional year of the PharmD program
EPIC	El Paso Immunization Coalition	P3	Third professional year of the PharmD program
EPPA	El Paso Pharmacy Association	P4	Fourth professional year of the PharmD program
EPSPA	El Paso Student Pharmacy Association	PPA	Pediatric Pharmacy Association
FAQ	Frequently Asked Questions	PharmCAS	Pharmacy College Application Service
FERPA	Family Educational Rights and Privacy Act	Pre-Pharmacy	Refers to undergraduate courses or students
GPA	Grade Point Average	Rho Chi	Rho Chi Academic Honor Society
HIPAA	Health Insurance Portability and Accountability Act	SACS	Southern Association of Colleges and Schools
HOP	Handbook of Operating Procedures	SCH	Semester Credit Hours
IDEAL	Innovation, Diversity, Engagement, Access, and Leadership	SGA	Student Government Association
IPE	Interprofessional Practice and Experience		

IPEC	<u>Interprofessional Education Collaborative</u>	SNPhA	<u>Student National Pharmaceutical Association</u>
IPPE	<u>Introductory Pharmacy Practice Experience</u>	SSHP	<u>Student Society of Health-System Pharmacists</u>
IRB	<u>Institutional Review Board</u>	TBD	To be determined
JC	<u>The Joint Commission</u>	TPA	<u>Texas Pharmacy Association</u>
MMI	<u>Multiple Mini-Interview</u>	TSHP	<u>Texas Society of Health-System Pharmacists</u>
NABP	<u>National Association of Boards of Pharmacy</u>	TSBP	<u>Texas State Board of Pharmacy</u>

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.

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
- Provide support for the Study Away component of the SoP curriculum, including coordination of documentation and compliance requirements
- 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 UTEP School of Pharmacy (SoP) is committed to making pharmacy education accessible to the community. For admission, matriculation, progression, and graduation from the UTEP School of Pharmacy (SoP), students are required to meet the following attributes (professional and technical standards) with or without reasonable accommodations. We encourage students with disabilities and/or concerns about meeting the standards to seek advice and support through the UTEP Center for Accommodations and Support Services (CASS) and the SoP Office of Student Affairs. “The University of Texas at El Paso strives to ensure that all students, faculty, staff, and visitors have **equal access** to its programs, services, and activities, in compliance with the **Americans with Disabilities Act (ADA)**, the **ADA Amendments Act (ADAAA)**, and **Sections 503 and 504 of the Rehabilitation Act of 1973** (<https://www.utep.edu/student-affairs/cass/policies-and-guidelines/>).”

- **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 proactively 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 and Technical Standards see:

Berry TM, Chichester CO, Lundquist LM, et al. Professional Technical Standards in Colleges and Schools of Pharmacy. Am J Pharm Educ. 2011;75(3). <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3109804/>. Accessed June 30, 2016.

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
- Health Care Center Fee
- International Education Fee
- Recreation Fee
- Registration Fee
- Student Union Fee
- Sustainability Fee

Students in the PharmD program are also responsible for a major fee that students pay every semester that provides for accreditation fees, software licensing, preceptor training, 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. 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 in need of immediate assistance 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 two-week new student orientation is held two weeks prior to the start of the PharmD curriculum. This orientation offers an opportunity to connect with fellow PharmD students, meet SoP administrators, faculty, and staff, and receive essential information to help you succeed during your time at the School of Pharmacy (SoP). Additionally, the orientation includes a readiness camp designed to help students prepare in key pharmaceutical sciences topics for their first year of pharmacy school.

Topics will include:

- Curriculum
- Student Affairs
- Professional Behavior

- Preparedness course
- Office Of Experiential Education
- Co-curriculum experiences
- Interprofessional Practice and Education (IPE)
- Computer training and Email set-up
- Student Pharmacy Organizations
- Study Away
- UTEP resources

Professional Hour (Re-Orientation)

There will be mandatory professional hours at various points throughout the semester. Professional hours are held on Mondays from 11:00 am – 12:00/1:00 pm.

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 “cloaked,” with their first white coats. Students recite the Oath of a Pharmacist before the ceremony, 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 assessments, students in the UTEP School of Pharmacy are required to have access to mobile electronic devices (e.g., laptop, tablet). Mobile electronic devices are essential for all in-class examinations. The UTEP SoP uses *Exemplify*, an ExamSoft product, for exam administration. *Exemplify is compatible with most modern Windows and macOS devices.* Please note that Windows devices with ARM-based processors (e.g., Microsoft Surface models with Snapdragon chips) are currently not supported and may not run Exemplify. Please review the specific system requirements below carefully to ensure compatibility.

Important Note: *Exemplify* cannot be used on virtual operating systems or virtualized environments such as Microsoft Virtual Machine, Parallels, VMware, VMware Fusion, Citrix Workspace, or any other virtual environments. Using *Exemplify* in such environments is a violation of the End-User License Agreement (EULA).

Exemplify Windows - PC Requirements

Operating System: 64-bit versions of Windows 10 or Windows 11.

Alternate versions such as Windows RT and Windows 10/11 S are NOT supported.

If using a Microsoft Surface device, please review guidance on “S mode” versus standard Windows—S mode is not compatible with Exemplify.

Certified versions include Windows 10 22H2, Windows 11 23H2, and Windows 11 24H2.

Only genuine versions of Windows are supported.

The English (United States) Language Pack must be installed.

- Processor (CPU):
Non-ARM-based processor supported by your operating system.
Note: Surface Pro devices with ARM-based processors are currently not supported. Please verify the processor type before purchasing any new Surface device.
- Memory (RAM): 4GB of usable RAM or higher
- Hard Drive: 4GB or higher of available space
- Screen Resolution: Minimum 1280 x 768; scaling should be set to 100%
- USB Port: Required for on-site support and backup; adapters may be needed for newer devices
- Internet: Required for download, registration, exam download/upload, and some exam features
- Permissions: Administrator-level account permissions are required
- Troubleshooting: You may need to provide account passwords, including BitLocker keys, if applicable

Surface Pro Requirements

- **Supported Devices:**
 - **Surface Pro 1, 2, and 4**
 - Surface 3 (Pro and non-Pro)
 - **Non-Pro Surface devices and Surface Pro models with ARM-based processors are NOT supported**
- **Keyboard:** External keyboard (USB or Bluetooth) is required. Bluetooth keyboards must be paired before launching the exam

- **Hard Drive:** 4GB or higher available space
- **USB Port:** Required for on-site support and answer file backup
- **Internet:** Required for download, registration, exam download/upload
- **Screen Resolution:** 1920 x 1080
- **Permissions:** Administrator-level account permissions required

Exemplify Mac

- **Operating System:**
macOS Ventura, Sonoma, or Sequoia
Only genuine versions of macOS are supported
For optimal experience, it is recommended to use the same macOS version on which a successful mock exam has been completed
- **Processor (CPU):** Intel or Apple M-series processor
- **Memory (RAM):** 4GB or higher
- **Hard Drive:** 4GB or higher of available space
- **Screen Resolution:** Minimum 1280 x 768; scaling should be set to 100%
- **USB Port:** Required for on-site support and answer file backup; adapters may be needed for newer devices
- **Internet:** Required for download, registration, exam download/upload
- **Permissions:** Administrator-level account permissions are required
- **Troubleshooting:** You may need to provide account or device passwords as part of support
- **Unsupported:** Server versions of macOS are not supported
- **Note on Virtual Environments:**
Exemplify cannot be used in any virtualized environment or in environments requiring persistent network connections (local or otherwise) during secure exams. This includes, but is not limited to: VMWare, Parallels, Citrix Workspace, streamed images, and virtual disks.

Course Registration

Students enrolled in UTEP SoP are required to register for classes through the [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). Most required didactic courses **MUST** be taken for a letter

grade with a few select courses that are Pass/Fail (check each course syllabus for details). All experiential courses are Pass/Fail. During special circumstances (e.g., pandemic, other unforeseen emergencies), courses may be offered as Pass/Fail with guidance provided by the administration at UTEP.

