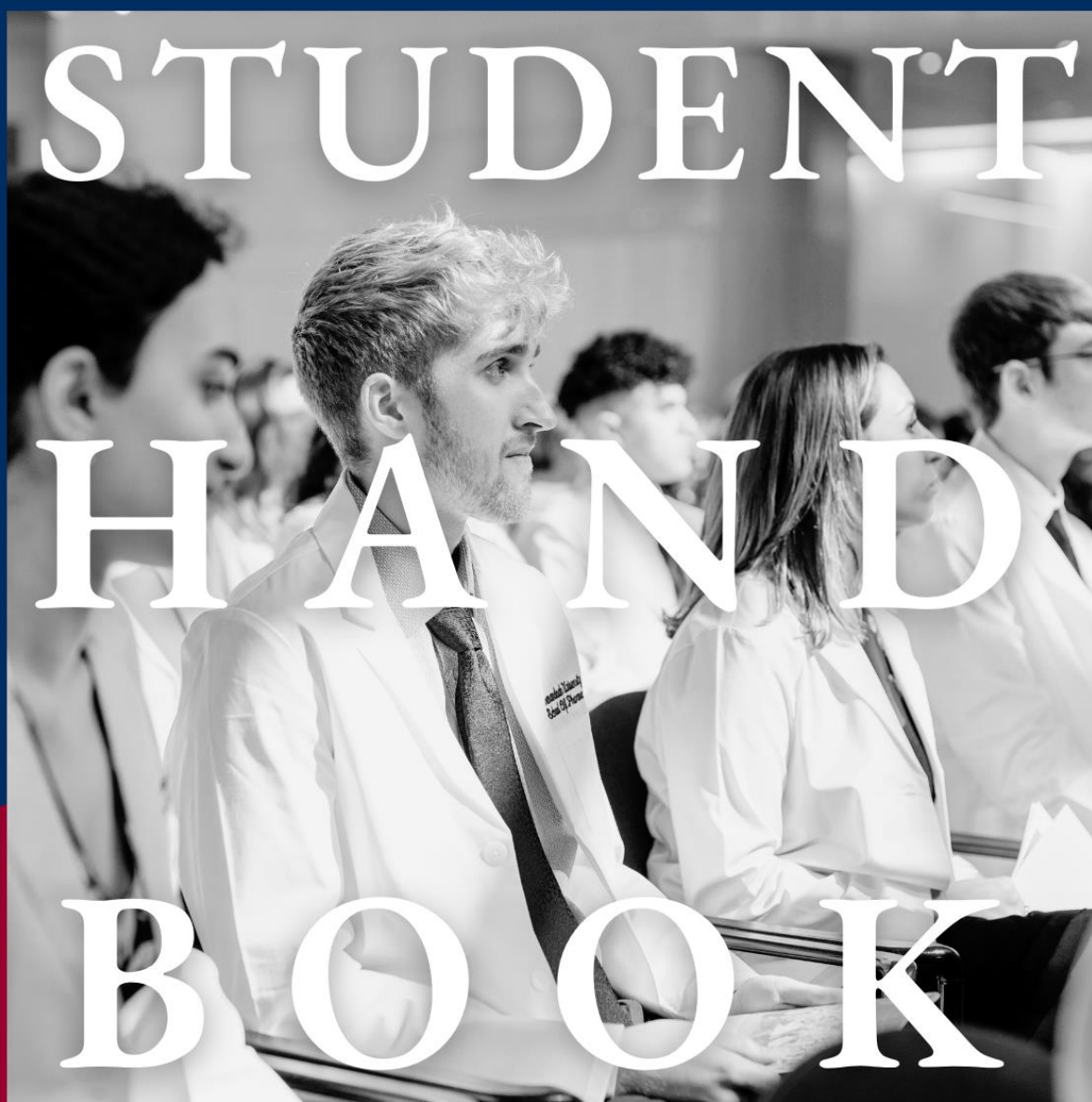




SHENANDOAH[®]
U N I V E R S I T Y

Bernard J. Dunn School of Pharmacy



Revised August 2025

Shenandoah University
Bernard J. Dunn School of Pharmacy
www.su.edu/pharmacy

Health Professions Building
1775 N. Sector Ct
Winchester, VA 22601

Please Note: The information in this handbook serves as a student resource for policies and procedures of the Shenandoah University Bernard J. Dunn School of Pharmacy, and is subject to change. Students should review the handbook at the beginning of each academic year and refer to the online version for the most current information. Links to University and School webpages are subject to change throughout the academic year, and those changes may not be reflected in this handbook.

Dear future pharmacists,

We are sincerely grateful that you chose Shenandoah University for your pharmacy education, and for your continued commitment to our program. The Bernard J. Dunn School of Pharmacy (BJDSOP) exists for students and student learning. We are a student-centered learning community that educates and inspires compassionate and ethical leaders in interprofessional, patient-centered care.

In order to fulfill that mission, we provide a number of tools, experiences, and opportunities to help you develop as professional and as an individual. One such tool is this Student Handbook, which guides you toward a variety of student success resources offered by the School of Pharmacy and the University. This Handbook also describes policies and procedures which form our community standards for how we treat one another at BJDSOP, and which outline your rights as a student. Accordingly, we strongly encourage you to review the Student Handbook carefully, and refer to it often throughout the year.

If you have questions about anything in the Handbook, you can contact the Office of Student Affairs at pharmdstudentaffairs@su.edu. You can also stop by and see us any time - our doors are always open to you.

We're excited that you're part of our community, and excited for all that you will accomplish this year.

Sincerely,

A handwritten signature in black ink that reads "Zara Risoldi Cochrane". The signature is written in a cursive, flowing style.

Dr. Zara Risoldi Cochrane, Associate Dean of Student Affairs & Student Success

QUICK LINKS

[Excused Absence Policy and Procedure](#)

[Academic Policies, including information on Reassessment and Remediation](#)

[Student Emergency Fund](#)

[Student Travel Funding](#)

[Student Services](#)

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GENERAL INFORMATION

HANDBOOK REVISION PROCEDURE

The School of Pharmacy Student Handbook is reviewed and updated annually by the Office of Student Affairs. The School of Pharmacy reserves the right to update the Student Handbook at any time. Students will be informed via email when changes are made to the Student Handbook. The current version of the School of Pharmacy Student Handbook can be found on the Class Commons pages in Canvas, at <http://www.su.edu/pharmacy> under Student Life, and on the [Resources](#) page of Dunn Central.

ACADEMIC CALENDAR

The Academic Calendar describes the dates when classes start and stop, important deadlines during the semester, and holidays when the University will be closed. For the most current version of the Academic Calendar, [click here](#).

ACCREDITATION

The Shenandoah University Bernard J. Dunn School of Pharmacy's Doctor of Pharmacy program is fully accredited by the Accreditation Council for Pharmacy Education (ACPE), located at 190 S. LaSalle Street, Suite 2850 Chicago, Illinois 60603-3499; phone: (312) 664-3575; fax: (866)-228-2631. For complaints related to any of the ACPE standards, once all institutional processes have been exhausted, a formal complaint may be filed through the ACPE Complaint Process website: <https://www.acpe-accredit.org/complaints>

EMAIL COMMUNICATION

Email is the School of Pharmacy's official means of communication with students. Students are responsible for all information sent to them via their assigned Shenandoah University email address. Students should check their email on a frequent and consistent basis so as not to miss important information from School and University officials, course coordinators, academic advisors, student organizations, or faculty and staff.

SCHOOL MISSION, VISION, GOALS AND VALUES

The Strategy Map below describes the School of Pharmacy's mission, vision, goals and values. The School is committed to enacting these values in order to provide a positive learning environment where students can grow both professionally and personally.

STRATEGY MAP

Mission: We are a student-centered learning community that educates and inspires compassionate and ethical leaders in interprofessional, patient-centered care.

Financial Success Goals:

1. Develop a balanced financial plan aligned with our educational model.
2. Develop fundraising campaigns that support the mission & vision of the School/University.

Achieve an adaptive sustainable financial led model.

Inspire students through transformative Learning.

Process Excellence Goals:

3. Achieve excellence in student-centered teaching and learning.
4. Position students to be highly competitive for post-graduate opportunities.

Vision:
A recognized leader in pharmacy education and personalized medicine to help people live longer, healthier lives.

Stakeholder

Engagement Goal:

7. Improve external stakeholder engagement to support student success.

Prioritize student success.

Build/create a world class learning environment.

People & Culture Goals:

5. Attract, develop and retain a diverse community of highly qualified students, faculty, and staff.
6. Foster a values-based culture (as defined by 9 core values).

Values: Collaboration | Diversity & Inclusion | Empathy | Innovation | Leadership | Life-long Learning | Professionalism | Scholarship | Service

HISTORY OF THE SCHOOL

The Bernard J. Dunn School of Pharmacy (BJDSOP) was founded in 1995 to respond to the growing need for pharmacists within the health-care system. The Health Professions Building (HPB) campus in Winchester, VA was opened in 1996 and the School of Pharmacy graduated its first class in 2000. In 1999, an online Nontraditional Doctor of Pharmacy pathway was created for licensed practicing pharmacists looking to expand their educational credentials. Satellite campuses were established in Ashburn, VA from 2006-2017 and at the Inova Center for Personalized Health in Fairfax, VA from 2017-2024. In fall 2024, BJDSOP launched the entry-level hybrid online PharmD pathway.

PHARMACY MUSEUMS

Dunn Family Apothecary

The Dunn Family Apothecary is a turn of the century apothecary that was owned by the father of the founder of BJDSOP. Bernard J. Dunn donated his father's apothecary to give Shenandoah students an understanding of the environment that a pharmacist would have studied and worked in at the start of the 19th century. This museum in the Health Professions Building holds pharmaceutical recipe books, medicines, tools, and instruments dating back 200 years. In a pharmacy such as this, a pharmacist would have compounded all of the prescriptions themselves.

Eugene V. White Pharmacy

The Eugene V. White Pharmacy Museum reflects the field of pharmacy around the 1960s. By this time, commercial pharmaceutical companies were compounding all prescriptions, so pharmacists had transitioned into an almost-strictly sales position. Eugene V. White proposed the then-radical idea that pharmacists were better suited than physicians to answer patients' questions about how prescriptions performed in the body. Through his campaigning, White single-handedly changed the direction of pharmacy. The artifacts of his pharmacy are now housed in the Health Professions Building. To read more about the museum and the impact that Eugene V. White had on the modern practice of pharmacy, read this short [newspaper article](#) from the *Clarke Times-Courier*.

Together, the Dunn Family Apothecary and the Eugene V. White Pharmacy serve as historical exhibits which demonstrate how the field of pharmacy evolves to meet the changing needs of patients and the public.

