ABOUT THE SCHOOL

Throughout its 116-year history, the USC School of Pharmacy has remained a place of innovation and excellence in pharmacy education. The nation’s longstanding pioneer in expanding the scope and impact of pharmacy education and the profession itself, the School is renowned for attracting and preparing future leaders for the field — in all its many aspects. The School’s rigorous curricula, customizable degree options, and emphasis on hands-on learning and interprofessional education provide students with unparalleled training. The dedicated faculty and staff, legendary alumni network and partnership with experts throughout the profession ensure students have the support and mentorship to thrive. And the location within a major academic medical center in the heart of a vibrant and diverse city offers extraordinary opportunities for internships and service learning.

The four-year, full-time PharmD program, the largest degree program at the School, is known for outstanding faculty and leadership in pharmaceutical education, providing students with:

• A unique pharmacy practice experience program beginning in the first year of study that gives students immediate and progressively challenging clinical experiences

• An extensive offering of specializations, dual degree, joint degree and certificate programs

• A powerful alumni network of pharmacists who occupy leadership positions in academia, government, industry and private business throughout California and around the world

Ranked in the top 10% of pharmacy schools by U.S. News and World Report, the School remains committed to advancing the preparation of future pharmacists, with an innovative curriculum that continues to evolve, allowing students to customize their education to meet their specific needs and goals.

Physical Locations & Facilities

The programs of the Titus Family Department of Clinical Pharmacy are largely housed in two buildings on the USC Health Sciences Campus: the John Stauffer Pharmaceutical Sciences Center (PSC) and the Center for Health Professions (CHP).

As the School’s headquarters, the John Stauffer Pharmaceutical Sciences Center includes a variety of teaching, research, and administrative areas. On the first floor, there is the lobby, two lecture halls and a meeting room with sophisticated audiovisual equipment, as well as the office suite for the Titus Department of Clinical Pharmacy. The Office of Enrollment and Student Affairs is located on the second floor, along with the Walgreens Conference Room, a meeting space with modern technology, and several faculty offices and research labs. The third floor is home to offices and laboratories as well as the student lounge. The fourth, fifth, sixth and seventh floors house faculty and staff offices and research laboratories. The School’s Administrative Offices—including the offices of the Dean and the Associate Dean for Academic & Student Affairs—are located on the seventh floor. The basement contains various classrooms, faculty offices, and the School’s business offices. A short walk away from the Pharmaceutical Sciences Center is the Center for Health Professions, which is home to additional faculty and staff offices, classrooms and the School’s state-of-the-art sterile compounding laboratory. There are also faculty and staff offices in the third floor of Seaver Residence Hall.

On behalf of the administration, faculty and staff, welcome to the USC School of Pharmacy.
August 1, 2021

Dear Students in the USC PharmD program,

It is my pleasure to welcome you to the USC School of Pharmacy and to our Trojan Family.

Our School leads the nation in advancing pharmaceutical care and education – shifting the focus from products to patients, transforming healthcare delivery and influencing policymaking, while continuing to fuel laboratory discoveries that foster breakthroughs in treatments and technology.

Our dedicated faculty and staff, legendary alumni network and partnerships with experts throughout the profession are here to ensure you have the support and mentorship you need. We attract students, such as yourself, who share a commitment to innovation and a desire to solve intractable health issues, shape the future of the profession and improve the lives of people everywhere.

To this end, throughout your time at the USC School of Pharmacy, I would like to ask you for two things. First, please know that you are always encouraged to share your ideas, thoughts and feedback about your experiences at the USC School of Pharmacy. Additionally, you can always send an anonymous message through the Comment Box on mypharmacyschool.usc.edu, or you can email me directly at vpapadop@usc.edu.

Second, and more generally, as you think about your future, I want to encourage you to keep an open mind. The pharmacy profession is ever changing, creating new opportunities and careers, and there are so many options ahead of you. Challenge yourself to remain open to new possibilities and you may find opportunities in places you never expected.

Thank you in advance for all of your ideas and contributions, and welcome to the USC School of Pharmacy.

Sincerely,

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Part A: Academic Policies & Procedures
PART A: ACADEMIC POLICIES & PROCEDURES

Section I. TECHNICAL STANDARDS\(^1\)

The DOCTOR OF PHARMACY (PharmD) degree is a broad undifferentiated degree attesting to general knowledge in the field of pharmacy and the basic skills required for the practice of pharmacy. Essential characteristics and abilities required for completion of the DOCTOR OF PHARMACY degree consist of certain minimum physical and cognitive abilities to provide reasonable assurance candidates can successfully complete the entire course of study and participate fully in all aspects of pharmacy training. The USC School of Pharmacy expects its graduates to become fully competent pharmacists capable of completing graduate pharmacy education, passing licensure exams, and obtaining a pharmacist license. The USC School of Pharmacy will provide reasonable accommodations to prepare its students.

The USC School of Pharmacy has an ethical responsibility for the safety of patients with whom the candidates will come into contact both before and after graduation. Therefore, patient safety is a major factor in establishing requirements for physical, cognitive, and emotional capabilities of candidates for admission, promotion and graduation. Participation in the curriculum requires licensure as an Intern Pharmacist in the State of California throughout the four years of the program. The ability to become and maintain Intern Pharmacist Licensure is essential to participate in the pharmacy curriculum. Candidates may be required to submit to and pass background checks, including those of criminal activity and substance use, in order to participate in the experiential portion of the program. Drug testing may also be required for participation in the practice-based program.

All students of pharmacy must possess intellectual, ethical, physical and emotional capabilities necessary to undertake and to achieve expected levels of competence required by the faculty in the full curriculum. An avowed intention to practice only a narrow part of pharmacy practice following graduation does not alter the requirement that all students take and achieve full competence in the full curriculum. As healthcare providers, students of pharmacy must provide healthcare services to all seeking care without bias.