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. If you are adding a class after late registration, you will need to submit a Course Add After Late Registration Form to the Records & Registration Office with the appropriate signatures.

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 (catalog.utep.edu/grad/school-of-pharmacy/degreeplan) 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, didactic coursework, and experiential education. Further, the required curriculum has been designed to include UTEP high impact educational practices (the UTEP Edge) such as service-learning, experiential learning, global learning, and study away. The curriculum has been reviewed and approved by ACPE and the Texas Higher Education Coordinating Board.

The SoP faculty and administrators have designed the curriculum to be Aligned, Integrated, Meaningful, (AIM) and Effective 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 (COEPAs) 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 COEPA as well as the 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 region and to build communication, technical pharmacy Spanish is integrated across the P1 to P2 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 (P1 to P3). Additional features include Study Away and Interprofessional Education. Students are required to take a minimum of six (6) elective credit hours to supplement their education (a minimum of three (3) credit hours require letter grading). The Study Away course between the P1 and P2 year (see Study Away) is one of the electives (prescribed, non-letter graded) and is a minimum of 1 credit hour. In the P3 year, students (classes of 2029 and 2030) will complete an IPPE elective (prescribed, non-letter graded). Other electives are generally offered during the P2 to P3 years. The grid below outlines required courses from the P1 to P4 years (note curricular updates may occur to meet updated ACPE standards and optimize student outcomes).

Semester	Pharmaceutical Foundation(PF)	Hr	Global Health Colloquium (GHC)	Hr	Patient Care and Practice Innovations (PCPI)	Hr	Experiential	Hr
P1 Fall	Human Metabolism	2	Culture, Lit & Commun Hlth	3	Foundations of Practice & Law IA (0.5)	2	IPPEs in courses	
	Princ Drug Action I (Med Chem)	2	Spanish Rx IA	1	(PILLS) IA *	1		
	Pathophysiology & Immunology	2			*(Profess, Innov, Ldrshp, Life Skills)			
	Physical Pharmacy	2						
	Calculations	2						
P1F total	Integrated Skills Lab IA + Immuniz Certif	1						
18	Total	11		4		3		
Semester	PF	Hr	GHC	Hr	PCPI	Hr	Experiential	Hr
P1 Spring	Princ Drug Action II	3	Health & Wellness E-B	2	Communic Counsel & Law IB (0.5)	3	IPPEs in courses	
	Pharmacokinetics & Genomics	3	Spanish Rx IB	1	(PILLS) IB	1		
	Pharmaceutics (Dosage Forms)	2						
	Nonsterile Compounding	2						
P1S total	Integrated Skills Lab IB	1						
18	Total	11		3		4		
P2 May	ISBP	Hr	GHC	Hr	PCPI	Hr	Experiential	Hr
P2M total	Intro to Practical Application Lab	2	Study Away	1			Community IPPE	2

5								
Semester	ISBP	Hr	GHC	Hr	PCPI	Hr	Experiential	Hr
P2 Fall	ISBP IIA1 (Integr Systm-Based Pharmacotherapy)	4	Biostats & Epidemiology	2	Pharm Drug Info (E-B) & Law IIA (0.5)	2	IPPEs in courses	
	ISBP IIA2	4	Spanish Rx IIA	1	(PILLS) IIA	0		
	ISBP Practical App Lab IIA	2	Research Methods 1	1				
P2F total	Integrated Skills Lab IIA	2						
18	Total	12		4		2		
Semester	ISBP	Hr	GHC	Hr	PCPI	Hr	Experiential	Hr
P2 Spring	ISBP IIB1	4	Spanish Rx IIB	1	Patient Safety & Law IIB (0.5)	2	IPPEs in courses	
	ISBP IIB1	4	Research Methods 2	1	Sterile Compound-IV Lab	2		
	ISBP Practical App Lab IIB	2			(PILLS) IIB	0		
P2S total	Integrated Skills Lab IIB	2						
18	Total	12		2		4		
P3 May	ISBP	Hr	GHC	Hr	PCPI	Hr	Experiential	Hr
P3M total			Health Across Lifespan	2			Hospital IPPE	2
4								
Semester	ISBP	Hr	GHC	Hr	PCPI	Hr	Experiential	Hr
P3 Fall	ISBP IIIA1	4	Appl Biostatistics	2	Econ, Clin, Hum Outcomes & Law (0.5)	2	IPPEs in courses	
	ISBP IIIA2	4			Medication Management	1	P3 Prescribed IPPE Elective	1
	ISBP Practical App Lab IIIA	1			(PILLS) IIIA	0		
P3F total	Integrated Skills Lab IIIA	2						
16	Total	11		2		3		
Semester	ISBP	Hr	GHC	Hr	PCPI	Hr	Experiential	Hr
P3 Spring	ISBP IIB1	4	Health Services Admin	2	Pharm Prac Mgmt + Informatics	2	IPPEs in courses	
	ISBP IIB1	4			Law IIIB	1		
	ISBP Practical App Lab IIB	1			(PILLS) IIIB	1		
P3S total	Integrated Skills Lab IIB	2						
17	Total	11		2		4		
Semester	Experiential	Hr	Experiential	Hr	Experiential	Hr		
P4 YEAR	Summer APPE Rotation #1*	6	Fall APPE Rotation #3	6	Spring APPE Rotation #6	6	*Students only complete 7 of the available 8 APPE rotations*	
	Summer APPE Rotation #2	6	Fall APPE rotation #4	6	Spring APPE Rotation #7	6		

			Fall APPE Rotation #5	6	Spring APPE Rotation #8	6	
P4 total			PILLS IVA	0	PILLS IVB	0	
42	Total	6		18		18	
Total Required	Total Elective		Total Curriculum				
155	6		161				
	<i>Note: there are two prescribed, non-letter graded electives</i> • Study Away (minimum 1 credit hour) • P3 IPPE (minimum 1 credit hour for Classes of 2029 & 2030)						

Study Away

Included in the SoP curriculum is a study away course (prescribed elective) 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 course is a required, credit-bearing elective which must be completed prior to the fall semester of the P2 year. The Study Away courses 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
- Have a UTEP SOP faculty who is assigned to experience to provide oversight

The Office of Student Affairs, in collaboration with the Study Away and Global Education Coordinator, must approve the student-designed experience and provide guidance and support. The Office of

Experiential Education may provide additional support as needed (e.g., scheduling). The cost of the Study Away courses (e.g., lodging, travel, food, activities) is not covered by tuition and fees and must be covered by the student. Scholarship/stipends 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 course, they must submit a request, in writing, to the Study Away and Global Education Coordinator and Director of Student Affairs for the experience to be deferred. 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.

Experiential Education

The Office of Experiential Education (OEE) is dedicated to the development, coordination, and oversight of pharmacy practice experiences that are essential to the Doctor of Pharmacy curriculum. The OEE works in close collaboration with faculty, preceptors, clinical sites, and students to ensure high-quality, practice-based learning that prepares students for contemporary pharmacy practice.

Experiential education is delivered through Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs), which provide students with structured, real-world experiences in a variety of practice settings, including community pharmacies, hospitals/health systems, ambulatory care clinics, and other specialized environments. Information and policies related to Experiential Education are found in the OEE Handbook.

Introductory Pharmacy Practice Experience (IPPE)

Introductory Pharmacy Practice Experiences (IPPEs) are woven 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. Beginning in the P1 year, students must be [registered](#) pharmacist interns with the [Texas State Board of Pharmacy](#) (TSBP) in order to participate in these activities. IPPEs are experiential activities that occur at pharmacy practice sites, but they may also include other activities related to pharmacy practice.

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

- 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 2nd professional year (either during summer or Wintermester).
- Hospital 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 3rd professional year (either during summer or Wintermester).

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

Advanced Pharmacy Practice Experience (APPE)

Students accumulate most 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 must successfully complete all P1-P3 coursework (including required and elective didactic courses as well as IPPEs) before being allowed to progress to APPEs in the P4 year.