GRADUATE CATALOG

In addition to the contents of this Student Handbook, pharmacy students are responsible for familiarizing themselves with, and adhering to, the Shenandoah University Student Handbook. The University Handbook contains important information regarding academic policies, student life and student success policies, non-academic policies, and more. This includes, but is not limited to, information regarding:

- Academic Integrity Code
- Accommodations of Persons with Disabilities Policy
- Non-Discrimination and Bias Policy and Procedures
- Religious Observances Policy
- Sexual/Gender Harassment, Discrimination and Sexual Misconduct Policy
- Student Code of Conduct
- Student Complaint Policy
- Student of Concern Policy
- Student Rights, including Privacy, Transcripts, and Student Records
- Withdrawal from the University

The Shenandoah University Student Handbook and the Academic Catalog are merged together to create one document called the Graduate Catalog. The Graduate Catalog is located online and can be found by clicking [here](#).

STATE RECIPROCITY (SARA)

Shenandoah University is a member of [NC-SARA](#), the National Council for State Authorization Reciprocity Agreements. [View the licensure requirements](#) for out-of-state students enrolled in Shenandoah programs leading to licensure. Click on the tab at the bottom of the screen to locate your program. Note that these requirements are subject to change.

SCHOOL ORGANIZATIONAL STRUCTURE AND COMMITTEES

SCHOOL OF PHARMACY ORGANIZATIONAL CHART

The organizational chart for the Bernard J. Dunn School of Pharmacy is available online [here](#).

ACADEMIC STRUCTURE AND DEPARTMENTS

The School of Pharmacy is operated under the direction of **Dean Robbie Kidd**, who provides strategic leadership and oversight of all School activities. The Dean also works closely with University leaders to represent the School of Pharmacy's interests and advocate for the needs of pharmacy students, faculty, and staff.

Dr. Tim Bloom serves as the **Associate Dean of Academic Affairs**. The Associate Dean of Academic Affairs is responsible for providing collaborative and strategic leadership for the planning, development, operationalization, maintenance and monitoring of all aspects of the academic programs.

Dr. Zara Risoldi Cochrane serves as the **Associate Dean of Student Affairs & Student Success**. The Associate Dean of Student Affairs & Student Success provides leadership for the achievement of excellence in the provision of student services and student recruitment for all pathways.

Dr. Art Harralson serves as the **Associate Dean of Research**.

Dr. Tom Ellington serves as the **Assistant Dean of Assessment**. The Assistant Dean of Assessment is responsible for the operationalization and continuous quality improvement of the curriculum and programmatic assessment plans of the school.

The School of Pharmacy is comprised of two academic departments:

- **Biopharmaceutical Sciences and Pharmacogenomics**, chaired by Dr. Art Harralson
- **Pharmacy Practice**, chaired by Dr. Amber Wesner

FACULTY DIRECTORY

A complete directory of School of Pharmacy faculty can be found by [clicking here](#).

SCHOOL OF PHARMACY COMMITTEES WITH STUDENT MEMBERS

Students are a vibrant and valuable component of School of Pharmacy committees. Committee membership affords students the opportunity to advocate for the needs of their classmates and to shape the activities and direction of the pharmacy program. The current directory of student committee representatives can be found on Class Commons pages in Canvas.

Student members of School of Pharmacy committees are expected to:

- Attend all Committee meetings, except when there is a conflict in scheduling
- Actively participate in all Committee meetings, which includes voting privileges
- Protect private and confidential information that is discussed at Committee meetings

The Office of Student Affairs will solicit self-nominations for committee membership on an annual basis. Students will be given the opportunity to indicate the committees they are interested in joining. In order to serve on a committee, students must be in good academic and professional standing.

The following School of Pharmacy committees include student members:

Academic Progressions Committee

The Academic Progressions Committee makes decisions in all matters relating to the assessment of student progress in achieving the educational outcomes of the School. The Committee develops individualized plans for reassessment, remediation, and re-enrollment when students face challenges in meeting the outcomes defined and delineated for each curricular year.

Assessment Committee

The Assessment Committee determines how the assessment of outcomes offers the School an opportunity for strengthening the program and enhancing the program's accountability. The Assessment Committee also provides oversight to the assessment activities necessary for accreditation.

Curriculum Committee

The Curriculum Committee is responsible for conducting a continuing appraisal and evaluation of the professional pharmacy program of study. The Committee reviews courses for completeness and the contemporary nature of the content, as well as for contributions to the breadth, depth and value of the entire curriculum.

Experiential Education Committee

The Experiential Education Committee serves as the oversight body for the experiential programs of the School. The Committee contributes to quality control for experiential preceptors and sites, preceptor development activities, and monitoring concordance with ACPE standards.

Guiding Coalition for Diversity, Equity, and Inclusion

The Guiding Coalition for Diversity, Equity, and Inclusion leads our School's efforts related to diversity, equity, and inclusion (DEI). This collaborative group of faculty, staff, and students identifies priorities and develops resources, projects, and events to advance DEI and antiracism at our School.

Hybrid PharmD Pathway Planning Committee

The Hybrid PharmD Pathway Planning Committee provides insight and advises leadership on the delivery of the hybrid online PharmD pathway. The Committee is comprised of a collaborative group of faculty, staff, and students.

Professional Performance Standards Committee

The Professional Performance Standards Committee reviews student compliance with the Professional Performance Standards of the School. When students experience professional difficulty or risk, or perpetrate alleged violations of professional performance standards, the Committee takes appropriate actions in the best interests of the student, the School, the profession, and the public.

Strategic Directions Committee

The Strategic Directions Committee develops the structural framework of the School's strategic plan, and oversees and reports the progress made towards achieving the mission, vision and goals of the School. The Committee tracks and reports strategic work plan progress, and identifies new priority objectives on a yearly basis.

POLICIES AND GUIDELINES

ACADEMIC APPEALS POLICY

NOTE: This is an excerpt from the Graduate Catalog, with further explanation in brackets as it applies to the School of Pharmacy. For the entire policy, see the [Shenandoah University Graduate Catalog](#). For pharmacy students who wish to request an appeal related to an experiential course (IPPE/APPE), please refer to the process defined in the Experiential Education Handbook.

The purpose of this process is to provide a means to resolve conflicts when students believe they have been treated improperly in a matter related to instruction, evaluation or other academic policy or practice. Misunderstandings or disagreements can often be settled informally. To this end, students are encouraged to attempt to resolve the issue directly with the member of the faculty, staff or administration involved as soon as possible. The appeals process described below is available in the event an informal approach is unsuccessful.

Formal Academic Appeals Procedure

At each step in this process, the student may request to meet directly with the person hearing the appeal. The person hearing the appeal may meet with the student or seek the counsel of faculty members or others who may have pertinent information.

Step One

The student should make an appointment with the faculty of record to discuss the grievance and to seek resolution. **[At the School of Pharmacy, this means reaching out to the faculty instructor first, and then contacting the Course Coordinator.]**

Step Two

If dissatisfied, the student should schedule an appointment with the appropriate department or division chair to seek a resolution. **[At the School of Pharmacy, this means scheduling an appointment with the department chair who oversees the Course Coordinator you met with in Step One. For a list of the current department chairs, see the [Academic Structure and Departments](#) section of this Handbook.]**

Step Three

If dissatisfied, the student should schedule an appointment with the appropriate dean or director of the school to seek a resolution. **[At the School of Pharmacy, this means scheduling a meeting with the Associate Dean of Academic Affairs.]**

Step Four

If dissatisfied, the student should make a written grievance to the provost. The written grievance must state the reason for the request and any other supporting documentation. If the provost sees merit in the grievance, they will assemble the Academic Review Board

for a hearing. If there is no merit, the student will be notified that this ruling is final.

Step Five

The Academic Review Board is a judicial hearing and has the ability to summon faculty, students, and staff for its hearing. The Academic Review Board's decision is final.

Step Six

An appeal to the president can be made on procedural violations only.

ACADEMIC INTEGRITY CODE

The School of Pharmacy adheres to Shenandoah University's Academic Integrity Code, which can be found by clicking [here](#).

ACADEMIC POLICIES

Revised June 2025

The Bernard J. Dunn School of Pharmacy (BJDSOP) and Shenandoah University are committed to academic excellence. The following academic standards and policies have been implemented to help ensure the Doctor of Pharmacy degree earned through BJDSOP signifies student work and outcomes that meet or exceed degree requirements. The faculty, the Academic Progressions Committee and the Office of Academic Affairs have collectively been tasked with the enforcement of our academic standards.

Academic Standards

For purposes of Academic Standards throughout this document:

- a) "professional coursework" is defined as those courses that fulfill curricular requirements toward completion of the Doctor of Pharmacy degree;
- b) "progressive capstone" (hereafter referred to as "capstone") is a programmatic requirement consisting of annual knowledge and skill-based assessments during professional years 1-3 to document competency and readiness in order to progress to subsequent coursework and experiential rotations;
- c) a passing grade is defined as a "C" grade or higher for letter-graded coursework, or a pass or pass with honors for pass/fail courses;
- d) capstone assessments will be pass or fail. Multiple attempts may be built into components to allow students to demonstrate competency;
- e) an "original-posted grade" is defined as the grade earned and recorded at the end of a course;
- f) cumulative GPAs are calculated by dividing the total grade points earned by the total number of semester credit hours attempted; and
- g) grade point averages are rounded to the second decimal place (or nearest 0.01 point) as a determination of academic standing

To progress to the next professional year, all students must have:

- earned a passing grade for all professional coursework;
- passed all capstone assessments and activities

To graduate, all students must have:

- earned a passing grade for all professional coursework;
- maintained a minimum 2.00 grade point average cumulatively for all courses required for the Doctor of Pharmacy degree; and
- completed co-curricular or programmatic requirements

Final Grades and Academic Review

At the end of each course, final course grades are to be entered by the course coordinator. The course coordinator will designate in the course syllabus a grading scale that assesses performance.

The Assistant/Associate Dean for Academic Affairs shall review each student for satisfactory academic progress for all courses and each component of the capstone. Students who do not earn a passing grade in a course or capstone component may meet with the Academic Progressions Committee. In these cases the committee may recommend academic counseling, remediation, reassessment, an altered plan of study, or dismissal.

An altered plan of study may delay progression to the next professional year, experiential rotations, or graduation. The Committee's decisions and actions taken in these matters are not to be viewed as punitive, but rather an attempt to design a plan of study that best assures competency development and academic success, while addressing the individual student pharmacist's needs. The Committee also recognizes that it is not in a student's best interest to continue in a course of study where there is little probability for success.