I. PHYSICAL REQUIREMENTS: After reasonable training and experience, the candidate must be able to observe and participate in demonstrations and experiments in the basic and clinical sciences, including but not limited to manipulation of needles, syringes and instruments related to sterile product preparation, visual and physical examination of pharmacy products including tablets, capsules and solutions, and pharmaceutical products compounded for such studies. Observation of gross and microscopic structures necessitates the functional use of the senses of vision and touch and is enhanced by the functional sense of smell.

After reasonable training and experience, the candidate must be capable of performing a limited physical examination, including observation, palpation and percussion and auscultation. The candidate must be capable of using instruments, such as, but not limited to, a stethoscope, an ophthalmoscope, an otoscope and a sphygmomanometer. The candidate must be capable of performing clinical

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\(^1\) The University of Southern California School of Pharmacy document on Essential Characteristics and Abilities required for a pharmacy degree was adapted from the Medical College of Wisconsin document on technical standards (1995) and from the University of Southern California Keck School of Medicine statement on Abilities.
procedures such as, but not limited to, the following: visual examination, drawing and administering
injections, basic cardiopulmonary life support, taking blood pressure and performing simple laboratory
procedures (examples: measuring blood glucose and cholesterol). The candidate must be capable of
performing basic laboratory exercises, using a calculator and a computer, and interpreting common
documents. The candidate must be able to move in the clinical setting to act quickly in emergencies.
At the conclusion of the relevant courses, the candidate will demonstrate proficiency in the skills
described above. By the conclusion of the clinical experiential programs, advanced pharmacy practice
experiences (APPE), the candidate should achieve full competence in the skills described above
including the ability to synthesize and organize these skills.

II. COMMUNICATIONS: The candidate must be able to communicate with, to receive
communication from, and to observe patients in order to elicit information, describe changes in mood,
activity and posture, and perceive nonverbal affective and gesture communication. These
communication skills also must enable the candidate to obtain a medication history in a timely fashion
from a wide variety of patients, and to communicate effectively, efficiently and sensitively with all
members of the health care team, other professionals, patients and their families. Communication
includes speech and writing. The student must be able to produce a written “write-up” in the clinical
rotations, which includes patient history, physical exam and assessment. In addition, the candidate
must be able to comprehend written material sufficiently well to understand accurately common
medical records, laboratory reports, and pharmacological prescriptions.

III. INTELLECTUAL, CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES:
The candidate must have sufficient cognitive capacity to assimilate the technically detailed and
complex information presented in formal lectures, small group discussions, medical literature,
individual teaching settings and clinical settings. The candidate must be able to make decisions and
evaluate complex problems quickly. The candidate must be able to measure, calculate, reason, analyze
and synthesize information across modalities, appreciate three-dimensional spatial relationships
among structures and logical sequential relationships among events, and form and test hypotheses in
order to enable effective and timely problem-solving in diagnosis and treatment of patients.

IV. BEHAVIORAL AND SOCIAL ATTRIBUTES: The candidate must possess the emotional
health, maturity and self-discipline required for full use of one’s intellectual and judgmental ability
and for successful participation in, and the completion of, the course of study leading to the Pharm.D.
degree. These include but are not limited to attendance, integrity, honesty, conscientiousness in work,
teamwork, and the attributes described in the California Edition of Pharmacy Law With Rules and
Regulations.

The candidate must accept responsibility for learning, exercise good judgment, and promptly complete
all responsibilities necessary for sensitive and effective relationships with patients and others. The
candidate must be capable of interactions with patients and health care personnel in a caring and
professional manner. The candidate must be able to tolerate physically taxing workloads, to function
effectively under stress, be attentive to details, to adapt to changing environments and to display
flexibility.

The practice-based experiences constitute a significant percentage of the curriculum. Practice-based
experiences are taught in real-life settings such as community pharmacies, hospitals and clinics where
exposure to topical/airborne substances (infectious agents, medications, perfumes, etc.), noise (i.e.,
conversations, ringing phones, medical equipment alarms, etc.) and distractions such as movement of
people, equipment, lighting changes are constantly present. The candidate must be able to calculate, evaluate, determine a course of action quickly, perform tasks such as preparing medications and intravenous solutions, check the work of technicians, and communicate with patients and health care providers in the actual practice settings.

V. SAFETY: The USC School of Pharmacy has responsibility to consider the safety and welfare of patients and others. Should the candidate have a condition that would place patients or others at significant risk, that condition may be the basis for denial of admission or dismissal from school. An otherwise qualified individual shall not be excluded from admission or participation in educational programs and activities solely by reason by his/her physical handicap, or medical condition. Students must adhere to universal precaution measures. Students must be able to comply with all school requirements working in a clinical environment and with hazardous materials.

VI. EVALUATION: The USC School of Pharmacy may require that an accepted student undergo an evaluation for the purpose of determining whether an accepted student is maintaining these essential characteristics and abilities.

VII. CLINICAL ROTATION BACKGROUND CHECK AND RELEASE: The successful completion of clinical experiential rotations with healthcare providers/facilities unrelated to the University of Southern California (“USC”) didactics is a requirement for obtaining the Doctor of Pharmacy PharmD degree at USC. In order to determine your fitness to participate and as a condition of participation in clinical rotations, the sponsoring healthcare provider/facility may require that you consent to a criminal background check, drug screening test and/or to provide fingerprints. If you refuse to consent, fail to fulfill the fitness for participation requirements of the sponsors of the clinical rotations, or are denied participation in the clinical rotation, you will be unable to qualify for the degree that you are seeking at USC. However, by consenting to the fitness for participation requirements of clinical rotations sponsors does not guarantee acceptance in any clinical rotation or the awarding of the degree you are seeking.

The areas of inquiry typically covered in the background check by USC’s clinical partners are:

- A seven-year criminal court history
- Address verification
- Sex offender database search
- Two names verification (current legal and one other AKA names)
- Three county check of records
- Office of Inspector General (OIG) Search
- Social security number verification

Background checks are required for admission to the Doctor of Pharmacy program, as well as subsequent background checks throughout the academic year. Fingerprints (LiveScan) are required for licensure by the California State Board of Pharmacy, and licensure is required for participation in the Doctor of Pharmacy program.