During the APPE year, students will complete a minimum of seven 6-week rotations, four of which are referred to as Core Rotations, and three which will be classified as electives with various patient care and non-patient care options available based on a student's interests. Students complete a minimum of 240 hours within each APPE rotation (totaling a minimum of 1,680 hours across the APPE year).

Four Core Rotations include:

- Advanced Community APPE
- Advanced Hospital APPE
- Inpatient General Medicine APPE
- Ambulatory Care APPE

Student Compliance and Onboarding

To participate in experiential education at affiliated clinical sites, all pharmacy students must successfully complete compliance and onboarding requirements as mandated by each site. These requirements are designed to ensure the safety, professionalism, and preparedness of students entering patient care environments. They may include—but are not limited to—background checks,

immunizations, drug screenings, training modules, and confidentiality agreements. Costs associated with these requirements are the responsibility of the student.

Timely completion of compliance/onboarding requirements is essential and is the responsibility of the student. Deadlines will be communicated to students by the Compliance Officer in OEE. Failure to meet site onboarding requirements and deadlines may result in rotation cancellation and/or failure, which may impact progression and graduation timelines. Results of a drug screening test or criminal background check may lead to the inability to complete onboarding for site placement and/or removal from a site, both of which may result in rotation cancellation or failure, and the possibility of delayed progression and subsequent graduation. Additionally, results from a drug screening test or criminal background check may impact pharmacy intern license status and the ability for a student to be placed at practice site. Results from a drug screening test or criminal background check that may impact intern license status and/or student placement may also be referred to appropriate parties within the University for review (e.g., Office of Student Affairs, Academic and Professional Standards Committee, Office of Community Standards, etc.). Based on the nature of each case, these situations may result in disciplinary action including probation or dismissal from the School of Pharmacy.

For specific information and policies related to student compliance and onboarding requirements, please refer to the OEE Handbook.

Arrests, Criminal Charges, Criminal History, and Professional Licensure

The UTEP School of Pharmacy recognizes that students may occasionally experience circumstances that result in legal or regulatory concerns. Timely communication regarding these matters helps the School provide appropriate support, assess any implications for licensure or experiential education requirements, and fulfill its responsibility to protect patient safety, uphold professional standards and School and University policies, and facilitate student progression whenever possible.

The School of Pharmacy expects that all student pharmacists will uphold the legal, ethical, and professional standards required for the practice of pharmacy. Criminal arrests, charges, convictions, or other legal matters may affect a student's eligibility to participate in experiential education, maintain a pharmacy intern license, progress through the curriculum, and graduate from the Doctor of Pharmacy program. **Students must provide official notice in writing (e.g., email with time/date stamp) to the School of Pharmacy Office of Student Affairs (via pharmacy@utep.edu) within five (5) business days** of any arrest, criminal charge, indictment, deferred adjudication, probation, community supervision, conviction, disciplinary action by any professional licensing board, or other legal matter

that may affect their licensure status or ability to participate in experiential education. Failure to timely disclose such information may itself constitute a violation of School of Pharmacy professionalism expectations or the University's Handbook of Operating Procedures and may result in disciplinary action. This reporting obligation begins upon official matriculation into the School of Pharmacy and continues through graduation.

Completion of all required experiential education courses is necessary for progression and graduation. Students who are unable to maintain licensure, satisfy experiential site requirements, or participate in required experiential activities may be unable to progress through the curriculum, may experience delays in graduation, and may be subject to other academic consequences consistent with School policies. If a student's pharmacy intern license is placed on probation or becomes subject to Board-imposed restrictions or conditions, the student may also be subject to review by the School of Pharmacy and may be placed on probation (professional and/or academic). Students placed on probation will be subject to the provisions, requirements, and consequences outlined further in the UTEP School of Pharmacy Student Handbook and the University's Handbook of Operating Procedures (Note: Appeals processes for decisions related to dismissal are also outlined in the Student Handbook). Students may also be referred to appropriate parties within the University for review (e.g., Office of Community Standards, etc.). Students should consult the **Office of Experiential Education Handbook** for the complete policy, reporting requirements, procedures, and potential implications for experiential education, licensure, progression, and graduation.

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 integrates into its professional program.

- **Competency Domain 1: (Value/Ethics) Work with team members to maintain a climate of shared values, ethical conduct, and mutual respect.**
- **Competency Domain 2: (Roles and Responsibilities)** Use the knowledge of one's own role and team members' expertise to address individual and population health outcomes.

- **Competency Domain 3: (Communication)** Communicate in a responsive, responsible, respectful, and compassionate manner with team members.
- **Competency Domain 4: (Team and Teamwork)** Apply values and principles of the science of teamwork to adapt one's own role in a variety of team settings.

The IPE experiences are 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 seven (7) formal IPE experiences which students 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 communities experiencing vulnerability (i.e., individuals experiencing homelessness, and transgender). In the P3 year, IPE experiences focus on leadership, teamwork, team dynamics, and pharmacotherapy. In the last year (P4), the Inpatient General Medicine APPE is designated as a rotation with required IPE activities. Each pharmacy year has an assigned coordinator of IPE that will oversee all IPE activities.

When IPE activities involve IPPEs, the IPPE Clinical Coordinator will provide scheduling support to the IPE coordinator if needed. IPE's are an essential part of the PharmD curriculum and a vital practice to be an effective pharmacist. Other opportunities are continuously being explored to integrate more diverse IPE opportunities (i.e., study away, IPPEs, 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 co-curricular thread, they will 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:

Competence <i>Professional Capability</i>	Connection <i>Interpersonal Compatibility</i>	Character <i>Personal Reliability</i>
• Self-directed learning • Knowledge • Applied Skill • Proactivity • Wisdom	• Compassion • Empathy • Self-control • Kindness • Influence	• Honesty/Integrity • Humility • Responsibility • Service • Moral Courage

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. In the P1 year, the PILLS course will introduce the taxonomy model and its relevance to the IDEAL pharmacist. The PILLS course, along with the SoP Office of Student Affairs, will help track student progress. Students will be required to complete six co-curricular activities (RxPro PLUS) between the P1-P3 years. Students are required to obtain at least two (2) activities from each tier (Tier 1, Tier 2, Tier 3).

Tier Definitions

- Tier 1: Participation only at events (i.e. attending grand rounds, speakers, event)
- Tier 2: Increased level of participation as determined by overseeing preceptor/faculty
- Tier 3: Organizing, creating, leading, and high-level contribution

Activity Approval

All events must be approved for tier status prior to event occurring. All co-curricular tier activities must be conducted in conjunction with a SoP-approved student organization or SoP event. External events organized individually by students will no longer be recognized.

- **Student Organizations:** A student organization event tier level will be determined by faculty advisor(s) of student organization, if any questions or concerns, faculty advisor(s) will consult with the Office of Student Affairs. The designated member of the student organization will be responsible for submitting the co-curricular event to the UTEP SoP Student Calendar for approval.
- **SoP Events:** The tier level will be determined by the Office of Student Affairs; tier activities will be added to the UTEP SoP Student Calendar.

Documentation of RxPro PLUS Activities

- Students will be required to complete an RxPro PLUS tier attendance verification form each semester along with a corresponding reflection and submit to Blackboard® in PILLS.
- Verification of student completion of co-curricular requirements will occur at the end of the P3 year. However, students are ultimately responsible for ensuring completion of co-curriculum tier activity requirements (e.g., six tier activities, two of each tier, submitted corresponding reflection and attendance verification form).
- Any student who fails to submit their assignment or supporting documentation (i.e., reflection and attendance verification form) on time will receive an “Incomplete” in the PILLS course and be responsible for making up the missing tier.

Examples of activities (RX PRO PLUS) are available below. Remember, students are required to obtain 6 total activities, with at least 2 activities from each tier.