Academic Probation

Academic probation is an official action taken to designate when a student is failing to make or maintain satisfactory academic progress. Academic probation serves as an early alert and opportunity for intervention to ensure a student's academic success. Academic probation is based upon original-posted final grades recorded at the end of the academic term and prior to remediation. A student is placed on academic probation at the point of:

- earning their second, original-posted non-passing course grade in the curriculum; or
- failing to successfully remediate a course

Depending on the nature of the academic deficiencies and the overall academic record, a student placed on academic probation may or may not be permitted to continue in the regular sequence of the professional curriculum. Students on academic probation are considered to be in poor academic standing.

While on academic probation, students must earn an original-posted grade of a C or higher for all professional coursework undertaken and successfully complete capstone requirements or they may be subject to dismissal as recommended by the Academic Progressions Committee.

Criteria and Process for Removal from Academic Probation

The Assistant/Associate Dean for Academic Affairs will review the transcripts of all students on academic probation at the end of each semester for eligibility to be removed from academic probation. Students are eligible for removal from academic probation if the following criteria are

met while on probation:

- 1) Student earned a passing grade in all courses; and
- 2) Traditional Doctor of Pharmacy students must earn a semester GPA of 3.00 or higher for two consecutive semesters consisting of the required course load; and
- 3) Traditional Doctor of Pharmacy students must pass capstone requirements;
- 4) Non-traditional Doctor of Pharmacy students must earn a term GPA of 3.00 or higher for two consecutive terms consisting of at least 5 credit hours.

If a student fails to meet the criteria for removal from academic probation when eligible, the student shall be referred to their academic advisor and Assistant/Associate Dean of Academic Affairs for further academic counseling.

Reassessment & Remediation

The Bernard J. Dunn School of Pharmacy (BJDSOP) is committed to facilitating the professional development of students. Professional development and progression through the curriculum is a partnership between students and faculty. Reassessment and remediation are means for facilitating learning to pre-specified competency levels. This document serves to inform students and faculty about the BJDSOP reassessment and remediation policy and procedures. This document also provides guidance to the Academic Progressions Committee responsible for recommendations regarding both reassessment and remediation.

All BJDSOP courses must provide a link to the academic standards (reassessment and remediation) and policies. This link may be placed directly on the course syllabus or provided as a link within the course in Canvas.

Part I Reassessment

Section I: Definitions

In this policy, reassessment, reassess, and major course assessment are defined as:

Reassessment – the process by which students reassess.

Reassess – retake or resubmit a major course assessment after an original-posted non-passing course grade.

Major course assessment – any course assessment (e.g., exam) or graded assignment (e.g., project) that accounts for 20% or more of a final course grade.

Section II: Reassessment Philosophy

The faculty recognizes there are times when extenuating circumstances may compromise the performance of a student in otherwise good standing on a specific course assessment. Reassessment provides the opportunity for a student who on rare occasion may not pass a course due to poor performance on a single assessment to retake or resubmit this assessment

in a format determined by the course coordinator.

The primary goal of reassessment is to provide students with an opportunity to demonstrate that they have attained requisite course-specific knowledge, skills, and/or abilities. Consistent with this goal, students who meet the criteria described below under “Reassessment Eligibility” may retake or resubmit a single major course assessment (i.e., reassess) after a period of guided self-study. Overall, reassessment allows students to improve upon their deficiencies before progressing to the next unit of a course or the next semester of the curriculum.

This policy does not preclude the opportunity for course coordinators to, at their sole discretion, allow retesting within the course and before a final course grade has been posted.

Section III: Reassessment Eligibility

Reassessment is applicable to all Doctor of Pharmacy courses except experiential courses. In the case of an absence, the School’s Attendance Policy and Excused Absence Policy and Procedure supersede the reassessment policy. Reassessment cannot be used when an unexcused absence leads to missing a major course assessment, which then results in failing the course.

Student pharmacists who earn a non-passing grade in a course may be afforded a reassessment opportunity. The ADAA will gather overall course performance for the student from the course coordinator to determine if the student meets the criteria for reassessment.

Reassessment is allowed at the discretion of the course coordinator in consultation with the Assistant/Associate Dean for Academic Affairs. A student may be allowed a one-time attempt at reassessment for a course by this mechanism, only if:

- A non-passing grade for a single major course assessment caused the student to earn a failing grade in the course; and
- The student achieved a passing grade on all other major assessments in the course; and
- The student has had no more than 2 reassessments while enrolled at BJD SOP

Students determined to be ineligible for reassessment based on the above criteria will meet with the Academic Progressions Committee. Students deemed ineligible for reassessment by the course coordinator and ADAA may still be allowed to reassess after review by the APC. The APC at their discretion may still allow reassessment as an option for students who have done two or more reassessments.

Capstone components may be eligible for reassessment if competency is not achieved after the maximum predetermined number of attempts. In these cases, the Assistant/Associate Deans for Assessment and Academic Affairs determine and communicate reassessment eligibility to students in writing via email. Students who are unsuccessful at a reassessment of a capstone are required to meet with the Academic Progressions Committee.

A passing score on a capstone component is a score of 70% or above. A student who receives a

failing grade on a capstone component may be allowed one reattempt of that component, at the discretion of the course coordinator, before the final course grade is recorded. When this happens, the highest score that can be recorded for that component is 70%. If the student fails the reattempt, they will automatically fail the course. The ADAA will meet with the student following the failed reattempt, to prepare them to meet with the APC.

At the conclusion of a capstone component, the capstone coordinator and the ADAA will review performance of any student failing to demonstrate competency. The capstone coordinator will provide a plan for reassessment of the component, if appropriate.

Section IV: Reassessment Timing

The reassessment must be completed within 14 days after the student is deemed eligible for reassessment or within an alternative time frame approved by the ADAA. Reassessment must be successfully completed prior to any approved remediations or retakes.

Section V: Reassessment Format & Grading

The format of the reassessment will be at the discretion of the course coordinator(s). Assessments should be designed to allow the student to demonstrate competency in the area where the student previously failed to meet required levels of knowledge, skills, and/or attitudes. The assessment format can vary widely and may include a paper and pen or electronic assessment covering specific content, a cumulative evaluation, an oral presentation, skill demonstration and/or objective structured clinical exam. Acceptable knowledge and/or skills must be demonstrated to the course coordinator/instructor(s).

The scores of the non-passing assessment and the reassessment will be averaged together to replace the original non-passing assessment score to calculate the final grade in the course. The final grade will then be assigned according to the grading scale in the course syllabus. If the newly calculated final course grade remains < C grade, then the student will be required to appear before the Academic Progressions Committee.

Part II Remediation

Section I: Remediation Philosophy

Remediation provides the opportunity for underperforming students to develop the level of competency required of students at the conclusion of a course or professional year.

Remediation should enable students to attain and demonstrate required knowledge, skills, and/or attitudes through self-directed learning and purposeful interactions with faculty.

Section II: Remediation Eligibility

Remediation is not an option for experiential, laboratory or elective courses. The only plan of study for students who do not earn a passing grade in an experiential (Introductory or Advanced), laboratory or elective course will be to repeat the course when it is offered again, or in the case of an elective course, a student may choose to take a different elective(s). All other PHAR-designated courses will be considered as qualified courses for remediation.

For the first course failed during professional coursework, students who earn a cumulative

course grade >65% are automatically eligible to remediate that course and do not need to meet with the APC. In these cases, the course coordinator, in consultation with the assistant/associate dean for academic affairs, will contact the student to inform them of their opportunity to remediate and schedule a meeting to provide information regarding the format of, and timing for, remediation.

Students who earn a cumulative course grade of less than 65%, or those failing a second or subsequent course may be eligible to remediate a course and do need to meet with the APC. In these cases, the Academic Progressions Committee, in consultation with the course coordinator, will determine whether the student can remediate the course. The following criteria will be utilized by the Committee as guidance in determining when to recommend remediation for students on academic probation:

- a) Students will be allowed to remediate no more than two (2) courses in any one academic year. No more than one (1) remediation course may occur during the winter break. No more than two (2) remediation courses may occur during the summer break. A student will be allowed no more than three (3) remediation attempts during their enrollment in the BJDSOP.
- b) Students cannot remediate a course in which they have previously attempted remediation.
- c) A student may be deemed ineligible for remediation if they have not demonstrated regular attendance, completed all assigned work in the course, utilized potential options for extra credit work (e.g. in-class participation points, bonus points, etc.) and/or utilized other academic resources such as tutoring and meetings with the instructor.
- d) The Academic Progressions Committee may also deny remediation based upon consistent poor performance in a course.

Section V: Remediation Timing

A remediation-qualified course taught in the fall semester, which serves as a prerequisite for a spring semester course, must conduct remediation during the winter break. All other remediation-qualified courses (both fall and spring semesters) will remediate during the summer break following the completion of the spring semester.

Students will be provided with a timeline for completing remediation. No more than six (6) weeks may be allotted to complete remediation for a course, including the assessment(s) for the course. A student may be allowed, at the ADAA's discretion and in consultation with the affected course coordinators, to overlap remediation for more than one course in the same timeframe.

Section VI: Remediation Plan & Format

At the end of the semester, the course coordinator and the ADAA will review the performance (i.e. course assessments, attendance, problematic course content, and interaction with the course coordinator/faculty) of any student earning less than a C grade. The course coordinator will also provide their assessment as to which component(s) of the course the student should remediate, if the Committee allows for remediation.

If the student accepts the opportunity to attempt remediation, the student will meet with the course coordinator as soon as practicable. If a student does not accept the opportunity to remediate, they may be required to repeat the entire course and/or be dismissed from the program. The course coordinator will communicate to the student an individualized remediation plan that details:

- 1) The number of times or hours the student is required to meet with the faculty member;
- 2) A list of all remedial work the student must complete (e.g., reviewing examinations, reviewing quiz questions, summarizing lecture notes or recorded classes); and
- 3) All deadlines and date(s) for assessment(s).

The format of the remediation will be at the discretion of the course coordinator(s). Assessments should be designed to allow the student to demonstrate competency in the area where the student previously failed to meet required levels of knowledge, skills, and/or attitudes. The assessment format can vary widely and may include a paper and pen or electronic assessment covering specific content, a cumulative evaluation, an oral presentation, skill demonstration and/or objective structured clinical exam. Acceptable knowledge and/or skills, consistent with the guidelines in Section VII, must be demonstrated to the course coordinator/instructor(s).