Please refer to the California State Board of Pharmacy website for further details related to licensure requirements at https://www.pharmacy.ca.gov/.
Section II. STUDENT ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified students with disabilities so they can participate fully in the university’s educational programs and activities. USC is not required by law to change the “fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled students,” however, the university will provide reasonable academic accommodations. It is the specific responsibility of the university administration and faculty serving in a teaching capacity to ensure the university’s compliance with this policy.

According to the Americans with Disabilities Act as Amended (ADAAA 2008), “an individual with a disability is someone who experiences or lives with an impairment that substantially limits one or more major life activities, or who is regarded as, or has a history of being regarded as, an individual with disability”.2

Academic Accommodations:

Students seeking academic accommodations due to a physical, psychological or learning disability should make the request to the course instructor prior to the first week of class attendance (or for new situations, as early in the semester as possible). Instructors will require students to present documentation from the Office of Student Accessibility Services (OSAS) when academic accommodations are requested. The USC School of Pharmacy has definite policies for academic accommodations as specified in its Essential Characteristics and Abilities statement.

Reasonable academic and physical accommodations include but are not limited to: extended time on examinations; substitution of similar or related work for a non-fundamental program requirement; time extensions on papers or projects; special testing procedures; advance notice regarding booklists for visually impaired and learning disabled students; use of academic aides in the classroom such as note-takers and sign language interpreters; accessibility for students who use wheelchairs and those with mobility impairments; and need special classroom furniture or special equipment in the classroom.

Procedures for Obtaining Accommodations:

Students with disabilities are encouraged to contact OSAS to request accommodations prior to or as early in the semester as possible. Once registered it is the student’s responsibility to provide medical documentation verifying disability to OSAS. OSAS provides final approval. It is then the student’s responsibility to provide accommodation letters to the Office of Student Affairs (PharmDSA@USC.edu), and any course coordinator(s) for courses that students desire accommodations. One week prior to when the accommodation is needed, it is the student’s responsibility to remind the Course Coordinators of the accommodations. The designated OSAS Coordinator for the School of Pharmacy is Dr. Cory Reano, Director of Student Success and Engagement.

The Office of Student Accessibility Services contact information is below:

USC Office of Student Accessibility Services (OSAS)
3601 Watt Way, Grace Ford Salvatori (GFS) 120, Los Angeles, CA. 90089
Email: OSASfrontdesk@usc.edu | Telephone: (213) 740-0776 | Website: https://osas.usc.edu/

2 From the USC Disability Services & Programs - https://osas.usc.edu/about/disability-101/
Section III. ABSENCE POLICIES

A. Religious Observance

University policy grants students excused absences from class for observance of religious holy days. Faculty are asked to be responsive to requests when students contact them IN ADVANCE to request such an excused absence. The student should be given an opportunity to make up missed work because of religious observance. For more information about the university’s policy, please visit http://orl.usc.edu/.

The School of Pharmacy recognize that some holy days require additional time for preparation or travel before and/or after the actual observance. A listing of holy days and occasions can be found in the Office of Religious & Spiritual Life (ORSL) website at http://orl.usc.edu/life/calendar/absences/.

B. Missed evaluations - A missed examination, quiz or other assignment will be graded as zero “0” by the course coordinator/instructor. Exceptions may be made for the following situations:

i. If a student has a short-term personal emergency, the student should make every effort to notify the Course Coordinator and Office of Student Affairs PRIOR to the start of the evaluation. If the student is not able to make immediate contact, they must make contact as soon as possible with the Course Coordinator and Office of Student Affairs (preferably within 24 hours) after the start of the evaluation. The student is expected to work directly with the course coordinators to reschedule the missed evaluations. Personal short-term emergencies are defined as:
   - any communicable illness (e.g. flu)
   - serious vehicle accidents
   - hospitalization
   - serious illness or physical injuries which require emergency medical treatment

ii. If a student has an extended excused absence (not more than 1-2 weeks) due to a personal emergency (e.g., COVID positive test), the student must contact the Office of Student Affairs. Requests must be verified in writing (e.g., copy of documentation) before approval may be granted. If approved, the Student Affairs Office will notify the course coordinators and request to allow the student to makeup work without penalty. Students with absence requests that extend beyond the approved two weeks will need to apply for accommodations through OSAS.

iii. If a student is participating in holy days, civic procedures, citizenship interviews, and necessary medical procedures that have been verified by the Office of Student Affairs, approval must be granted.

iv. If a student learns of the sudden death of an immediate family member (spouse, child, mother, father, sister or brother), student should notify the Course Coordinator and Office of Student Affairs. Total bereavement of up to 5 days may be approved.
For reasons i, ii, iii, & iv, Course Coordinators should make every effort to allow students to make up missed work without penalty.

v. If a student has a significant pre-scheduled event which conflicts with an evaluation activity, the student must contact the Course Coordinator two weeks prior to the evaluation to obtain approval for a rescheduled evaluation. Approval may or may not be granted.

vi. If a student misses an evaluation for any other reason, an approval may or may not be granted.

For reason v & vi, Course Coordinators have the following options:

a. administer a make-up evaluation activity. If copies of the evaluation have been distributed to the class, under no circumstances will the identical evaluation be administered as a make up for the missed evaluation. The Course Coordinator has the option to administer a mark of “C” as the highest grade in that evaluation activity.

b. Excuse the student from completing the evaluation activity.

C. Make-up Final Examinations Policy

No student is excused from a final examination.

When a final examination falls at a time which conflicts with a student’s observance of a holy day, faculty members must accommodate a request for an alternate examination date at a time that does not violate the student’s religious creed. A student must discuss a final examination conflict with the professor no later than two weeks prior to the scheduled examination date to arrange an acceptable alternate examination date.