Tier Three
• Clinical Competition Participant at National Level (e.g. APhA Patient Counseling Competition, ASHP Clinical Skills Competition) • Legislative Day (State) • Coordinator or Co-Coordinator of a Health Screening/Fair • Present at Regional/National Meeting • IDEAL Ambassador • Volunteer at a Free Clinic or Health Fair (12+ hours) • President of an Organization or Chair of a Committee • Student Representative of Pharmacy Organization (e.g. EPPA, TSHP, ACCP) • Organizing a 5K Run

Tier Two
• Clinical Competition Local Participant • Peer Tutor • Mentoring Pre-Pharmacy Students • Volunteer at a Free Clinic or Health Fair (< 12 hours) • Officer of an Organization • Member of an Organization Committee

Tier One	
• Attend Lunch & Learn • Attend Research Presentation or Resident Grand Rounds • Participate in service event (e.g. food drive, care packages) • Chaperone pharmacy candidates during admissions process • Participate in 5K run • Member of Organization	

Faculty Mentor

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

- Discuss career and educational plans and the skills and knowledge necessary to meet career and educational goals.
- Track your growth across all three years – professional identity, career development, and long-term goals.

Your Full Mentoring Journey (P1-P3)

- Your Foundation (P1 Fall)
- Professional Identity (P1 Spring)
- Career Exploration (P2 Fall)
- APPE Preparation (P2 Spring)
- Career Planning (P3 Fall)
- Transition to APPE's (P3 Spring)

Student Organizations

All student organizations at the UTEP SoP are important catalysts for the growth and professional development of student pharmacists. Each SoP student organization must be a registered student organization (RSO) and fulfill the requirements of the UTEP Student Engagement & Leadership Center (SELC) on an annual basis via MineTracker as of completion of this document. In addition, SoP student organizations may collaborate with other entities within the community or associations on campus such as the UTEP Pre-Pharmacy Organization (PPO). A list of current SoP student organizations can be found below.

- IDEAL Pharmacy Council (UTEP School of Pharmacy Student Governance)

- American Pharmacists Association Academy of Student Pharmacists (APhA-ASP)
- Pediatric Pharmacy Association (PPA)
- Rho Chi
- Student American College of Clinical Pharmacy (ACCP)
- Student National Pharmaceutical Association (SNPhA)
- Student Society of Health-System Pharmacists (SSHP)

Student Representation

IDEAL Pharmacy Council (IPC) serves as the official representative body of SoP students to the faculty, staff, and administration of the UTEP SoP. As part of this representation, IDEAL Pharmacy Council will annually facilitate the election of two representatives per cohort to represent their respective class. If issues with any of the representatives, or liaisons, arise throughout the year, IPC will coordinate a re-election. They act as a voice for their fellow pharmacy students to report their concerns, as well as their successes among other responsibilities. These responsibilities include, but are not limited to, serving as sitting committee members of the Student Excellence Team and Curriculum committee, appointed at the discretion of the IDEAL Pharmacy Council. For additional information on IPC protocols and bylaws, please refer to the organization's constitution.

Further student representation extends to appointments within other SoP committees on an as-needed basis, including the Admissions committee, Preceptor Excellence Team, and Assessment committee.

Grading

GPA Calculation Policy:

All grades earned in didactic courses are included in the calculation of the cumulative grade point average (GPA). A final grade of C or better is considered passing.

If a student earns a non-passing grade (D or F) and successfully remediates the course, the original grade will be replaced with a grade of C for GPA calculation purposes.

Didactic Grade Scale:

- | | |
|---|----|
| A | 4. |
| B | 3. |

C	2.
D	1.
F	0.

Experiential Coursework:

Experiential courses are graded on a Pass or Fail basis and are not included in GPA calculations.

Academic Standing Requirements:

Students **must** maintain a 2.5 to remain in **good academic standing** (see “Good Standing” section).

School of Pharmacy Course Grade Review & Course Grade Grievance

Students seeking a review of a final course grade must follow the hierarchical Process outlined below:

1. Course Level Review:

The student must submit a written request, via email, to the course or clinical coordinator to review and re-evaluate an overall course grade within ten (10) business days of final grade posting;

2. Appeal Academic Leadership:

If the student is not satisfied with the outcome of the course-level review, they may submit a written appeal, via email to the Associate Dean for Academic Affairs and Department Chair within (10) business days after being notified of the decision;

3. Appeal to the Dean:

If the concern remains unresolved, the student may submit a written appeal to the Dean of the SoP within ten (10) business days of receiving a decision from the Associate Dean of Academic Affairs and Department Chair;

4. University-Level Grievance Process:

After receiving the Dean’s decision, the students may pursue the formal grade appeal through the UTEP Student Grade Grievance Committee of the UTEP Faculty Senate. The decision of the UTEP Student Grade 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 may appeal an assignment/or an examination grade within ten (10) business days of grade being posted, unless otherwise specified in the course syllabus.

Appeals must follow the hierarchical process outlined below:

1. Course-Level Review:

The student must submit a written request, via email, to the course or clinical coordinator to review and re-evaluate an assignment or examination course grade within (10) business days of grades posting;

2. Appeal to Academic Leadership:

If the student is not satisfied with the outcome, they may submit a written appeal, via email, to the Associate Dean for Academic Affairs and Department Chair within ten (10) business days of being notified of decision;

3. Appeal to the Dean:

If the concern remains unresolved, the student may submit a written appeal to the Dean of the SoP within ten (10) business days of receiving the decision from the Associate Dean of Academic Affairs and Department Chair. The decision of the SoP Dean is final.

Resolution Timeline: The school aims to provide a decision to the student prior to the end of the academic term (i.e., fall, spring, summer).

Progression Requirements:

To progress to the next semester, students must successfully complete all course requirements and earn a final grade of C or better (no grade of D or lower). Students who earn a final grade below a C, may be eligible for remediation (see “Didactic Remediation” section).

Experiential Grades

Didactic IPPEs are part of a didactic course and graded on a pass/fail basis. Final didactic IPPE grades are reviewed and formally submitted by the IPPE Clinical Coordinator. Students must successfully complete all the requirements of the didactic IPPE by the set deadlines to receive a passing grade for the course. If a student fails the didactic IPPE, they will receive a failing grade for the didactic course.

Course IPPEs and APPEs are graded on a pass/fail basis (i.e., satisfactory (S), unsatisfactory (U)). Preceptors provide a recommended grade based on the student's performance throughout the rotation, including assessments of clinical competence, professionalism, communication, and progression across levels of entrustment for Entrustable Professional Activities (EPAs) in pharmacy practice. These recommendations are submitted to the Office of Experiential Education using the program's standardized evaluation tools (i.e., evaluations completed in CORE ELMS). All final grades are reviewed and formally submitted by the Clinical Coordinator for the IPPE or APPE course. Students must successfully complete all the requirements of the course IPPE/APPE by the set deadlines to receive a passing grade for the course

The Clinical Coordinator reserves the right to assign a failing grade for experiential education in cases where there is clear, documented evidence* of:

- A pattern of unprofessional or unethical behavior (e.g., concerns raised across multiple courses/rotations).
- Failure to meet expected levels of entrustment on required EPAs based on evidence provided by preceptor(s)/site(s).

**Evidence may include but is not limited to incident reports, feedback from preceptors, historical and/or current evaluations, etc.*

This review process ensures consistency and alignment with programmatic expectations and accreditation standards. Students may be required to repeat an experiential rotation if a failing grade is issued, which may result in a delay in curricular progression, and/or graduation. Students will be notified of the final grade and, if applicable, remediation or appeal procedures (See handbook sections on remediation and appeals as well as the OEE Handbook for more information).

Interprofessional Education Grades

All Interprofessional Education (IPE) experiences are graded on a Pass/Fail basis and are connected within designated courses. Failure to achieve a passing grade in the IPE experience will result in a failure for the associated course, regardless of performance in other course criteria. A course grade of Pass/Fail includes an assessment of professional behavior (see Professionalism Expectations Contract).

Academic and Professional

Academic and Professional Standards Committee

All issues dealing with misconduct, professionalism, 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 Office of Community Standards or the UTEP Faculty Senate) are handled by the Academic and Professional Standards Committee, on a case-by-case basis. Any course drops or withdrawals by students are automatically reviewed by the Academic and Professional Standards Committee.