Accessibility to the course coordinator/instructor(s) may be limited during a course remediation. Frequent communication is not expected of course coordinators or instructors. The remediation plan will outline the course coordinator's preferred mode and frequency of communication. Course coordinators may opt to communicate with remedial students in person and/or via remote methods, such as email, phone and video teleconference. It is the responsibility of the student to initiate student/faculty correspondence during the remediation period. If the student has a concern about a possible lack of communication with the instructor(s) during the remediation period they should contact the ADAA.

The course coordinator may collaborate with course instructors to design and conduct the remediation course, including any assessment(s). Depending on the identified specific remedial needs of a student, the course coordinator may need to defer remedial instruction to other instructors in the course/program. The plan should identify which instructor(s) will be involved in a student's remediation, and the plan should include the instructor(s) role (e.g. responsible for communication with the student and grading an assessment for specific content).

Section VII: Remediation Assessment

Students conducting remediation are required to take at least one assessment. Assessments should be designed to allow the student to demonstrate competency in areas where they previously failed to meet required levels of knowledge, skills, and/or attitudes. The assessment format(s) can vary widely and may include a paper and pen or electronic assessment covering specific content, a cumulative evaluation, an oral presentation, skill demonstration and/or objective structured clinical exam. The instructor will determine if the assessment(s) need to be proctored or completed on campus.

Students attempting remediation are required to earn a remediated course grade of a C or higher, with a numerical final grade of $\geq 70\%$ (69.9 will not be rounded to a C grade for a remediation course).

Students who successfully remediate with a final grade of $\geq 70\%$ will have their originally posted grade replaced with a final grade of “RC” for the course. No grade higher than a “C” will be recorded for a remediated course and “RC” will denote on the transcript that this was a remediated C grade.

If the student earns a grade of $< 70\%$ for the remediated course, their originally posted non-passing grade will remain on their transcript. The student will then be required to meet with the Academic Progressions Committee to discuss their academic status and ability to remain in the program.

Academic Dismissal

Academic dismissal from the BJDSOP may occur if a student fails to make satisfactory progress during a period of academic probation by:

- 1) Earning an original-posted grade lower than a “C”, or a grade of “Fail”, in any professional coursework while on probation; or
- 2) Earning four or more original-posted, non-passing grades in all professional courses undertaken; or
- 3) Having academic and/or programmatic deficiencies (includes demonstrating competency on capstone) that preclude continuation in the prescribed program of study, and because of which the student may not reasonably be expected to complete the requirements for the degree.

Students dismissed from the BJDSOP may seek reentry by applying for readmission during the normal admissions cycle.

Appeals

Any student may appeal any decision made by the Academic Progressions Committee. Written confirmation of a student’s intent to appeal must be sent to the Assistant/Associate Dean for Academic Affairs and the Dean of the School of Pharmacy. The student’s letter of appeal must be sent electronically to the Dean of the School of Pharmacy within seven calendar days of the student’s receipt of notification of the Committee’s decision.

Course Waivers

Students wishing to waive a course must submit a letter requesting a waiver to the Assistant/Associate Dean for Academic Affairs at least one month prior to the beginning of the semester in which the course in question is being offered. The Assistant/Associate Dean will forward the request to the appropriate course faculty who would then make a recommendation to the Academic Progressions Committee to make a final determination. Waivers will be determined on a case-by-case review of each student.

ASSESSMENT POLICY FOR STUDENTS

Revised March 2025

NOTE: The following is an excerpt of the Bernard J. Dunn School of Pharmacy Assessment Policy. For questions or to review the entire policy, contact the Assistant Dean of Assessment.

Assessment Days

- All proctored assessments taken by hybrid pathway students will be administered on the same day they are taken by on-campus students.
- Skills-based assessments scheduled during immersive visits will be proctored live in the classroom or via recording software within patient assessment rooms.

Assessment Window Times

- The time window for the administration of proctored assessments for hybrid students is nine (9) hours long.
- Proctored assessments for hybrid students will start no earlier than 9:00 a.m. Eastern Time (ET). All proctored assessments must be completed and uploaded to Exemplify by 6:00 p.m. ET.
- Students must start assessments at an appropriate time to submit by 6:00 p.m. ET (i.e., a 90-minute assessment must be started by 4:30 p.m. ET).
- The Assessment Window Time will be evaluated regularly and is subject to change. Hybrid students and faculty will be informed of changes in advance (preferably at the start of a semester).

Communication Blackout Periods

- On-campus and hybrid students must not communicate about assessment content in any form (electronic, verbal, or otherwise) until all the assessment grades are posted.
- Students are not to discuss assessment content with their peers beginning at the scheduled on-campus assessment start time or 9 a.m. Eastern Time (whichever is earlier), and until the Course coordinator(s) notifies the class that all grades have been posted. Violation of a communication blackout period is a violation of the Academic Integrity Code.

Immersive Periods

- Hybrid pathway students will follow on-campus students' procedure during immersive periods.

Scheduling Major Assessments

- The course coordinator places all major assessments on the Major Assessment Schedule at least two weeks prior to the start of each academic term.
- Prior to the start of the term, the Major Assessment Schedule is reviewed to ensure no more than one (1) major assessment occurs on the same day and no more than three (3) major assessments occur in a work week.
- If more major assessments are proposed in a timeframe than specified above, the Associate Dean for Academic Affairs will work with course coordinators to develop an appropriate schedule.

- Once a term has begun, no changes to the Major Assessment Schedule are permitted except in extenuating circumstances, at the discretion of the Associate Dean for Academic Affairs, who must approve all changes.

There are some slight differences between pathways regarding taking assessments. Please refer to your chosen pathway in the tables below.

Student Expectations

On-campus Pathway	Hybrid Pathway
<ul style="list-style-type: none"> • Attend all assessments. Follow Excused Absence Policy and Syllabus if absent. • Bring all required materials. • Avoid wearing prohibited attire and materials. Leave them at home or in a closed bag in the designated area. • Be on time. You may be prevented from taking or receiving extra time to complete the assessment when arriving late. • Behave professionally and show respect for classmates and proctors. Disruptive students will be dismissed. • Comply with proctor requests for compliance with the assessment process. • Remain seated until you have completed the assessment, unless otherwise directed. • Raise a hand to communicate with a proctor. • Report potential violations of the Academic Integrity Code to a proctor as soon as possible, so it can be investigated. 	<ul style="list-style-type: none"> • Sit for all assessments on the scheduled assessment day. Follow Excused Absence Policy and Syllabus if absent. • Bring all required materials. • Avoid wearing prohibited attire and store all prohibited materials away from the assessment area. • Stay in your seat within the proctoring view until the assessment is completed.

Materials and Attire

On-campus Pathway	Hybrid Pathway
<ul style="list-style-type: none"> • Required at the seat: computer or paper exam, and privacy screen if used. • Allowed items: power adapter, computer mouse, scratch paper (if used), non-programmable handheld calculator with cover removed (if allowed), clear beverage bottle/container, brightly colored ear plugs, religious head coverings, medical devices (e.g., CGM, hearing aids). • Prohibited items: hooded coats with the hood up, brimmed/billed hats, unauthorized reference materials/resources, electronic devices not used for the assessment (e.g., cell phones, smart watches, ear buds, headphones, smart watches, activity tracking devices, programable calculator), any devices capable of storing/transmitting/receiving information. 	<ul style="list-style-type: none"> • Required at the seat: computer or other specified device. • Allowed items: power adapter, computer mouse, whiteboard with marker and eraser or scratch paper (if allowed), non-programmable handheld calculator with cover removed (if allowed), clear beverage bottle/container, brightly colored ear plugs, religious head coverings, medical devices (e.g., CGM, hearing aids). • Prohibited items: hooded coats with the hood up, brimmed/billed hats, unauthorized reference materials/resources, electronic devices not used for the assessment (e.g., cell phones, smart watches, ear buds, headphones, smart watches, activity tracking devices, programable calculator), any devices capable of storing/transmitting/receiving information.

Assessment Preparation

On-campus Pathway	Hybrid Pathway
<ul style="list-style-type: none"> • Review the course schedule for details, including assessment time. • Ensure your device has the latest version of the SOP approved computer-based testing application installed. • Download the assessment from a location with a stable internet connection. Fluctuating network connections (weak signal, moving while downloading) can result in incomplete downloads. • Download the assessment as soon as it becomes available and not wait until the start of the assessment window. This provides more time to remedy issues that may arise. 	<ul style="list-style-type: none"> • Review the course schedule for details, including assessment time. • Ensure your device has the latest version of the SOP approved computer-based testing application installed. • Download the assessment as soon as it becomes available and not wait until the start of the assessment window. This provides more time to remedy issues that may arise. • Take the assessment in a quiet environment without distractions from people or pets. • To improve image authentication set up the workspace with a solid background rather than in front of a window.

Assessment Session

On-campus Pathway	Hybrid Pathway
<ul style="list-style-type: none">• Place personal belongings in the area designated. Turn off non-assessment electronic devices and put in a closed bag.• Go to your seat or assigned seat.• Open the computer-based testing application and go to the password screen.• Quietly wait for the assessment to start.• Keep the device straight in front of you and keep your gaze directed on your work.• Question problems: write a note in the paper margin or use the comment feature in Exemplify.• Finishing an electronic assessment: raise a hand to notify the proctor, follow review instructions, show proctor confirmation of successful upload, return any paper materials and scratch paper, quietly pack belongings and leave the assessment area, leave the area outside the assessment to keep from disturbing other students.• Finishing a paper assessment: turn in all paper materials, follow review instructions, quietly pack belongings and leave the assessment area, leave the area outside the assessment to keep from disturbing other students.	<ul style="list-style-type: none">• Turn off non-assessment electronic devices and place them away from the assessment area.• Open the computer-based testing application and follow the instructions for starting the assessment.• Show the camera the following after starting the assessment: the assessment area (desk, table) by lifting the laptop and pointing the camera at the assessment area and the area in front of you, the front and back of the blank whiteboard (if using)• Keep the device straight in front of you and keep your gaze directed on your work.• Do not leave the proctoring view once the assessment has begun unless it is an emergency. Explain the emergency upon returning to the proctoring view.• Finishing an assessment: show the front and back of the erased whiteboard to the camera, exit and submit the assessment, follow any instructions for assessment review, upload the assessment.

Emergency or Other Disruption During the Assessment

On-campus Pathway	Hybrid Pathway
<ul style="list-style-type: none">• If an emergency (e.g., fire alarm, power outage) occurs during the assessment, students are to: immediately close their laptops and/or turn over any paper materials, follow proctor instructions and not discuss the assessment content or accessing resources.	<ul style="list-style-type: none">• This is not applicable to this pathway

ATTENDANCE POLICY

Revised June 2024

Regular class attendance and timeliness are expected and essential to the student's optimal learning and growth. Attendance options at the School of Pharmacy are determined by the course structure and syllabus and may include live on campus presence, online synchronous (live) (ONS) presence from a remote location (e.g. from your home), or online asynchronous. Online asynchronous attendance is defined as the engagement with or completion of online course material within a specified period of time as stated in the course syllabus by the course coordinator.