Note: Days may not be requested to study for an exam because of time taken off for religious observance.
Section IV. DEGREE REQUIREMENTS AND POLICIES

GRADING POLICIES AND PROCEDURES

Students in the Doctor of Pharmacy program are subject to the following policies and procedures on scholarship standards. Unlike degree requirements, changes in regulations, policies and procedures are immediate and supersede those in any prior bulletin. Students are also expected to be familiar with the University's academic policies as published in the University of Southern California Catalogue.

1. THE GRADING SYSTEM
   A. Definition of Grades

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Academic Performance</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good/Average</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Minimum Passing</td>
<td>2.3</td>
</tr>
<tr>
<td>C-</td>
<td>Not Passing</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>0.0</td>
</tr>
</tbody>
</table>

   B. Definition of Credit/No Credit Courses
   CR-credit (passing grade for a non-letter graded course) equivalent to B (3.0 or better quality).
   CR   Passing   0.0
   NC-no-credit (non-passing grade for a non-letter graded course) equivalent to B- (2.7 or lower) quality.
   NC   Not Passing   0.0

   C. Other Grades
   i. Grades of “IN” (Incomplete)
   The grade “IN” (incomplete) is assigned for work not completed in a course because of documented illness or some other emergency occurring after the twelfth week (or equivalent) of the semester. Arrangements for an “IN” must be initiated by the student and agreed to by the instructor prior to the final exam. Student must fill out an Assignment of Incomplete Form and send it to the instructor for completion prior to the end of the semester. The instructor will provide a copy of the completed form to the Office of Enrollment and Student Affairs. The instructor will list the work that must be completed to earn a final grade. Pending work must be completed within one calendar year from the end of the semester in which the IN was assigned, and the Incomplete “IN” grade must be reconciled 4 weeks prior to the semester the course is next offered. A student can only remove grades of “IN” (Incomplete) by satisfying all stipulated requirements for the courses. A student may not remove grades of “IN” (Incomplete) by re-registering for the same course. Unresolved IN will default to a mark of IX (Expired Incomplete) after one year. The instructor will submit a grade change request to the
Office of Enrollment and Student Affairs once all the required work has been completed.

ii. **Grades of “IX”**
   Expired incomplete “IX” is automatically assigned when the student has not completed requirements for removal of an “IN” within the specified time limit. An “IX” is calculated into the grade point average as zero grade points. A course offered on a “CR/NC” basis for which a mark of Incomplete is assigned will lapse with a mark of “NC” and will not be calculated into the grade point average.

iii. **Grades of “UW” (Unofficial Withdrawal)**
    The grade of “UW” (Unofficial Withdrawal) is assigned when a student stops attending class without officially withdrawing. The “UW” is computed as a “NP” (No Pass) and indicates a failure. It is the student’s responsibility to officially withdraw from class.

iv. **Grades of “MG”**
    A “MG” (Missing Grade) is an administrative mark used when an instructor fails to submit a final course grade for a student.

For additional information, students may visit the USC Grades Department website at [https://arr.usc.edu/services/grades/generalinfo.html](https://arr.usc.edu/services/grades/generalinfo.html).

2. **RECONCILIATION OF GRADES**

   **A. Option to reconcile grades of “C+” and “C”**
   
   i. To repeat a course in which a grade of “C+” or “C” was obtained, a student must first receive prior approval from the School of Pharmacy Scholarship Standards Committee. Second, a student must file a petition and receive approval from the Committee on Academic Policies and Procedures (CAPP) prior to re-registering in the course. Post hoc approval will not be granted.

   ii. Both the original “C+” or “C” and repeat grades will be used to calculate the grade point average (GPA). Students may not count the additional units for repeated or duplicated courses towards their degree requirements.

   iii. No student may repeat a course in which a grade of “B-” or better was received.

   **B. Reconciliation of grades of “C-” or below, “NC”, or “IX” in required courses**

   i. Remedial courses are not offered in the School of Pharmacy.

   ii. If any grade of “C-” or below, “NC”, or “IX” has been assigned in any required course, a student must re-register and repeat the course at its next regularly scheduled period.

   iii. A P1, P2, or P3 student who is required to repeat a course will be automatically placed on a “Delay in Progression” status.
iv. A student will not meet the requirements for progression to the succeeding academic year for the PharmD program if a “C-” or below or “NC” grade in a course has not been officially reconciled.

v. When a student repeats a School of Pharmacy course in which a grade of “C-” or below was obtained, both the original and repeated grades will be included in the computation of the grade point average, but the additional units for the repeated courses will not count toward fulfillment of unit and course requirements for the Pharm.D. degree.

C. Reconciliation of grades of “C-” or below, “NC”, or “IX” in elective courses

i. A student who receives a “C-” or below or “NC” in an elective course is required to register for and complete another elective (may be the same course or a different course) course.

ii. The student is required to earn a “C” or better in a letter graded course and “B” quality in a non-letter graded course with a cumulative grade point average of 2.50 in or better elective coursework to meet graduation requirements.

D. Reconciliation of grades of “NC” in Advanced Pharmacy Practice Experiences (APPE) for P4 students

i. A P4 student who receives a grade of “NC” in a required (APPE) course must repeat the course. The repeat course site/preceptor will be assigned by the Director of Experiential Programs. A repeated required (APPE) course will only be assigned on a space available basis. The student must perform at a quality to receive a grade of “Credit” for the additional APPE course.

ii. A P4 student who receives a grade of “NC” in an APPE elective course will be required to take an additional APPE elective course when space is available. The student may register in a different APPE elective course or repeat the same APPE elective course subject to approval by the Director of Experiential Programs. The student must perform at a quality to receive a grade of “Credit” for the additional APPE course.

iii. A P4 student who is required to repeat a required or elective APPE course after the Block 8 must register for that course to be provided workman’s compensation and liability coverage.
3. REMEDIATION POLICY

Remediation Policy for PharmD Students

Purpose:
USC School of Pharmacy is committed to students’ success in their academic performance. However, faculty understands that there are special circumstances that could potentially affect a student’s ability to achieve desired outcomes. This remediation policy is created to help guide students who are committed to their own success of learning but either were affected by unforeseen circumstances (e.g. death in the family, emergent illness) or may underperform even after exhausting all available extra help with a course. This policy applies to all required didactic curriculum courses, whether on-ground or virtual/remote teaching. There is no remediation for elective courses. A remediation process for experiential courses is addressed under the Student Handbook.