Good Standing

To remain in good Standing within the School of Pharmacy, students must meet both academic & professional standards as outlined below:

Academic Good Standing

- Maintain a cumulative GPA of 2.5 or higher
- Have no unresolved academic integrity violations

Professional Good Standing

- 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, at events 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 areas are outlined in the UTEP HOP, including but not limited to: policies related to academic misconduct, substance abuse, and sexual misconduct.
- Meet the requirements of the Professional Expectations Contract (see Appendix X) and affirm their commitment to these expectations on an annual basis.

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:

- Demonstrate effective **time management**. The PharmD program should be treated as a student's primary commitment, comparable to a rigorous full-time professional experience. Students are expected to proactively manage their time across program requirements and activities (e.g., classes, experiential work, rotation, study time, journal club, school organizations, etc.). Students are also encouraged to communicate early with family, partners, and support networks to establish clear expectations and ensure alignment with the demands of the program.
- Develop and maintain an effective study plan by beginning preparation early in the semester. Students are encouraged to seek support and utilize available resources by contacting the Associate Dean for Academic Affairs or the Director of Student Affairs.
- **Maintain a healthy sleep cycle.**
- **Ask for help EARLY.** If a student is experiencing challenges or requires additional support, they are encouraged to reach out promptly. SoP administrators, faculty, and staff are here to help students be successful.

Students with concerns regarding course performance or the course material should immediately discuss these issues with their Course Faculty. Additional sources and guidance include: Pharmacy Faculty Mentor, SoP Director of Student Affairs, and the Associate Dean for Academic Affairs.

Students experiencing academic difficulty are encouraged to contact the Office of Student Affairs or reach out directly to the course instructor to learn more about available tutoring and academic support resources. In addition, [UTEP Counseling and Psychological Services offers services such as](#), career counseling, psycho-educational workshops, individual and group counseling, and crisis intervention to support students' academic and personal wellbeing.

The SoP Student Success Center (Room 612)

The Student Success Center provides a dedicated space for individual and group tutoring to support the academic and professional success of SoP PharmD students.

Students are encouraged to seek support early when challenges arise. The following strategies and resources are available to support student success:

- Consult with course faculty to identify specific strategies for improvement
- Attend tutoring sessions
- Meet with the Office of Student Affairs for guidance and academic planning
- Engage in coordinated study groups
- Attend course review sessions to reinforce key concepts
- Utilize [UTEP Counseling and Psychological Services for support with academic stress, well-being, and personal challenges](#)

Group Study Rooms (Room 209 and 210)

School of Pharmacy students can reserve these rooms for group study and meetings. A UTEP email account is required to make a reservation and group members must be present while the room is in use. Reservations can be made online

<https://www.utep.edu/technologysupport/resources/roomreservations.html>

Early Intervention

The UTEP SoP is committed to supporting the academic and professional success of its students. To help students successfully complete their PharmD degree in a timely manner, the UTEP SoP has instituted an Early Alert system designed to identify PharmD students who may need additional academic support and/or student life services.

After the first exam and the midterm exam, the Office of Student Affairs will review student grades. Students who earn a score below 70% on either the first exam or the midterm exam will be referred through the Early Alert Process.

At-risk students are directed to meet with the Faculty Advisor for Student Success and complete a Reflection and Success Plan, to identify factors impacting their academic performance and to develop a plan for improvement. This plan may include engagement with the appropriate resources (such as tutoring, the SoP Office of Student Affairs, the Center for Accommodations and Support Services).

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 UTEP [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” section).

Concerns related to confirmed or suspected academic integrity must be submitted to the School of Pharmacy Office of Student Affairs and the Associate Dean for Academic Affairs using the Professionalism Report Form found on the school website under Faculty and Staff Resources. In addition, course instructors should submit a separate report through the Office of Community Standards website. The School of Pharmacy Academic and Professional Standards Committee will review both reports and any associated sanctions and may impose additional school specific sanctions as deemed appropriate. The Committee also reserves the right to submit the report to the [Office of Community Standards](#) if it determines that further institutional review is warranted.

End of Course Remediation

Didactic Remediation

In an academic year (Fall-, Wintermester-, Spring-, and Maymester- semester), students who earn a non-passing grade in a required didactic course and who have completed all of the course requirements (e.g., exams, projects) must remediate no later than July 31st before the start of the next academic year to progress. Each course will designate timelines for the remediation process. Additionally, the course coordinator is solely responsible for determining the process of remediation. If students do not complete remediation in the given timeline for a specific course (or choose not to complete remediation), then the student will need to re-take the course. Students transitioning into

the P4 year who need to remediate P3 didactic courses will be on a different remediation timeline due to start dates of APPE rotations. For these students, P3 didactic course remediation must be completed no later than June 15th.

The maximum grade that a student can earn after remediation for a didactic course is a C. Students can remediate one (1) course per academic year with a maximum of three (3) courses for the entire curriculum (P1-P4). Students who earn a non-passing grade in more than one course (didactic, elective, or experiential) in the academic year will be referred to the Academic and Professional Standards Committee. This committee will review the student's academic performance, the syllabus content, and other factors to determine the appropriate progression timeline (which may include repeating an academic year). The Academic and Professionalism Standards Committee 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 from the Academic and Professionalism Standards Committee has been received. Prior to offering remediation, the course coordinator must contact the Associate Dean for Academic Affairs with a list of student names for potential remediation. The Associate Dean for Academic Affairs will inform the course coordinator if any of the students are eligible for remediation after the Academic and Professionalism Standards Committee meets to determine eligibility. The course coordinator of the remediating course will inform the Associate Dean for Academic Affairs if a student has passed within 2 business days of passing the remediation. The Associate Dean for Academic Affairs will provide a report to the Academic and Professionalism Standards Committee of remediation outcomes.

"If a student is determined to be responsible for violation of the UTEP Code of Conduct (including but not limited to academic integrity issues) by the Office of Community Standards, those sanctions will supersede the eligibility for remediation."

Remediation prior to experiential rotations:

Students who are remediating required pharmacy coursework must complete all remediation activities in accordance with program deadlines and standards prior to the start of their course IPPEs or APPEs. In addition, students are expected to complete the onboarding process and meet set deadlines for rotations while completing remediation. Failure to meet onboarding requirements may result in rotation cancellation and/or failure, which may impact progression and graduation timelines.

Course IPPEs: Students who are remediating didactic courses will automatically be assigned to IPPE Block 6 or Wintermester (exceptions to this policy will be evaluated on a case-by-case basis).

APPEs: Students in remediation will automatically be scheduled for time off during APPE Block 1 to allow time for remediation activities (exceptions to this policy will be evaluated on a case-by-case basis). These students will not be eligible to begin APPE rotations until remediation is successfully completed, and a passing course grade is assigned. Students who do not successfully remediate courses will have their cases reviewed by the Academic and Professional Standards Committee. Based on the outcome of this review, students may have their remaining APPE rotations removed from the schedule, and their graduation may be delayed.

Decisions regarding progression that result in the need to reschedule IPPEs or APPEs will be made on a case-by-case basis and may include the requirement to repeat courses, delay rotation start dates, or complete additional academic or professional development plans as determined by the Academic and Professional Standards Committee.

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

IPE and Co-Curricular are connected to courses, and remediation will be handled within the course. Students who do not behave professionally during any IPE event will have violated the School of Pharmacy Professionalism Expectations contract, and the IPE coordinator will submit a form indicating this to the Office of Student Affairs.

For Co-Curricular requirements, the SoP Office of Student Affairs will work with students to verify that they are meeting their co-curriculum milestones. Remediation for co-curriculum will occur in the PILLS course. For each non-completion of a Co-Curriculum requirement, the course coordinator will submit a form indicating a violation of the School of Pharmacy Professionalism Expectations contract to the Office of Student Affairs. The report will remain in student records.