Course coordinators should monitor attendance and may establish additional attendance requirements through the course syllabus. Course-specific policies will be equitable for both pathways, including opportunities to make up missed work and assessments. Individual course policies may include penalties, including course grade reduction, for a documented lack of attendance. Excessive absence, tardiness, lack of preparation, and lack of participation are considered inappropriate and unprofessional (see [Professional Performance Standards](#)). When a student cannot attend class, they must refer to the [Excused Absence Policy and Procedure](#). The school of pharmacy adheres to Shenandoah University's Graduate Policy on Class Attendance.

Attendance at immersive days is mandatory for all students, unless otherwise specified. Activities missed due to a lack of attendance at immersive days may require an On-campus makeup as determined by the course coordinator. As such, students may be required to attend a separate on-campus immersive day, or arrive early/depart late from a future immersive visit. In cases where the activity is not made up by the end of the semester, a course grade of "Incomplete" will be assigned, and an Incomplete Grade Contract will be issued. In these cases, students are expected to complete the contract no later than the conclusion of the next scheduled immersive visit. Lack of contract completion may result in a course grade of "F". For required activities, lack of completion may prohibit progression within the program and/or graduation.

BACKGROUND CHECK AND DRUG SCREENS

A cleared criminal background check and negative drug screen are required prior to starting IPPE/APPE. Students are responsible for the associated costs of obtaining these requirements. Students who do not obtain a clear criminal background check and negative drug screen prior to the beginning of scheduled rotations, or if a violation occurs while completing rotations, may not be allowed to complete their rotations as scheduled. This may result in a delayed start of rotations and/or may result in an altered rotation schedule. Students must understand that any history of criminal behavior and/or abuse of controlled substances may prevent them from successfully completing the PharmD program and/or obtaining licensure. See the [Student Criminal Conviction Report](#) section of this Handbook.

BLOODBORNE PATHOGEN EXPOSURE INTERIM GUIDANCE

It is the intent of Shenandoah University to ensure the safety of students from unnecessary exposure to bloodborne communicable diseases through education on universal precautions and immunization; and to implement procedures when accidental exposure occurs in order to minimize risk of contracting disease.

Procedure

1. Students must immediately report any exposure to blood or body fluids to their supervising faculty.
2. The faculty should ensure that the student cleans/flushes wound, mucous membranes, and eyes; or otherwise provide necessary palliative measure to the contaminated area at the time of exposure
3. The faculty initiates the process to determine the source's HIV, HBC, and/or HCV status and to evaluate whether the source and/or exposure are considered high risk. Confidentiality to the student and source will be maintained according to HIPAA during this process.
4. The student shall contact the Director of the Wilkins Wellness Center at 540-665-5483 to discuss evaluation and a treatment plan. The student will be responsible for all costs associated with the follow-up treatment.
5. The Director of the Wilkins Wellness Center will determine if the exposure requires follow up with a medical professional according to the CDCs standards.
6. The faculty will assist the student in completing the [Bloodborne Pathogen Student Exposure Worksheet](#) which will be submitted to the Wilkins Wellness Center within 48 hours of the occurrence.
7. Copies of any lab results shall be sent directly to the Director of the Wilkins Wellness Center in a sealed envelope marked confidential. The record will remain in the student's permanent medical record and only be released to a third party with written consent and original signature of the student.
8. Educational interventions may be implemented if a student demonstrates a pattern of exposure.
9. Students will be offered counseling services through Wilkins Wellness Center.

CAMPUS CLOSURE POLICY

The School of Pharmacy adheres to Shenandoah University's Campus Closure Policy; [click here](#) to view the policy. Students can keep up to date about campus closures in the following ways:

- Enrolling in the University's [Emergency Alert System](#) [highly recommended]
- Checking www.su.edu for posted announcements
- Calling 540-665-4500 for an automated message
- Checking local TV and radio stations as listed in the Campus Closure Policy

Unless otherwise announced, when a Shenandoah University location is closed for inclement weather, instructional activities for that location will continue virtually. Pharmacy students should check Canvas for announcements from faculty regarding how classes will proceed.

ELECTRONIC DEVICE POLICY

Revised November 2020

The unauthorized and/or distracting use of electronic devices, such as text messaging or use of social media, is prohibited at the School of Pharmacy in academic settings, which includes classrooms, labs, and practice sites. Students are responsible for turning off audible notifications for electronic devices prior to entering an academic setting.

Students who engage in distracting or unauthorized use of electronic devices in an academic setting may be in violation of either the School of Pharmacy Professional Performance Standards (PPS) or the Shenandoah University Academic Integrity Code. Faculty, staff, and students who witness a violation of either of these policies should report the event according to the process defined in the appropriate policy.

EXCUSED ABSENCE POLICY AND PROCEDURE

Revised August 2022

This policy and procedure describe the excused absence process at the School of Pharmacy, in accordance with the [Attendance Policy](#). The granting of excused absences is at the discretion of the Office of Student Affairs.

For Experiential Education absences, students should see the Experiential Education Handbook.

Policy:

For the purposes of this policy, “Assessment(s)” means any examination, laboratory, assignment, quiz, or other exercise that is a graded component of a course or that is otherwise required for completion of a course. Students are required to complete all learning activities and Assessments in the format(s) approved by the Course Coordinator. For example, a Course Coordinator may require that an examination or laboratory be completed live on campus, rather than online.

Students should only miss Assessments or other required activities when absolutely necessary and when valid reasons exist that prevent the student from completing the Assessment or activity.

Examples of valid reasons for which students may receive an excused absence for an Assessment or other required activity include:

- personal illness
- illness or death of a close family member
- unavoidable mishaps such as an automobile accident
- jury duty or court summons
- religious holidays, for requests made through the [Shenandoah University Religious Observances Policy](#)

Examples of reasons which are **not** valid reasons for an excused absence include:

- student's work schedule
- personal travel, such as vacation or to attend a wedding

These lists of examples are not exhaustive.

When a student misses an Assessment, it is the student's responsibility to request an excused absence from the Office of Student Affairs following the procedure below.

Procedure:

Students desiring an excused absence related to a missed Assessment must complete the Excused Absence Request Form (found by clicking [here](#)).

- For planned absences (e.g. immigration appointments, professional conferences), this procedure should be completed prior to the date of the student's absence.
- For unplanned absences (e.g. unavoidable mishaps), this procedure should be completed as soon as possible, but no later than the day of the student's return to campus.

Students should upload substantiating documentation when completing the form. Questions on what constitutes substantiating documentation and/or concerns about obtaining this documentation should be directed to the Office of Student Affairs.

Excused Absence Requests will be reviewed and processed by the Associate Dean of Student Affairs & Student Success or their designee.

Students will be notified by email as to whether or not an absence was excused. In some instances, additional information or documentation from the student may be requested before a decision can be made.

After an excused absence is granted, students are responsible for communicating with Course Coordinators regarding their absence and arranging to make up the missed Assessment as soon as possible.

EXPERIENTIAL EDUCATION POLICIES

Policies related to experiential education can be found in the Department of Pharmacy Practice Experiential Education Handbook, located in CORE-ELMS.

GUESTS AT THE SCHOOL OF PHARMACY

Shenandoah University's [Code of Conduct](#) governs when and how guests may participate in on-campus activities. This includes children as well as other family members or friends of an SU student. According to the Code of Conduct, students are required to escort their guests at all times and are responsible for their guests' actions while on campus.

Student pharmacists should not expect to bring guests into the classroom or other learning spaces without permission from the faculty member(s) associated with that day's activities. If a guest's behavior while on campus is distracting, disruptive, or otherwise inappropriate, the

student responsible for the guest may be subject to action through our [Professional Performance Standards](#).

HOODING HONORS AND RECOGNITION

Each year prior to University Commencement, the School of Pharmacy holds a Hooding Ceremony for its graduates. Hooding is a special recognition ceremony for masters and doctoral students in which graduates formally receive the academic hood representing their degree and profession. During the School of Pharmacy Hooding Ceremony, graduates are presented with their academic hood by the class advisor(s) and the Assistant/Associate Dean for Academic Affairs, and at the end of the ceremony will recite the oath of their profession. Graduates then wear the hood as part of their traditional academic regalia at University Commencement.

In addition to the traditional regalia worn at Hooding and Commencement, graduating students are entitled to wear honor cords to signify achievement through college organizations or association with international groups or programs. An honor cord is a token consisting of twisted cords with tassels on either end. Students may wear more than one cord at the same time. At the School of Pharmacy, bestowal and distribution of honor cords is managed by student organizations. Only official honor cords distributed by an approved student organization will be permitted at the Hooding Ceremony.

PROFESSIONAL ATTIRE GUIDELINES

Personal expression through clothing, hairstyle, makeup, etc. is an important part of your identity. At the Bernard J. Dunn School of Pharmacy, we are committed to supporting your authentic self while helping you meet expectations for personal appearance and professionalism within your clinical experiences.

Consider these guidelines while dressing for class and other School activities whether on-campus or remote. For any questions regarding professional appearance, contact the Associate Dean of Student Affairs & Student Success.

Professional attire to consider:

- Clothing and shoes are neat, clean, well-fitting, and in good repair (i.e. without holes, rips, or tears)
- Undergarments are worn but never visible
- Good personal hygiene (e.g. regular bathing, use of deodorant, and dental hygiene)
- Fingernails are well groomed and clean
- Hair is neat and clean
- Facial hair is clean and well groomed
- Hair/head coverings or other religious apparel may be worn in any setting

Attire to avoid in a professional setting:

- Excessive jewelry, cosmetics, perfume, aftershave or cologne
- Revealing or excessively tight-fitting attire (e.g. low necklines, backless tops, exposed midriffs, miniskirts or excessively short shorts, oversized armholes or cutoff shirts)
- Excessively casual clothing (e.g. pajamas, sweatpants, gym clothes, slippers, flip

- flops, etc.)
- Vulgar language or images that are distracting to others
- Sunglasses, ballcaps, or hoods worn indoors

Appropriate casual attire includes:

- Pants, jeans, or shorts
- Shirt with or without a collar
- Blouse, top, sweater, or sweatshirt
- Casual shoes, including sandals and sneakers

Appropriate business casual attire includes:

- Slacks or khakis
- Dress or skirt
- Dress shirt, blouse, knit top, or polo shirt
- Sport coat or blazer
- Sweater or vest
- Loafers, dress shoes, or flats

Appropriate professional attire includes:

- Suit, sport coat or blazer
- Collared dress shirt with a tie, or dressy blouse
- Dress pants or dress skirt
- Dress shoes

A Professional Dress Closet is available to assist students with financial hardship who are unable to procure professional attire for experiential rotations, job interviews, or other professional activities. These items, as well as basic hygiene and grooming items, are available at no cost. Contact the Associate Dean of Student Affairs & Student Success for more information.