Procedure:
Eligibility:
Students who are eligible to enter the remediation process should meet all the following criteria:
- Not on academic probation in the previous semester and received a letter grade below “C”, “NC”, or “IX” for the required course(s);
- Has evidence of the following, which should occur while the course is still in session (prior to Final grade);
  - Course coordinator(s) and the Office of Enrollment and Student Affairs have been contacted to discuss various study strategies
  - Satisfactory attendance and active participation in the course according to the course coordinator(s), supplemented by peer tutoring, related resources, or extra sessions/discussion with the topic experts (instructors within the course) prior to the occurrence of unforeseen circumstances;
- Has never entered remediation for the same course

Students who missed an exam for the required course(s) are NOT eligible for remediation. These students can arrange a make-up exam with the course coordinator(s).

Process to enter the remediation:
1. The course coordinator(s) will identify the student at risk of failing and will notify the Office of Enrollment and Student Affairs within 3 days after the last day of the final exam week. Once the student is deemed to be eligible for remediation by the Office of Enrollment and Student Affairs, this office will schedule a meeting with the course coordinator(s) and the Scholarship Standards Committee. Course coordinators will provide a report prior to the meeting detailing the student’s effort and performance during the course (e.g., any communications with the course coordinators, Blackboard data)
2. The Scholarship Standards Committee reviews with the course coordinator each student’s circumstance and decides whether the eligible student is granted the remediation.
3. After the student is granted the remediation, a remediation agreement is created by the course coordinator(s) with the Scholarship Standards Committee and sent by the course coordinator(s) to the student within 5 days after the final grades are due. A grade of Incomplete (IN) will be given to the student until the completion of the remediation.
4. The student receives an official remediation agreement provided by the Scholarship Standards Committee, completes the appropriate sections, and returns a signed copy to the course coordinator(s) within 2 days of the receipt. This indicates that the student is committed to the process written in the agreement. The agreement, signed by all parties, should be returned to the Chair of the Scholarship Standards Committee, the course coordinator(s), and the student entering the remediation.

5. The student fulfills each step outlined in the remediation agreement, then takes a remediation assessment in a format offered by the course coordinator(s) (i.e. oral, written, combination of both).
   - A remediation assessment can include a single or multiple topic within the course, depending on the area where the remediation is necessary.
   - The specifics on the remediation assessment should be included in the remediation agreement.

6. The student is considered to have completed the remediation process only after passing the remediation assessment. If the course is following a letter grade system, the student’s letter grade will be no higher than a ‘C’.
   - Student must follow the same grading system of the course that they are remediating for. Student cannot choose to change from one system to another (i.e. letter grade to pass/fail or vice versa) after remediation is completed.

7. After the remediation process is complete, the course coordinator(s) must indicate the outcome of the remediation process on the remediation agreement, then send the copy to the Chair of the Scholarship Standards Committee and the Office of Enrollment and Student Affairs.

8. If the student does not complete the remediation process, the student’s original grade remains unchanged, and the student will need to follow the “reconciliation of grades” policy outlined by the Student Handbook.

**Remediation period:**
Remediation of a single course should be completed before progressing in the curriculum. For both fall and spring semesters, remediation and replacement of letter grade should be completed within 10 working days after the last final grade for the semester. For fall semester, it is preferable to have this process completed prior to going into the winter recess.

**Maximum allowable remediation:**
Student can enter remediation for at most two courses during the first three years of pharmacy school, prior to the first APPE rotation. Student cannot enter remediation for the same course. If the student requires remediation two consecutive times within the same academic year, two consecutive times within the calendar year, or two consecutive times within one semester, the student will be placed on academic probation for the following semester. If the student exceeds the maximum number of remediations by Fall semester of P3 year, the student will not be granted another remediation but will need to follow the “reconciliation of grades” policy outlined by the Student Handbook and be placed on a “Delay in Progression” status.
Remediation Agreement

PART 1: To be completed BEFORE the remediation

To be filled by Course Coordinator(s):
Student name:
ID Number:
Semester:
Course number and name:
Course content:
Time of assessment to be administered and completed:
Method of assessment
Passing score:

To be filled by student:
Plan for reviewing materials needing remediation (e.g. review lecture slides and materials on Blackboard and/or other reading materials; tutoring or other student resource sessions):

By signing this form, I agree to the details indicated above and commit to the timeline and guidance stated in this agreement.

Course Coordinators (s) signature: ________________    _________________   Date: __________
Student signature: ___________________  Date: __________

The Scholarship Standard Committee confirms that the student is granted to enter the remediation process for the indicated course/topic. The committee also agrees with the details indicated in this agreement and acknowledges the student’s commitment to complete the remediation.

Chair, Scholarship Standard Committee: ______________________ Date: ______________

PART 2: To be completed AFTER the remediation

To be filled by Course Coordinator(s)
Outcome of Remediation (Check applicable boxes):
□ Completed on (month/date/year): ______________________          □   Did not complete
□ Passed the remediation assessment       □   Did not pass the remediation assessment
□ Final Grade: ___________
4. PROGRESSION TO SUCCEEDING ACADEMIC YEAR
   A. A student is required to meet the Satisfactory Academic Progress (SAP) to be permitted to advance from each year. Satisfactory Academic Progress (SAP) is defined as earning a minimum of 2.50 GPA and minimum grade of “C” or “CR” for all courses for all students in the Doctor of Pharmacy.