Experiential Remediation/Re-takes

A student who receives an **incomplete grade** for a course IPPE/APPE will be required to re-take the rotation; a timeline for re-take will be identified based on rotation/preceptor availability. Hours accrued during an incomplete rotation will not be counted toward the course re-take. Exceptions to this policy will be evaluated on a case-by-case basis.

All cases involving **failure** of experiential education will be referred to the Academic and Professionalism Standards Committee, which determines if students are eligible for remediation. Remediation policies are determined by the nature of the experiential rotation (e.g., didactic IPPE, IPPE course, APPE course). In general, remediation for experiential education involves retaking the

rotation. Policies regarding experiential remediation (including rescheduling of rotations) are also outlined in the OEE Handbook.

Didactic IPPEs: Failure of an experiential education rotation that is tied to a didactic course will result in failure of the didactic course. If the student is eligible for remediation, a timeline for re-take will be identified based on rotation/preceptor availability, and the maximum didactic course grade a student can earn in remediation is a C, in accordance with the Student Handbook and OEE Handbook.

Course IPPEs, APPEs: If the student is eligible for remediation, a timeline for re-taking the rotation will be identified based on rotation/preceptor availability. Failure of an experiential rotation may delay graduation and may result in additional tuition costs. Additionally, hours completed during a failed rotation will not count towards the required experiential hours (e.g., didactic IPPE, IPPE course, APPE course).

Study Away Remediation

The Study Away course should be completed before the start of the fall semester of the P2 year. If a student does not successfully complete the course as stated in the course syllabi, 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, unless otherwise indicated by the Study Away Coordinator, OEE, and OSA. If a student fails to remediate a Study Away experience, the student cannot progress and must present their case before the Academic and Professional Standards Committee prior to the start of the next semester. The Academic and Professionalism Standards Committee will make the final determination of steps for progression.

Students who do not behave professionally during any Study Away will have violated the School of Pharmacy Professionalism Expectations contract and the course coordinator will submit a form indicating this to the Office of Student Affairs that will become a part of the student's record.

Course Re-takes

Students who are required to retake a course due to unsuccessful remediation will be reviewed by the Academic and Professional Standards Committee 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 Academic and Professionalism Standards Committee.

Other Remediation

Any other cause of remediation not aforementioned will be discussed and presented with the Academic and Professionalism Standards Committee which will determine a course of action.

Missed Coursework or Credit

Submission and acceptance of missed or late coursework is at the discretion of the instructor and is outlined in the course syllabus. If this occurs, an instructor or course coordinator may decide to grant the student an incomplete (I) course grade. A student who has an incomplete (I) course credit must complete all course requirements and resolve the incomplete grade before progressing to the next semester. Missed coursework may result in a potential delay in progression. The timeline for completion of work is at the discretion of the instructor or course coordinator, working in collaboration with the Associate Dean for Academic Affairs, but must be resolved prior to the start of the next academic term.

Probation & Dismissal

Academic Probation

Students who have a **cumulative GPA of less than 2.5** at the end of a semester are placed on academic probation by the Academic and Professional Standards Committee. Students who are required to remediate a didactic or experiential course are automatically placed on academic probation and will remain on academic probation until the remediation is successfully completed. Students are informed of their academic probation status by the Associate Dean of Academic Affairs. Students on academic probation is expected to focus on academic enhancement and is subject to the limits of Good Standing standards (See “Good Standing” section).

Professional Probation

If a student is in violation of the Professionalism Expectations Contract, the faculty member(s), staff, or preceptor who witness or receive this report should first try to mediate directly with the student. Regardless of successful mediation, the faculty member, staff, or preceptor should submit a Student Professionalism Report Form via the SoP website so that OSA can keep records of the issue. In all instances, course coordinators, faculty, preceptors, faculty leads, staff, etc. are encouraged to attempt

mediation with the student first, however, all violations of the Professionalism Expectations Contract should be reported via the Student Professionalism Report Form regardless of outcome.

The OSA is responsible for monitoring all reports submitted. Any student that has multiple reports or a pattern of continued violations of the Professionalism Expectations Contract will be referred to the Academic and Professional Standards Committee for review. The Academic and Professional Standards Committee will review the case, including evidence, documentation, and provide feedback and recommendations for monitoring. This includes, but is not limited to, creating specific actions such as assigning a faculty mentor, creating a professionalism improvement plan, educational modules, or reflective exercises to the student. If the committee decides that a professionalism improvement plan is needed, the Faculty Advisor for Student Success will create the plan, which may vary depending on the severity and circumstance of the specific breach of the Professionalism Expectations Contract. The professionalism improvement plan should detail specifics regarding the reports and patterns observed and outline potential disciplinary actions should the patterns or behaviors continue.

Additionally, the Academic and Professional Standards Committee will refer select cases to the Office of Community Standards to create official documentation with the University.

In the case of any further breach of the professionalism improvement plan, the Academic and Professional Standards Committee is ultimately responsible for determining the need for any formal disciplinary action, including, but not limited to an additional probation period or dismissal from the PharmD program. The Academic and Professional Standards Committee may also work with the Office of Community Standards to recommend and enforce sanctions for continued professionalism concerns.

Didactic Misconduct

If professional misconduct (e.g., disruptive behavior in classroom) occurs that is related to a **didactic course**, the faculty member(s) should notify the course coordinator of the issue and then follow the procedure above (see “Professional Probation” section).

Experiential Education Misconduct

If professional misconduct occurs during **Experiential Education**, the preceptor should notify the clinical coordinator of the issue and then follow the procedure above (see “Professional Probation” section). The clinical coordinator will ensure the occurrence is documented in Core ELMS®.

Study Away Misconduct

If professional misconduct occurs during the **Study Away** course, the Faculty Lead (FL) should notify the Study Away and Global Education Coordinator and then follow the procedure above (see “Professional Probation”).

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 Mentor, preceptor, and/or the faculty/staff member who witnessed or was informed of the incident should submit the Student Professionalism Report Form as outlined above (see “Professional Probation” section).

Professional Expectations outside School of Pharmacy

As a student professional, students are expected to adhere to SoP Professionalism Expectations in all public settings (e.g., work, social media). Violations of the Professionalism Expectations Contract outside the SoP are still to be reported via the Student Professionalism Report Form as outlined above (see “Professional Probation” section).

Violation of UTEP Policies

Violation of the UTEP Student Standards of Conduct (UTEP Handbook of Operating Procedures, Sec. II, Chapter 1, Subsection 1.2.3) will be handled by the SoP in partnership with the UTEP Dean of Students, the Office of Community Standards (OCS), and other relevant parties. The process is outlined in the UTEP Handbook of Operating Procedures, Sec. II, Chapter 1, Subsection 1.4. The SoP Academic and Professional Standards Committee will review any OCS recommendations and make determinations regarding additional sanctions, probation, and/or dismissal, as applicable.

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](#). Students are responsible for the mandatory self-reporting of any arrests to the Office of Student Affairs and the Associate Dean of Academic Affairs.

Returning to Good Standing

A student who successfully completes the professionalism improvement plan as approved by the Academic and Professional Standards Committee and the Office of Student Affairs, is removed from probation. The Academic and Professional Standards Committee will meet after July 31st to review student successful completion of their approved remediation or professionalism improvement. Students will receive a letter via email from the Associate Dean for 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 Academic and Professional Standards Committee 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 to retake 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). Students who earn a non-passing grade (prior to remediation) in three courses in the entire curriculum (P1-P4) are subject to dismissal. Exceptions to this rule may be considered in extenuating circumstances and will be referred to the Academic and Professional Standards Committee for review on a case-by-case basis. 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 Professionalism Expectations Contract and/or UTEP Student Standards of Conduct may be dismissed from the program. **Each step in the mediation process of misconduct will be documented and placed in the student’s file.** If the student is dismissed due to misconduct, they have the right to appeal. (See “Appeal of Dismissal” Section).