PROFESSIONAL OATHS AND CODES

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.

Revised by the [AACP Board of Directors and the APhA Board of Trustees](#) in August 2025

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 [American Pharmacists Association](#) membership in October 1994

PROFESSIONAL PERFORMANCE STANDARDS

Revised April 2020

NOTE: Professionalism concerns related to rotations will be addressed using the Experiential Education Professionalism Policy. This policy can be found in the Experiential Education Handbook in CORE-ELMS. The only exception to this is for students in the Non-Traditional PharmD Pathway. Non-Traditional PharmD Pathway students should refer to their professionalism policy posted in Canvas.

Introduction

Student pharmacists enrolled at the Shenandoah University Bernard J. Dunn School of Pharmacy (SOP) are always expected to perform ethically, morally, and professionally, both in their personal and professional lives. Students will interact with fellow students, patients, faculty/staff, pharmacists, health care professionals, and the public at large and must be cognizant of representing themselves, the SOP, and the profession in a favorable manner.

Professionalism is fundamental to the practice of pharmacy and is one of the core values of the Bernard J. Dunn SOP. Faculty members support the development of professionalism in student pharmacists through advising, mentoring, and serving as role models. This process is inherently interactive, with the goal of helping students develop their professional skills.

Student pharmacists are expected to follow the Professional Performance Standards (PPS) Policy. Any member of the SOP who is concerned about the professional behavior of a student pharmacist can file a Professionalism Violation Report Form. This policy does

not modify or change the authority of the faculty to implement specific course requirements.

The Professional Performance Standards (PPS) align with the SOP Core Values as well as the professional standards that have been adopted by the profession of pharmacy as follows:

[SOP Core Values](#)

[Oath of A Pharmacist](#)

[Pharmacist Code of Ethics](#)

Terms and Definitions

- **Accused Student:** Any student pharmacist who is purported to have violated any element of the PPS outlined in the SOP Core Values, the Oath of a Pharmacist, or the Pharmacist Code of Ethics [see links above].
- **Faculty Reporter:** A faculty member, course coordinator, or instructor, who has knowledge of an alleged PPS violation or is submitting a violation form on behalf of a student pharmacist.
- **Staff Reporter:** A staff member who has knowledge of an alleged PPS violation.
- **Student Reporter:** A student pharmacist who has knowledge of an alleged PPS violation.
- **Advocate:** The accused student pharmacist's advisor, or another member of the SOP faculty and staff.
- **Witness:** Any person(s) who has knowledge relevant to the alleged violation. Character witnesses are not permitted. A person who serves as a witness may not serve in any other capacity during the hearing (e.g. advocate). Witnesses shall be present only during their own testimony and must agree to participate at the designated date/time of the hearing.
- **Sanction:** A measure imposed in response to a PPS violation. Sanctions will be individualized to each case heard by the committee.

Rights and Responsibilities of the Accused Student Pharmacist

1. To have evidence evaluated impartially
2. To receive a copy of the alleged violation report prior to the PPS hearing
3. To receive notification of the date, time, and location of the PPSC hearing no less than two (2) business days prior to the assigned hearing
4. Receive notification of the PPSC's decision
5. To have assurance that discussion of all proceedings, findings, and sanctions are held in strict confidence. Only the Dean and the Assistant/Associate Dean of Student Affairs & Student Success (ADSA) may retain a copy of the violation report and related evidence. A summary report of the hearing and sanction(s) is sent to the accused student, the ADSA and the student pharmacist's faculty advisor.
6. To have previous violations of the Professional Performance Standards ignored during a meeting of a new Professional Performance Standards violation. Previous violations however will be considered when determining new sanctions if found responsible.
7. To request that any persons with information pertinent to the case be called forward to speak.
8. To be accompanied by one advocate

9. To appeal a decision of the PPSC

Procedure for PPS Violations

Faculty Reporter

- A faculty member who observes a student pharmacist who does not meet professional standards should meet with that student as soon as concerns are observed, and the faculty member should offer feedback for professional improvement.
- If the behavior is of a significant or serious nature or the attempt to give the student pharmacist feedback is unsuccessful, the faculty member will complete a [Professionalism Violation Report Form for Faculty/Staff](#).
- The report is automatically sent to the ADSA and the PPSC Chair.

Staff Reporter

- A staff member who observes that a student pharmacist does not meet professional standards will complete a [Professionalism Violation Report Form for Faculty/Staff](#).
- The report is automatically sent to the ADSA and the PPSC Chair.

Student Reporter

- A student pharmacist who observes that another student pharmacist does not meet professionalism standards will complete a [Professionalism Violation Report Form for Students](#). This student reporter may meet with a faculty member for guidance and assistance with submitting the report.
- The report is automatically forwarded to the ADSA and the PPSC Chair.

Role of Advocate

- The advocate may help the accused student navigate the PPSC hearing process and help them use the incident to learn and grow professionally.

The PPSC Chair will:

1. Discuss the report with the ADSA and other pertinent parties and determine if the matter moves to a PPSC hearing or to another venue (e.g. Experiential Education Committee, academic integrity)
2. Meet with the accused student to discuss the professionalism issue and explain the hearing procedure
3. Notify the accused student pharmacist's advisor
4. Provide the information to the committee, schedule and conduct a hearing
5. Create the hearing summary and send report to the accused student pharmacist, ADSA and the accused student pharmacist's faculty advisor
6. Report the outcome at the appropriate level of detail to the Faculty, Staff or Student Reporter

Sanctions

All sanctions are at the discretion of the PPSC and should be aligned with the severity and frequency of the professionalism issues. Violations will be handled on a case-by-case basis and

the PPSC will determine the severity of the reported charge and sanction(s) that is/are appropriate for each specific violation. Sanctions will be enforced by the ADSA, the PPSC Chair, and/or the student's faculty advisor. Non-compliance of assigned sanctions will result in additional sanctions, which may include suspension or program dismissal.

Procedure for Appeals

An accused student may appeal sanction(s) made by the PPSC. If the accused student wishes to appeal the sanction(s), the following steps must be completed:

- The student will submit a formal letter via email stating reasons for appeal to the ADSA within seven (7) business days of receiving the e-mail communication listing the assigned sanction(s). A business day will be defined as when the SOP administrative offices are open.
- The ADSA will respond to the student pharmacist's appeal within seven (7) business days.
 - If the ADSA is the faculty reporter, then the student may appeal directly to the School of Pharmacy Dean using the same procedure.
- If the student wishes to appeal the ADSA decision, then the student must submit a formal letter to the School of Pharmacy Dean within seven (7) business days of receiving the communication from the ADSA, stating reasons for appeal.
- If a sanction results in removal from a course, a student may return to classes while all appeals are ongoing. If a sanction results in course failure and a referral to the Academic Progressions Committee (APC), the student may not be able to progress until they have met with the APC and any appeals have been completed.
- The decisions made by the School of Pharmacy Dean will be final.
 - If the Dean is the faculty reporter, then the student may still appeal to the ADSA and the decision from ADSA will be final.

RECOMMENDATION REQUESTS

Throughout pharmacy school, students may wish to request a letter of recommendation or a professional reference from a faculty member in order to pursue an internship or job, scholarship, or award. By requesting a recommendation, students affirm that they understand and agree to the following:

“Upon my written request, I authorize faculty members at the Shenandoah University School of Pharmacy to provide written or verbal recommendations on my behalf. Content that may be disclosed may include information from my education record, including but not limited to subjective assessments, course names, course grades, organization names, and corresponding dates. By requesting a letter of recommendation, I recognize that I am permitting SU faculty to disclose through such recommendation portions of my education record that are otherwise protected from disclosure by FERPA. I understand that by requesting a recommendation that I am waiving my right to read the faculty's letter of recommendation.”

REQUESTING A PATHWAY TRANSFER

“Pathway transfer” is the process of registering in the alternate pathway than the one you originally requested when entering the pharmacy program. In other words, a student in the hybrid online pathway might wish to transfer to the on-campus pathway, or vice versa. Pathway transfer is a permanent change in your registration status.

Success in the hybrid online pathway and the on-campus pathway require different skills, personal strengths, and learning strategies. Therefore, pathway transfers can be difficult for students and are not encouraged. However, should you need to transfer pathways due to extenuating circumstances, then the following procedure will be used.

Criteria

Pathway transfers will only be granted if a significant hardship exists that would be resolved or improved by switching pathways. Examples include relocation for your partner’s military service, or a documented chronic illness that makes it difficult for you to attend class. You are encouraged to discuss your situation with your academic advisor and/or Student Affairs prior to requesting a pathway transfer so that we can connect you with resources that may help.

In addition, pathway transfers will only be granted if the enrollment maximum has not been met in a specific class and/or pathway. This decision will be made in conjunction with the Office of Academic Affairs.

Requests

To request a pathway transfer, send an email to the Associate Dean for Student Affairs & Student Success (ADSA). Your message should contain the following information:

- Your current pathway and year in the program (i.e. P1, P2, or P3)
- A brief statement explaining the reason for your request
- A description of your plan to be successful in your new pathway. What do you need to put in place in order to adapt to the new pathway?

The ADSA may request additional information or ask you to meet with other school officials prior to making a decision. This could include the Associate Dean for Academic Affairs, the Academic Success Coordinator, the Director of the Hybrid PharmD Pathway, etc. Requests are processed in the order in which they are received.

Approvals

Once all information has been received and reviewed, you will receive a decision by email. Because of differences in how coursework is delivered, approved pathway transfers will go into effect at the beginning of the next academic semester.

The Experiential Education department works individually with all students to schedule experiential (IPPE/APPE) rotations. An approved pathway transfer does not guarantee that you can complete experiential rotations in a certain geographic region.

Students who are denied a pathway transfer may reapply during the next academic semester. There is no waitlist for pathway transfers.

SCHOOL OF PHARMACY STUDENT EMERGENCY FUND

Revised June 2022

The School of Pharmacy has an endowed account that produces limited funds each year to support students who experience unforeseen emergencies. Currently enrolled pharmacy students may request monies for emergencies including, but not limited to:

- Loss due to fire, water or other damage
- Student health issues
- Immediate family emergencies (e.g. death, illness, etc.)
- Other circumstances approved by the Office of Student Affairs

Students may request up to \$250 per emergency. If the request is approved, the amount provided will depend upon documented need and available funds.