   Failure to meet SAP requirements may have implications to student’s financial aid. All related SAP/Financial aid questions should be addressed with the financial aid office at pharmfao@usc.edu.

   All terms and cumulative grade point averages will be reviewed by the Scholarship Standards Committee at the end of each semester. Students who do not meet the minimum academic requirements will receive a written notification and may be placed on academic probation.

   B. Students who are in a “delayed in progress” status must inform the Office of Enrollment and Student Affairs in writing their intention to re-enroll by the following dates:

      January 3rd for the fall semester
      December 1st for the spring semester
5. CURRICULUM & GRADUATION REQUIREMENTS
The PharmD degree combines rigorous basic & clinical science education with extensive and varied practice experiences so that students will be prepared to contribute to revolutionizing the future of health care through new discoveries and innovations to improve patient lives.

PharmD students are required to complete the four-year curriculum and earn a minimum of 1,740 hours of clinical experience. All courses must be successfully completed with a grade of “C” or better in letter graded courses and a grade of “B” quality or better in non-letter graded courses. A minimum cumulative grade point average of 2.50 is also required. Below is additional information on PharmD curriculum:

Curriculum Requirements:

- Licensure as an Intern Pharmacist:
  Students must obtain their intern licensure with the California State Board of Pharmacy at the beginning of their first year. The Intern Pharmacist’s license must be active (clear) at all times during enrollment in the PharmD program. Students with an active (clear) Intern Pharmacist license may perform any of the duties of a registered pharmacist while working under the direct supervision of a registered pharmacist.

- Years 1-3:
  - Courses in the basic, clinical and social & administrative sciences as well as courses in pharmacy practice, clinical therapeutics, and pursuing scholarship.
  - Three units of elective course(s)
  - Community (2), hospital (1), and elective (1) Introductory Pharmacy Practice Experiences (IPPEs)
  - Co-curricular requirements:
    The USC SOP recognizes the importance of both curricular and co-curricular experiences in advancing the professional development of students. Co-curricular activities that complement and advance the learning that occurs within the formal didactic and experiential curriculum must be completed prior to advancing to Advanced Pharmacy Practice Experiences.

- Years 3-4:
  - Six Advanced Pharmacy Practice Experiences (APPEs)
  - Doctor of Pharmacy Capstones (PHRD 796a and PHRD 796b)

For questions about the PharmD curriculum, please contact Dr. Cory Reano, Director of Student Success and Engagement, at reano@usc.edu.

For questions about intern licensure, please contact Dr. Vanessa Ault, Assistant Director, Career and Academic Counseling, at vault@usc.edu.

PharmD Professional Experience Programs:

- Introductory Pharmacy Practice Experiences (IPPEs)
  Years 1-3 - Students complete a minimum of 300 hours of experiential learning in community, hospital and elective pharmacy practice. There will also be classroom instructions that have been designed to complement and enhance the experiences gained at the various practice sites.

- Advanced Pharmacy Practice Experiences (APPEs)
Years 3-4 - Students complete six advanced pharmacy practice experiences (APPE) spread across their final calendar year. APPE blocks are for six-weeks and are scheduled beginning in the last half of the year 3 spring semester, twice in the summer, three times in the fall, and two times in the final spring semester. Students are assigned to complete six of the eight blocks including either block 7 or 8.

For questions about the IPPE and APPE requirements, please contact the Office of Professional Experience Programs (PEP) at pharmPEP@usc.edu.

Areas of Concentration:
There are six Areas of Concentration available to PharmD students who may be interested. Students must complete six didactic elective units, six experiential units, and participate in co-curricular activities relevant to their chosen Areas of Concentration. All students who plan to pursue an area of concentration must have completed their first year in the PharmD program, have a minimum cumulative GPA of 3.0 in their PHRD coursework, and formally apply. For additional information of each of the Areas of Concentrations, please visit the links below:

- Comprehensive Medication Management and High-Risk Populations
- Education
- Health Systems and Care Management
- Pharmaceutical Industry
- Pharmacy Entrepreneurship
- Research

Dual and Joint Programs:
Dual and joint degree programs are also available to students who may be interested. Students must first complete the first year of their PharmD program before starting the other program. For admission requirements and additional information, please visit the following websites:

- Doctor of Pharmacy/Graduate in Gerontology (PharmD/Gerontology Certificate)
- Doctor of Pharmacy/Juris Doctor (PharmD/JD)
- Doctor of Pharmacy/Master of Business Administration (PharmD/MBA)
- Doctor of Pharmacy/Master of Public Health (PharmD/MPH)
- Doctor of Pharmacy/Master of Science in Regulatory Science (PharmD/MS Regulatory Science)
- Doctor of Pharmacy/Master of Science in Gerontology (PharmD/MS Gerontology)
- Doctor of Pharmacy/Doctor of Philosophy (PharmD/PhD)
- Doctor of Pharmacy/Master of Science in Healthcare Decision Analysis (PharmD/MS HCDA)

The Doctor of Pharmacy (PharmD) degree will be conferred only upon successful completion of all Doctor of Pharmacy degree requirements as listed in the USC catalogue. For additional information, please visit the USC School of Pharmacy website for PharmD programs at https://pharmacyschool.usc.edu/programs/pharmd/pharmdprogram/. For information about other graduate programs available, please visit https://pharmgradprograms.usc.edu/.

For any other questions, please contact the Office of Enrollment and Student Affairs at pharmds@usc.edu.
Section V. VOLUNTARY WITHDRAWAL

Occasionally, it becomes necessary for a student to interrupt or discontinue her/his pharmacy education for non-academic reasons. All withdrawals must be made by the student according to the School of Pharmacy’s policy and BEFORE the university’s last day to drop a class without a mark of “W” for the subsequent registered term.

A. Guidelines for University Withdrawing for P1, P2, P3, and P4
   A student must submit a request for withdrawal in writing to the Office of Enrollment and Student Affairs no later than the tenth week of the semester.