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 Academic and Professional Standards Committee to appeal the dismissal. Following the appeal hearing, the Committee will make its

decision. If the decision of the Academic and Professional Standards Committee is to uphold the dismissal of the student, the student may then appeal directly to the Dean. **Appeals must be made within ten (10) business days of the date of the notification letter from the Academic and Professional Standards Committee and should be submitted in writing to the SoP Dean via email.** If the Dean upholds the decision to dismiss the student, an appeal can be submitted via email to the Office of the Provost within 10 business days. The decision of the Provost is final.

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 choose to withdraw from the UTEP SoP **must** (1) send an email of “Notification of Withdrawal” to the Director of Student Affairs, (2) contact the Registration and Records Office, and (3) clear through the Financial Aid Office if receiving financial aid and/or student loans. Students who cannot drop in person may send 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](#).

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.

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 for Academic Affairs.
- The maximum leave granted is one year (except for military service, see below). However, in exceptional circumstances students may request an extension of 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 a leave of absence must be in good standing.
- An extended leave of absence may result in the inactivation of the student's pharmacy intern license per TSBP policy

Required information in the leave of absence 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 (exceptions to this rule are described in the following two subsections and relate to extended Military or Medical leave.)

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.

This section applies only to a student who withdraws from an institution of higher education to perform active military service as a member of the United States armed forces or the Texas National Guard.

This section does not apply to a student who withdraws from an institution solely to perform one or more training exercises as a member of the Texas National Guard.

For any academic term that begins after the date a student described by Subsection (a) is released from active military service but not later than the first anniversary of that date, the institution of higher education from which the student withdrew shall readmit the student, without requiring reapplication or charging a fee for readmission, if the student is otherwise eligible to register for classes at the institution. On readmission of the student under this subsection, the institution shall:

1. Provide to the student any financial assistance previously provided by the institution to the student before the student's withdrawal if the student meets current eligibility requirements for the assistance, other than any requirement directly affected by the student's service, such as continuous enrollment or another similar timing requirement; and
2. Allow the student the same academic status that the student had before the student's withdrawal, including any course credit awarded to the student by the institution.

An institution of higher education can adopt rules requiring reasonable proof from a student of the fact and duration of the student's active military service.

Medical Leave

A student who must withdraw completely due to medical reasons must submit a request with supporting documentation to the University Student Withdrawal Committee. Supporting documentation may include a letter from the attending physician, clinical psychologist, or licensed clinical practitioner on official letterhead with an original signature, stating the date(s) within the semester that the student was under medical care and that the student must withdraw because of the medical condition. Supporting documentation must be submitted within the semester or no later than 180 days after the end of the term for which the withdrawal is being requested. If the student is unable to act on his or her own behalf, a representative can do this for the student.

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 Academic and Professional Standards Committee and the Associate Dean for Academic Affairs will review the case 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.

A student who has left the program due to dismissal may apply for readmission via PharmCAS and must follow the admission process. The Admissions Committee and the Associate Dean for Academic Affairs will review the student's PharmCAS application and previous SoP records.

Curriculum & Classroom Policies

Attendance

It is expected that the student submits the [Student Absence Form](#) within two (2) business days after the absence. The Office of Student Affairs (OSA) will contact the instructors and the Office of Experiential Education only after a decision has been made. Since OSA will not contact the instructor(s) until a decision has been made, it is the student's responsibility to contact their instructor(s) by email on the day of the absence. Students will be notified of the decision within three (3) business days of sending a request.

The following are considered excused absences with proper documentation, 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)

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. The student is responsible for obtaining and completing 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 of whether 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 by the timeframe at the discretion of the faculty. Decisions on how to make-up assignments, hours, exams, labs in the event excused or unexcused absence are at the discretion of individual course instructor/coordinator/preceptor as outlined in course syllabus.

Experiential Attendance

Attendance is required for all scheduled IPPEs and APPEs. To secure an excused absence involving Experiential Education, students are required to complete the Student Absence Form as outlined in the Student Handbook Attendance Policy. Additionally, students are required to: 1) contact their preceptor based on the preceptor’s preferred method of communication and, 2) notify the appropriate Clinical Coordinator via email. If a student is granted an excused absence, the student must work with their preceptor to make up the hours missed due to the absence. Absences that are unexcused may result in failure of an IPPE or APPE. For Experiential Education absences, documentation may be required for any absences, regardless of length. For additional information on absences impacting IPPEs/APPEs, please consult the OEE Handbook.

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 and professional good standing
 - Have no behavioral sanctions
 - 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 previous 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 Student Absence Form 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).**
- Students must also inform their course instructors within two (2) weeks of the planned absence via email. If a student is planning to miss class during finals week, instructors must be notified at least six (6) weeks in advance. **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, experiential education etc.) should be due prior to this day or as indicated in Course Syllabus and Calendar.
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 review 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 the SoP's continued improvement. Students should refrain from unprofessional remarks as they only diminish the credibility of the evaluation and provide no actionable response. Students are encouraged to provide constructive feedback to aid in identifying programmatic strengths or opportunities for improvement.

Emergency Evacuation

In the event of an emergency evacuation, the UTEP SoP and the Campbell Building Manager have designated the corner of Campbell and Nevada 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.

Use of Artificial Intelligence

Use of AI technologies or automated tools, particularly generative AI, is to be determined by each course syllabus. Any violation will lead to disciplinary action as outlined in the syllabus.

Use of Electronic Devices in the Classroom

To maintain a professional learning environment and minimize distractions, the use of personal electronic devices is restricted during class sessions and presentations.

The use of headphones, AirPods, or similar audio devices is not permitted while a class is in session, including during lectures, examinations, guest presentations, and any instructional activity unless explicitly permitted by the instructor.

Additionally, the use of wearable smart technology with audio, visual, or recording capabilities (e.g., Meta glasses or similar devices) is strictly prohibited during class sessions, presentations and exams.

Students are expected to give their full attention and actively participate in all learning activities. The use of any device that may interfere with instruction, disrupt the learning environment, or raise concerns regarding academic integrity or privacy is not allowed.

CASS accommodations will supersede this policy.

Student Information

Each SoP student is required to maintain a Student Information Form on file in the Office of Student Affairs. The form is housed on the SoP website. 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 for 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
 - Complete all required benchmark exams
- Successfully completed all co-curricular requirements
- Earn a cumulative GPA of a 2.5 or higher
- Be in Good Standing (Professional and Academic)
- Submit a graduation application to the Graduate School 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.

Accommodation for Students with Disabilities Policy Statement

The University of Texas at El Paso is committed to providing reasonable accommodation and auxiliary services to students with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities. The purpose of this policy is to set out the University's policy concerning accommodations for individuals with disabilities, and to provide for the prompt and equitable resolution of complaints alleging violation of Title II of the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008 (ADAAA) Section 504 of the Rehabilitation Act of 1973, or the Pregnancy Discrimination Act of 1978, including complaints regarding a denial of requested accommodations and auxiliary aids or services, and programs that are perceived to be inaccessible. Reasonable accommodation will be provided unless it is determined that doing so would cause undue hardship for 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 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 environment 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), Violence Against Women Act (VAWA), and Clery 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. Sexual Misconduct, Retaliation, and other prohibited conduct as defined in this Policy (Section 3.11: Definitions and Examples), will not be tolerated and 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 procedures outlined 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 is now a smoke and tobacco-free campus. The use of tobacco products (including but not limited to, cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, 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. Individuals who observe a violation of this policy are required to report the incident immediately to the University Police Department (UTEP PD) at 915-747-5611 or 911. UTEP PD will investigate the incident and when applicable forward potential violations to the University's Office of Human Resources or Office of Community Standards (OCS). For the full policy, please see the [UTEP Handbook of Operating Procedures, Section IX, Chapter 10 Concealed](#).

Complaint Procedures

Accreditation Council for Pharmacy Education (ACPE) Student Complaint Process

The UTEP SoP is committed to maintaining compliance with standards, policies, and procedures of the Accreditation Council for Pharmacy Education (ACPE) and to fostering an environment of integrity, transparency, and continuous quality improvement.

Students who have concerns related to the School of Pharmacy's compliance with ACPE standards, policies, or procedures are encouraged to first seek resolution through the School's internal process (e.g., course coordinator, academic mentor, or the Office of Student Affairs).