Student requesting emergency funds should complete the [Student Emergency Fund Request Form](#), including the following information:

- Amount requested
- Brief description of reason for request
- Receipts or other documentation that demonstrates the need for emergency funds

After submitting the application, students may be asked to meet with the Associate Dean of Student Affairs & Student Success. The purpose of this meeting is to obtain additional information regarding the request, and to ensure the student has access to other resources that are offered by the School and the University. A decision will be communicated to the student by email once all information has been received and reviewed by the Office of Student Affairs.

Students who receive emergency funds must provide receipts/documentation of expenses and must return any money not spent for the approved reason(s). Students may be required to repay in full any assistance received if false statements, omissions, or misrepresentations are made when requesting emergency funds.

SOCIAL MEDIA GUIDELINES

Revised August 2022

Social media refers to platforms that facilitate online communication and networking. Social media activities include any form of online engagement, including but not limited to, posting images, audio, video, text, or other forms of communication. This guideline applies to student pharmacists, defined as those who have committed to attend the School of Pharmacy through graduation.

The principles that govern the use of social media by students are no different than those that regulate the expression and speech of students via any other medium, online or otherwise. Therefore, the use of social media should:

- Comply with all local, state and federal laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA)
- Adhere to the School Professional Performance Standards

- Adhere to the University Code of Conduct
- Adhere to the University Non-Discrimination and Bias Policy

The following represents best practices for students seeking to engage in social media:

- **Consider the reach and permanence of social media engagement.** Any text, video, photograph, or image placed online is out of your control once uploaded, even if you limit access to your site; once posted it may be difficult or completely impossible to remove. This includes material created or posted prior to matriculation into the University.
- **Your behavior online may negatively shape how other people think of you.** Social media engagement may be monitored or reviewed by University personnel, potential employers, internship supervisors, preceptors, residency program personnel and scholarship committees. Students are strongly discouraged from implying disrespect for any group because of age, race or ethnicity, gender identity or expression, disability, and/or sexual orientation, or condoning irresponsible use of alcohol or substance abuse. Be aware that social media posts which use offensive and/or profane language or are sexually explicit may have negative societal implications and unwanted consequences.
- **Clearly define who you are speaking on behalf of.** Write in the first person and only post material that you wish to make publicly accessible. Students *may not* claim or imply that they are speaking on behalf of the University and/or School. If your connection to the School, the University or the Profession will be apparent in a post, then consider clearly stating that you are speaking for yourself and not on behalf of the School, the University or the Profession using the disclaimer, “The views expressed here are my own and do not reflect the views of Shenandoah University or the School of Pharmacy.” In addition, consider adding this language in the “About me” section of your blog or social media profile.
- **Exercise professional judgment when involving other people.** If you intend to discuss, name or picture another person or entity in a post, text or video, you should consider obtaining their permission. Students *may not* post in order to intentionally inflict emotional distress on others or to post messages that threaten another person(s), incite imminent lawless action, are unlawful harassment, or defamatory or otherwise unlawful.

If a student is concerned that any particular social media material is inconsistent with the Social Media Guidelines, they are encouraged to reach out to their faculty advisor for mentoring and guidance and, if applicable, submit a [Professionalism Violation Report Form](#). The Office of Student Affairs is also a resource available to students.

Social media use that may violate any school or university policies will be subject to investigation and sanction under the School Professional Performance Standards found in the School of Pharmacy Student Handbook and the University Student Code of Conduct found in the Graduate Catalog. Any behaviors considered to be illegal will be referred to the appropriate law enforcement agency for investigation.

STUDENT CRIMINAL CONVICTION REPORT

BJDSOP students who are convicted of criminal charges must report the conviction to the school within 3 business days. The purpose of this is to identify any conflicts with experiential rotations as soon as possible and ensure the student's ability to safely and responsibly practice pharmacy. Charges that must be reported include any misdemeanors or felony offenses.

To report a criminal conviction, students should complete the [Criminal Charge Report Form](#). The form will be shared with the Office of Student Affairs and the Experiential Education team. If appropriate, information submitted through the form may be referred to the Professional Performance Standards Committee as well.

The University reserves the right to verify accuracy of the information submitted through public officials or other authorized agents. Failure to report criminal convictions as outlined above will be considered a violation of the [Professional Performance Standards](#).

Students impacted by this policy should also review rules and regulations in each jurisdiction where they hold a pharmacy intern or pharmacy technician license.

STUDENT TRAVEL FUNDING FOR PROFESSIONAL MEETINGS

Revised June 2022

The School of Pharmacy will provide limited funding to support pharmacy students traveling to professional meetings in order to further education, professionalism, leadership, career development, and scholarship. The Office of Student Affairs will administer the process of distributing travel funding.

Travel Funding Application:

In order to apply for travel funding, students must be in good academic standing (i.e. not on academic probation). Students will not be funded for more than one meeting per academic year.

Prior to the meeting, students must submit a [Student Travel Funds Application](#), including the following information:

- Meeting name, location, and dates
- Whether the student has already received travel funding for the current academic year
- Reason for attending the meeting
- Short statement from a faculty member confirming that this meeting is aligned with professional goals set by the student

Students who are selected to receive travel funding will be notified by email on a rolling basis. Note that funding is not guaranteed and is subject to availability of funds in the student travel budget.

Students may receive a maximum of \$400 per meeting if they are presenting or representing the School of Pharmacy in an official capacity. This may include serving as the delegate for our School's chapter of an organization or competing in a competition as our School's

representative, for example. Students may receive a maximum of \$200 if they are attending for professional development only.

Travel Reimbursement:

Reimbursable travel expenses are limited to the costs of meeting registration, hotel/lodging, and/or airline ticket.

Students who are selected for travel funding will receive a link to submit a travel reimbursement request form. This form must be completed no later than 10 business days after attending the meeting. Due to University accounting rules, late reimbursement requests cannot be accepted.

Receipt Requirements:

Receipts must be submitted as part of the travel reimbursement request. Acceptable receipts include an original copy of the bill, or an email invoice from the vendor (i.e. the conference, airline, or hotel). Due to University accounting rules, screenshots and receipts from mobile payment services (such as Venmo) cannot be accepted.

Receipts must show payment by the student who is requesting the funds. For example, if students share lodging, only one individual may submit for reimbursement. That individual's name must appear on the receipt, and reimbursement will be subject to the limits described above.

TECHNICAL STANDARDS FOR ADMISSION, PROGRESSION AND GRADUATION

Revised July 2024

The Bernard J. Dunn School of Pharmacy seeks to produce highly skilled and compassionate pharmacists. Students are expected to develop a robust knowledge base and the requisite skills, with the ability to appropriately apply their knowledge and skills to effectively provide patient-centered care across a broad spectrum of pharmacy practice settings. The following technical standards, in conjunction with the School of Pharmacy's academic standards, are requirements for admission, advancement, and graduation. The term "candidate" refers to candidates for admission to pharmacy school as well as current pharmacy students who are candidates for the PharmD degree. These requirements may be achieved either with or without reasonable accommodations.

The School of Pharmacy is committed to diversity and to attracting and educating students who will make the population of healthcare professionals representative of the national population. We provide confidential and individualized disability support and are committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations. Students who, after review of the technical standards, determine that they require accommodation(s) to fully engage in the program, should contact the [Shenandoah University Office of Student Support Services](#) to begin a confidential conversation about what accommodations they may need to meet these standards. Given the clinical nature of the program, additional time may be needed to implement accommodation(s). Accommodations may be applied for at any time in the program but are never retroactive; therefore, timely requests are essential and encouraged.

Developing communication skills:

Candidates must be able to exhibit interpersonal skills to accurately evaluate patient conditions and responses to facilitate patient care. Candidates must be able to accurately interpret verbal and nonverbal communication and record information clearly and accurately. Candidates must demonstrate effective communication in English (in person and written) and must be able to collaborate with patients as well as all members of a multidisciplinary healthcare team.

Acquiring fundamental knowledge:

Candidates must be able to learn through a variety of modalities, including, but not limited to, classroom instruction; remote instruction; laboratory instruction (e.g., sterile and nonsterile compounding lab); physical demonstrations (e.g., patient assessment and immunization administration); small-group, team, and collaborative activities; individual study; preparation and delivery of presentations; use of computer technology; and off-campus clinical education.

Interpreting data and applying knowledge:

Candidates must be able to effectively receive, process, and record large volumes of written and verbal information both in person and via remote technology. Candidates must also be able to synthesize, interpret, and retain information in order to prioritize and complete tasks in a timely manner appropriate for each stage of the pharmacy education.

Candidates must be able to provide or direct someone else to provide care and emergency treatment for patients. Candidates must be able to respond to emergency situations in a timely manner. Candidates must also be able to meet applicable safety standards for the environment and follow universal precaution procedures.

Developing appropriate professional attitudes and behaviors:

Candidates must be able to exercise good judgment; promptly complete all responsibilities related to the care of patients; and develop mature, sensitive, and effective relationships with patients. The skills required to do so include: the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in pharmacy practice.

Candidates must have the ability to exhibit professionalism, personal accountability, compassion, integrity, concern for others, as well as interpersonal skills including the following: accepting and applying feedback, respecting boundaries, and caring for all individuals in a respectful and effective manner. This care must be provided regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status.

Candidates must be able to understand, and function within the legal and ethical aspects of the practice of pharmacy and maintain and display ethical and moral behaviors appropriate for the role of a pharmacist in all interactions. Interest and motivation throughout the educational processes are expected of all candidates.

ORGANIZATION INFORMATION AND GUIDELINES

SCHOOL OF PHARMACY ORGANIZATIONS

The development of pharmacy leaders is central to the mission of the PharmD program, and student organizations at the School of Pharmacy play a vital role in that process. More than 85% of our student pharmacists participate in student organizations, and their contributions are broad and diverse. Through student organizations, our students sponsor and coordinate community projects and health fairs; are active in professional organizations at the local, state and national levels; and influence decisions within the School and on campus through representation in governing committees and special projects.

To view a list of BJDSOP student organizations, click [here](#).

STUDENT LEADERS & ADVISORS REGISTRY

A registry of student organization leaders & faculty advisors can be found on the Class Commons pages in Canvas.

ORGANIZATIONAL LEADERSHIP (OL) HANDBOOK

The OL Handbook provides additional guidance for student leaders. The most current version of the OL Handbook can be found on the Class Commons pages in Canvas.