B. Timeline for University Withdrawing for P1, P2, and P3
   If a student officially withdraws from the university prior to the end of the twelfth week of the semester, the student will receive a mark of “W” for all courses in which the student is registered.

C. Timeline for APPE Course Withdrawing/Changing for P4
   If a student officially withdraws/changes an APPE course after the first week and prior to the end of the fourth week of the six-week APPE course, the student will receive mark of “W” in the course(s).
Section VI. LEAVE OF ABSENCE AND RE-ADMISSION POLICY

A student entering the Doctor of Pharmacy program is expected to successfully complete all course requirements for the degree within a 4-year period. Under certain circumstances, a student may be permitted an extension to complete requirements for the degree not exceeding 6 years from the date of initial admission.

The Office of Enrollment & Student Affairs will notify the California Board of Pharmacy when a student has taken a voluntary withdrawal, a leave of absence, placed in a delay of progression status, or has been academically disqualified from the School of Pharmacy program. The California Board of Pharmacy regulations require student to be currently enrolled in a school of pharmacy program in order to maintain a valid Intern License. The USC School of Pharmacy requires all students to hold a current valid intern license while enrolled in the PharmD program. Therefore, all students must re-apply to the California Board of Pharmacy for a new Intern License upon re-admission to the School of Pharmacy.

1. LEAVE OF ABSENCE

   A. A leave of absence may be granted to a student in good academic standing (e.g., above 2.50 GPA) for a period not to exceed one year.

   B. A student must submit a request for a leave of absence in writing to the Office of Enrollment and Student Affairs no later than two weeks prior to the start of the semester.

   C. The student will be notified of approval or non-approval of the request within fourteen days of receipt by the Office of Enrollment and Student Affairs. If approved, the student is responsible in completing necessary course registration changes, if any, by the add/drop deadline of the semester.

2. RE-ADMISSION POLICY FOR VOLUNTARY WITHDRAWAL AND/OR LEAVE OF ABSENCE

   A. A student who has voluntarily withdrawn or has taken an approved leave of absence must submit a written request to the Scholarship Standards Committee for the semester she/he wishes to re-enter the pharmacy program.

   B. All requests must be received by the following dates.

       June 1st for fall semester
       October 1st for spring semester
Section VII. ACADEMIC WARNING AND DISQUALIFICATIONS

Factors other than satisfactory grades and adequate GPAs are considered in determining a student’s qualifications for an advanced degree. A student’s overall academic performance, specific skills and aptitudes, and faculty evaluations will be considered in departmental decisions regarding a student’s continuation in the Doctor of Pharmacy degree program.

Satisfactory progress toward an advanced degree as determined by the faculty is required at all times. Students who fail to make satisfactory progress will be informed by the Scholarship Standards Committee or the school’s Dean. The faculty has the right to recommend at any time after written warning that a student be dismissed from a graduate program for academic or student conduct reasons or that a student be denied re-admission.

A. Academic Warning-Probation

A term and cumulative grade point average of 2.5 are required at all times. Students whose cumulative grade point average fall below 2.5 will be given a written warning notification, that their cumulative grade point average is insufficient. Two consecutive semesters are the maximum allowable time on probation. All students on academic probation must raise their cumulative grade point average to meet their year’s academic progression requirements to advance to the next academic year. All students must have a 2.5 cumulative grade point average for graduation.

B. Academic Disqualification

A student is subject to disqualification from the School of Pharmacy, Doctor of Pharmacy program for the following reasons:

1. Grade Point Average Deficiency
   a. A P1, P2, or P3 student whose cumulative grade point average falls below 2.50 at the conclusion of the academic year will be disqualified.
   b. A student on probation for two consecutive terms will be disqualified at the end of the second term.

2. Number of non-passing Grades
   a. A student in any year who receives two “C-” or below, two “NC”, or combination thereof of non-passing grades within an academic year will be disqualified. Disqualification will occur regardless of a student’s cumulative grade point average and will apply after the fall or spring semester.
   b. A student in any year who receives a grade of “C-” or below or “NC” on the second attempt at taking a course will be disqualified. Disqualification will occur regardless of a student’s cumulative grade point average and will apply after the fall or spring semester.
3. Re-admission after Disqualification
A disqualified student may re-apply for re-admission ONLY by submitting an application through the PharmCAS. A re-applicant will be evaluated applying the same requirements and process applicable to a first-time applicant. Re-admission is not guaranteed.

4. Disputing a Grade
Students who wish to dispute the manner in which they have been evaluated in a given course, must dispute their grade within 2 weeks after the notice of a student’s evaluation results. The typical stepwise progression for grade disputes would be as follows:
   a. Course Instructor(s)
   b. Course Coordinator(s)
   c. Director of Student Success and Engagement
   d. Assistant Dean of Curriculum
   e. Associate Dean of Academic and Student Affairs

5. Appeal Process
All students have the right to file an appeal on any decision related to enrollment and/or academic decisions in the Doctor of Pharmacy Program Scholarly Standards Committee.

   i. The student is permitted to appeal within 3 calendar days of the date of notice, unless otherwise permitted. Appeals, along with supported documents, shall be submitted to the Director of Student Success and Engagement.

   ii. In most cases, the status of a student will not be altered, and academic warning-probation and academic disqualification will not be implemented until completion of the appeal.

   iii. If the student does not submit an appeal, the academic warning-probation or academic disqualification will move forward.

   iv. Appeals are only permitted on the following grounds, which must be indicated by the student when submitting the appeal:

      a) New evidence has become available which is sufficient to alter the decision, which could not have been reasonably obtained at the time of the initial review.

      b) The decision imposed is excessive, insufficient, or inappropriate.

      c) The school failed to follow university rules pertaining to the review of the student’s academic progress.

   v. The Director of Student Success and Engagement will share the appeal documents to the Scholarly Standards Committee, who will meet prior to the start of the next semester, unless otherwise permitted, to review and provide a written final determination of the appeal.
PART B. THE STUDENT HONOR SYSTEM

Section I. THE HONOR CODE

University of Southern California
SCHOOL OF PHARMACY
ACADEMIC AFFAIRS

PREFACE

Pharmacy is regarded one of the most trusted profession in the United States (Gallup Poll, 2016). We have earned this top ranking by not only providing quality care to our patients, but by upholding the highest ethical and moral standards. It is our intention to maintain and further this reputation by instituting an Honor System which will foster the development of a culture that makes dishonorable conduct unacceptable.