If a concern is not resolved through institutional channels, students may submit a formal complaint directly to the ACPE. Complaints must:

- Be submitted in writing and include sufficient detail to describe the concern
- Relate specifically to ACPE standards, policies, or procedures

Upon receipt, ACPE will forward the complaint to the UTEP SoP for response and will review the complaint, institutional response, and any information deemed necessary.

The Executive Director will evaluate the complaint and determine appropriate action, which may include further investigation or review by the Council. The typical timeframe for resolution is generally six months.

Information on how to submit a complaint, including required documentation and procedures, 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 (or Preceptor for Experiential Education)
2. Course Coordinator (or IPPE/APPE Coordinator for Experiential Education)
3. For didactic courses, the Department Chair associated with that course (or for experiential courses (IPPEs or APPEs), the Associate Dean of Community and Clinical Programs)

4. Associate Dean for Academic Affairs

If the issue is in regard 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 for Academic Affairs
- Associate Dean for Community and Clinical Programs
- Director of Student Affairs

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

If the above communications do not resolve the student’s concern, the student may contact the Dean. If anonymity is desired, students can submit a [SoP Student Feedback Form](#).

Other Academic Complaints

Other academic student concerns that do not involve discrimination, including problems with instructor behavior or student dismissal from a program, should first be addressed with the faculty or staff member with whom they arise. If no satisfactory resolution can be achieved at that level, a written complaint should be submitted to that individual's supervisor, usually the Chair of the Department. If successful resolution is not achieved, the complaint may be appealed in writing to the Associate Dean for Academic Affairs. If the complaint is not satisfactorily resolved, the complaint may be appealed to the Dean. If the complaint is not satisfactorily resolved, a written appeal may be submitted to the Office of the Provost. The decision of the Provost is final. Each appeal should be submitted no later than ten (10) working days after the last questioned decision or interpretation.

Student Communication Policy

Email

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 redirected email does not absolve a student from the responsibilities associated with communication sent to the student's official email address. Faculty determines 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.

Microsoft TEAMS

It is expected that students have access to regularly check their UTEP Teams account. This is a supplementary mode of communication that is used by the SoP. It is the responsibility of the student to check their Teams account regularly: every 24 hours during the semester, including weekends, once a week at minimum during academic breaks.

Virtual Meetings

To ensure professional, respectful, and efficient virtual meetings, participants should test their technology and prepare necessary materials beforehand. Join meetings on time, dress appropriately, use a clean or virtual background, keep your microphone muted when not speaking, and use non-verbal cues to show engagement. Speak clearly, avoid multitasking, and respect others' opinions by listening without interrupting. Maintain confidentiality by holding meetings in private spaces. Failure to adhere to this policy may result in a professionalism report being filed or other action.

Appendix A: UTEP School of Pharmacy Professionalism Contract

University of Texas at El Paso School of Pharmacy Professionalism Expectations Contract

Students are required to maintain high professionalism standards to be in Good Standing with the UTEP School of Pharmacy as outlined in the UTEP Student Handbook including:

- Presenting themselves in a professional and courteous manner in a didactic, experiential, and study away courses or components.
- Presenting themselves in a professional and courteous manner when representing the SOP, such as at national/regional/local conferences or meetings, as part of a student organization, and at health fairs and other educational health events.
- Upholding the UTEP Policies and Procedures that are outlined in the UTEP Handbook of Operating Procedures, including but not limited to academic misconduct, substance abuse, and sexual misconduct.

On an annual basis, students are required to read this Professionalism Expectations Contract and affirm their willingness to uphold the contract.

Reliability and Accountability
I am reliable and dependable (i.e., can be counted on to fulfill responsibilities accurately and meet objectives/goals).
I demonstrate accountability (i.e., holds oneself liable for tasks, duties, and other responsibilities; does not blame others for mistakes or mishaps; does not avoid responsibilities).
I am self-directed in undertaking tasks (i.e., self-motivated, resourceful, and functions independently; completes tasks by deadlines).
I am punctual (i.e., arrives at assigned location early or on time; notifies relevant parties when delayed).
I use time efficiently (i.e., allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others' time wisely).
I prioritize effectively (i.e., organizes and approaches multiple tasks and assignments in a manner to produce desired outcomes).
I behave in an ethical manner (i.e., acts in the best interest of others; acts in accord with the code of ethics; honors individual rights).
I maintain confidentiality (i.e., does not inappropriately disclose individual and/or site-specific information).
I maintain honesty and integrity in academic and professional contexts (i.e., does not engage in plagiarism, cheating, collusion or other forms of academic dishonesty).
I demonstrate a desire to exceed expectations (i.e., goes "above and beyond"; strives to do more than minimum expectations).
Lifelong Learning and Adaptability
I accept and apply constructive criticism (i.e., responds openly and positively to feedback; modifies behavior if necessary).
I am a life-long learner (i.e., seeks knowledge; asks questions; searches for information; takes responsibility for own learning; evaluates learning and documents competency).
I am aware of personal strengths and weaknesses (i.e., has personal insight; able to self-reflect and thereafter implement professional or personal development plans).
I am adaptable (i.e., able to modify behaviors and/or respond to ambiguity; demonstrates resilience).
I demonstrate appropriate help-seeking behaviors (i.e., recognizes need and seeks help for professional and personal challenges).
Relationships with Others
I am empathetic (i.e., demonstrates an appreciation for, recognizes the perspective of and is considerate of others).
I am respectful (i.e., demonstrates regard for and maintains appropriate boundaries towards individuals and property).
I am altruistic (i.e., demonstrates an attitude of service by helping others (selfless); gives of oneself to benefit others).
I am diplomatic (i.e., is fair, tactful, accurate, and unbiased when dealing with others; resolves conflicts in a manner that respects the dignity of all involved).
I communicate effectively (verbal and non-verbal) , i.e., demonstrates the ability to provide effective and constructive feedback, provides input that is solution-focused and goal-orientated; appropriately engages in dialogue, is diplomatic, and uses proper channels).

The UTEP SOP Professionalism Expectations Contract was adapted from: 1) Profile of a Professional. USF Health Taneja College of Pharmacy Student Handbook 2022-2023. Available at: <https://health.usf.edu/pharmacy/pharmd/student-affairs>. Accessed June 20, 2023; 2) Professionalism Assessment Tool by Kelley, Stanke, Janke, Rabi & Kuba, Am J Pharm Educ. 2011; 75(9): Article 179. Approved Progression Committee and Student Excellence Team: April 2023. Approved by Faculty Assembly: July 2026

I communicate articulately (oral and written) (i.e., clearly communicates thoughts; uses appropriate terminology and vocabulary for the intended audience).
I establish rapport (i.e., relates well with others; is a team-player).
I demonstrate emotional intelligence (i.e., able to recognize and manage emotions when faced with difficult or stressful situations).
I embrace diversity and inclusiveness (i.e., is open-minded towards others and situations; does not stereotype or prejudge situations; respects individual diversity).
Civic and Professional Engagement
I promote harmony (i.e., fosters an atmosphere conducive to learning; demonstrates humility and civility towards colleagues; promotes intra- and inter-professionalism).
I advance the profession (i.e., is an active participant in professional organization(s); advocates for the profession; maintains continuing education requirements).
I serve the community (i.e., participates in local and/or global community service activities affiliated with the University or College to address community-related needs).
Professional Image
I practice personal hygiene (i.e., personal health and grooming habits are acceptable for the environment).
I demonstrate appropriate etiquette (i.e., utilizes environmentally and culturally appropriate gestures, body language, and mannerisms).
I wear appropriate attire (i.e., adheres to dress code; attire is acceptable for the environment).
I demonstrate confidence (i.e., acts and communicates in a self-assured manner, with modesty and humility).
I maintain a positive persona (live and virtual) , i.e., maintains a positive attitude regardless of platform; social media presence is appropriate.

As a student in the UTEP School of Pharmacy, I pledge to uphold the Professionalism Expectations as outlined above.

Signature

Date