ELIGIBILITY FOR PARTICIPATION IN STUDENT ORGANIZATIONS

Each organization and professional fraternity has its own criteria for determining who can participate as a member and/or serve as an officer. This may include requiring students to be in good academic standing (i.e. not on academic probation) and/or good professional standing. For specific guidance, consult the organization's bylaws or contact the faculty advisor.

PROPOSAL TO FORM A NEW ORGANIZATION

Revised July 2024

An organization is a group of currently enrolled School of Pharmacy students who wish to pursue a common purpose. Any group of students who meets regularly, elects officers, collects dues, and/or manages a program is required to seek official approval from the School of Pharmacy.

The process below is designed to assist students who would like to propose the formation of a new organization at the School of Pharmacy. The proposal will be reviewed by the Office of Student Affairs for consideration and approval. Student Affairs may seek additional information from the Dean, faculty, staff, and/or students in order to make a decision.

- Criteria to become a School-recognized organization:
 - The organization must support and enhance the mission of the School of Pharmacy via one or more of the following:
 - Offering learning experiences

- Developing academic/career competency
 - Developing leadership skills
 - Developing social/civic responsibility
 - Advocating for the pharmacy profession
- Student organizer(s) must demonstrate interest in the organization's mission among currently enrolled students
- Student organizer(s) must demonstrate that no current organization has a similar purpose
- The student organizer(s) should do the following:
 - Complete the [Proposal to Form a New Organization](#) form
 - Enlist a School faculty member who is qualified in the discipline/topic of the organization to serve as advisor
 - Together with the proposed faculty advisor, meet with the Associate Dean of Student Affairs & Student Success to discuss the interest, campus need, and potential obstacles for the organization
 - Meet with interested students to discuss whether or not there is sufficient interest to justify organizational existence and to formulate a plan of creation and sustainability
 - Provide a proposed membership list of at least 20 students to the Associate Dean of Student Affairs & Student Success via email
 - This list should include students' current year in the program (i.e. P1, P2, P3, P4) and should include representation from both BJDSOP pathways
 - If the organization is approved, then the student organizer will draft Bylaws under which the organization will operate and work with the School's Organizational Leadership (OL) to become a University-recognized organization
 - The organization must then register annually with the OL and with Shenandoah University's [Office of Student Leadership and Engagement](#)

INACTIVATING A STUDENT ORGANIZATION

From time to time, declining enrollment or interest in an approved student organization may make it necessary for the organization to pause and regroup. This decision should be made by the organization's members and faculty advisor(s), but the Office of Student Affairs is here to support the process.

Signs that an organization should consider inactive status may include:

- Poor attendance at general body meetings, fundraisers, or events
- Difficulty filling officer roles due to a low number of interested students
- Difficulty engaging a suitable faculty advisor
- Another School or University organization is meeting a similar need
- Changes to pharmacy practice have eliminated the need for the organization

Inactive status means that the student organization will no longer meet regularly, enroll new members, collect dues, or elect new officers. However, students may continue to gauge interest in reviving the organization at a later date through group meetings, organizational fairs,

University events, etc.

Procedures Surrounding Inactive Status

- The student president or faculty advisor of the organization of the should email the Associate Dean of Student Affairs & Student Success requesting inactive status after current members have been notified.
- The Office of Student Affairs will maintain records of the organization's inactive status for 3 academic years. At any time during this period, the organization can reform by notifying Student Affairs and submitting a list of elected/appointed officers (including a faculty advisor).
- If 3 academic years have elapsed with no change in status, organizations will lose their approval within BJDSOP. To reform the organization after this time, student leaders must follow the procedure listed above for new organizations.

STUDENT SERVICES

Shenandoah University and the School of Pharmacy offer numerous resources to support the wellbeing, academic success, and personal and professional development of our students. If you have questions about accessing any of the services below, or for information on resources not listed here, contact the Office of Student Affairs by emailing pharmdstudentaffairs@su.edu.

ACADEMIC SUCCESS

The University's [Student Support Services](#) team provides:

- Academic coaching
- Disability services
- Study skills development courses
- Study skills resources & workshops

CAMPUS ALERTS

Sign up for the University's Emergency Alert System to be notified in the event of a campus emergency or weather-related closure. You can find instructions for signing up [here](#).

CAMPUS SAFETY

To contact SU Campus Safety, call 540-678-4444. In case of an emergency, call 911.

Additional information regarding Shenandoah University Campus Safety, including parking, can be found on [their website](#).

CAREER SERVICES

The University's [Career & Professional Development](#) team offers resources and services for current students and alumni. This includes:

- Career fairs
- Job and internship search tools
- Help writing resumes and letters of intent
- Mock interviews

COUNSELING CENTER

The University's [Counseling Center](#) supports students' well-being through services such as:

- Free, confidential counseling
- Individual and group therapy sessions
- Stress reduction activities
- Telehealth (online) appointments to eligible individuals
- Self-help resources on [their website](#)

The Counseling Center's experienced clinicians can help students address a wide range of concerns, such as life transitions, self-esteem, relationship conflicts, anxiety, depression,

substance abuse, eating disorders, self-harm, and more.

DISABILITY SERVICES

The University's [Disability Services](#) team helps students access resources and services in order to create a learning environment that is equitable and inclusive. Contact Disability Services for:

- Course modifications, such as alternative formats for textbooks or other course materials
- Note takers
- Testing accommodations, such as extra time on exams
- Requests to use an emotional support animal on campus

FINANCIAL AID AND SCHOLARSHIPS

Financial aid resources from the University can be found by clicking [here](#).

In addition, the School of Pharmacy awards merit and need-based scholarships each year at the Scholarships and Awards Ceremony in the spring semester. The application is distributed in December to all students in the first three professional years of the program with a January deadline for completion.

GENDER, PRONOUN AND CAMPUS NAME CHANGE

Shenandoah University is committed to honoring diversity of gender identity and expression. Student advocates are available to help you change your gender identity, personal pronouns, and name in places where these appear across the University. For more information or to access forms, click [here](#).

INCLUSIVE COMMUNITY RESOURCE GUIDE

Shenandoah University has developed a resource guide for students who identify as part of the Black, Indigenous, and other People of Color (BIPOC) communities. See [the website](#) for more information.

SPIRITUAL LIFE

The University's Office of Spiritual Life provides students with opportunities to explore their faiths, questions, gifts, hopes, and dreams. Spiritual Life offers worship services, celebrations, mission trips, retreats and more to students at both campuses and from all faith traditions. Learn more or contact the staff [here](#).

TECHNOLOGY SUPPORT

The University's Information Technology Help Desk can be found by clicking [here](#). In addition, iMLearning support is available Monday through Friday in HPB room 266. After hours, call 540-665-5555 for assistance.

TUTORING

Individual and group tutoring sessions are offered by Rho Chi Pharmacy Honor Society at no cost. For more information or to request tutoring, click [here](#).

VETERANS, MILITARY AND FAMILIES CENTER

Shenandoah University has established a Veterans, Military and Families Center to support the studies of veterans and their families. Learn more about resources and military benefits that you may be entitled to [here](#).

WILKINS WELLNESS CENTER

Located on main campus, the [Wilkins Wellness Center](#) offers free and low-cost medical services to all SU students:

- Office visits
- Physical exams
- Immunizations
- Laboratory tests
- Gynecological exams
- Health insurance options

WRITING CENTER

The University's [Writing Center](#) helps students plan, write, revise, and edit their written work. In addition to one-on-one appointments, the Writing Center offers self-help resources on [their website](#).

APPENDIX: CERTIFICATE OF UNDERSTANDING

This form is provided during Orientation Week and is to be signed and turned in to the Office of Student Affairs.

Name (print): _____

1. I have read, understand, and agree to abide by the policies, procedures, and provisions outlined in the Graduate Catalog and in the Bernard J. Dunn School of Pharmacy Student Handbook available on the School of Pharmacy's web page; including, but not limited to, Academic Policies, Professionalism Policies, and Experiential Policies. _____
2. I understand that the School and/or Shenandoah University may revise or add policies, procedures, and provisions and that I am responsible for keeping abreast of and complying with any such changes. _____
3. Virginia Code Section 23.1-405(c) prohibits a college or university from disclosing, pursuant to the "directory information" exception to FERPA, a student's email address, physical address or telephone number ("Contact Information") unless the student had affirmatively consented in writing to the disclosure. I consent to the disclosure of my Contact Information to: (i) outside organizations that fund any scholarship that I may be awarded; and (ii) any institutions where I may be assigned to do Introductory Pharmacy Practice Experience ("IPPE") or Advanced Pharmacy Practice Experience ("APPE"). _____
4. I consent to the posting of photographs of myself on the School's intranet and external webpage or do not consent and agree that I will notify the Office for Student Affairs, in writing, if I do not want any photographs of myself to be posted on the public webpage. If I choose to have pictures of myself excluded from the external website, I agree to notify any photographers present at School activities that my picture should not be taken. _____
5. Pharmacy faculty have permission to discuss my performance, academic needs, and other relevant information, with other University faculty and appropriate personnel, should the need arise. _____
6. The Dean of the School of Pharmacy, or their designee, has permission to obtain results from my National Association of Boards of Pharmacy Examination upon my graduation from the pharmacy program. _____
7. I understand that I may be required to submit to random drug screenings and/or additional criminal background checks. _____
8. I authorize the School of Pharmacy and Shenandoah University's Wilkins Wellness Center to release the results of my drug screenings, criminal background checks, and medical records to the institutions where I may be assigned to do IPPE or APPE and consent to the disclosure of this information for this specific purpose. _____
9. I understand that lectures and exams (such as OSCEs) may be video and/or voice recorded and consent to such recording. I irrevocably grant the School of Pharmacy the right to replay and make available such recordings for educational purposes. This may include release of my name, voice and/or image to educational professionals and students, including visiting students, and others whom the School of Pharmacy determines has a legitimate interest. _____
10. I understand that progression in the PharmD program, rotation selection and timing, and pharmacy intern/pharmacist licensure depend on the successful completion of many requirements. I agree to successfully complete all requirements as requested, report any criminal charges, and seek assistance for any possible issues surrounding misuse/abuse of legal, illicit, or controlled substances. I agree that it is my responsibility, and not the School's, to be aware of any personal impediments to licensure that I may have and to contact respective Boards of Pharmacy to ensure I am eligible for licensure. _____
11. I authorize faculty members at the Shenandoah University School of Pharmacy to provide written or verbal recommendations on my behalf, as outlined in the Student Handbook. Content that may be disclosed includes information from my educational record, subjective assessments, course names, course grades, organization names, and corresponding dates. I will follow the procedures outlined in this Handbook for recommendation requests. _____

By initialing each statement above and signing below, I agree to the foregoing terms and provisions.

Signature

Date