The Honor System is designed to provide a standard of character, behavior, and performance that promotes a spirit of community conducive to mutual trust among students, faculty and administrators. It is designed to be compatible with and not to compromise in any way the University’s Student Conduct Code & Review Systems and the American Pharmaceutical Association’s (APhA) Code of Ethics. In order to maintain such an environment, the entire University community bears the responsibility of promoting and protecting these ideals.

Attendance or participation as a student, faculty member, administrator, or staff member at the University of Southern California School of Pharmacy constitutes acceptance of this Honor System and its procedures. Anyone who cannot or does not pledge to abide by the Honor System is not welcome at the School of Pharmacy. The students, faculty, and administration believe that these high standards are an integral part of the pharmacy profession.

THE HONOR CODE

The students, faculty, and administration of the USC School of Pharmacy, in accordance with the high demand for ethical professionalism in which the practice of pharmacy necessitates, do hereby support and consent to the establishment of and adherence to the following Honor Code:

The profession of pharmacy demands excellence of its constituents -- excellence in character, behavior, and performance. Personal integrity, intellectual honesty, and ethical conduct are the principles that we hope to exhibit in these three categories both while enrolled at the USC School of Pharmacy and as practicing professionals.

Excellence in Character
The foundation of “the most trusted profession” clearly rests in the moral character of the individuals employed in it. Personal strength, marked by integrity, honesty and ethics, is the cornerstone in which pharmacy professionals have abided in order to obtain their reputation. In preparation for this position, students at the USC School of Pharmacy should endeavor to respect the moral standards required by their future profession and act accordingly. Excellence in character is the building block for the future of the profession of pharmacy.
Personal integrity, intellectual honesty and ethical conduct are the cornerstones of the profession for which students at the USC School of Pharmacy prepare. The foundation of this attitude is exemplified by a philosophy to be thoughtful, honest and sincere. It is therefore important that the student show personal respect, as well as respect for peers and future patients by exhibiting these principles while in school to attain the highest standards set by our profession.

**Excellence in Behavior**

USC School of Pharmacy is a community of students and professionals concerned with upholding higher standards of conduct. Therefore, the preservation of the Honor Code principles is the responsibility of all members of the School of Pharmacy’s academic community.

Students accept their obligation to a self-imposed discipline, individually striving to maintain their personal and academic environments in a manner that reflects the principles of the Code. In addition to being of moral character, students pledge to behave in accordance with the provisions of the Code. It is their promise to never act in any fraudulent manner, either academically, personally, or professionally, and to maintain the confidentiality of individuals who accuse others and who are accused of violations of the Honor Code. Lastly, students assume the significant responsibility of protecting the Honor Code’s integrity. Each student, by virtue of his/her enrollment in the School of Pharmacy, not only must abide by the Honor Code System, but must also agree to enforce its principles, including the reporting of violations of the Honor Code.

Faculty have an important role in the preservation of the Honor Code. Not only is it their responsibility to encourage the principles governing the Code, but it is their obligation to facilitate an academic atmosphere that purposely discourages any type of academic fraudulent activity. Furthermore, faculty members must dutifully and consistently report all Honor Code violations they may witness or suspect in order to preserve and uphold the integrity of the Code, its purpose, and its standards.

**Excellence in Performance**

The honor of the profession of pharmacy is that we, as pharmacists, help others with our expertise. Just how well we benefit patients depends enormously on our own professional performance. Therefore, as students, we must not create any incorrect impressions of our abilities, nor must we attempt to take any unfair advantage of our colleagues in the academic setting. To do so would violate the excellence demanded and expected of us, as pharmacists, by American society. Most important, falsifying our abilities can be potentially harmful to patients we may encounter in the future.

The Honor Code demands that no student, faculty, or staff member act to create an incorrect impression of one’s abilities. As a student and professional, it is not wrong to admit that one does not know an answer to a question. Rather, it is wrong to give falsified information instead of finding the correct answer.

The School of Pharmacy follows the Reporting of violations is an integral part of this Honor System. Unreported dishonest activity thwarts learning, accurate performance evaluation, and negates the otherwise trustworthy image of professional graduates as competent and knowledgeable. Confidentiality for individuals accused of violation and the name of the accuser must be held in confidence at all times, or until such time as a Review Panel finds that the evidence merits a Formal Hearing. Any party who does not contribute to enforcing the Honor Code, is still in violation of these principles.
Section II. USC ACADEMIC INTEGRITY

University of Southern California
Graduate Academic Integrity

1. Preface

University of Southern California’s academic programs are based upon profoundly important themes of trust, honor and responsibility, for and between all students, faculty and administration. In alignment with the trust and honor necessary to support our community, it is expected that all members will embrace the responsibility to uphold the standards articulated in the Student Code of Conduct, found in SCampus, Part B.

This process is intended to provide Schools a path to adjudicate cases of academic dishonesty within their discipline, to be responsive to the nuances of their particular field, and to encourage local accountability of academic integrity within specific disciplines. Schools are encouraged to examine themes and patterns of academic violations within their disciplines and employ preventative measures to reduce incidence of academic dishonesty.

A. Faculty role in prevention/reporting. Faculty have the right and responsibility to establish standards of academic performance and expectations for students under their instruction and to assign grades accordingly. As we wish to create a culture around academic integrity that is proactive rather than reactive, faculty are encouraged to take reasonable steps to prevent academic misconduct.

Faculty are encouraged to discuss with the class, in a positive manner, the issues of academic integrity, ethics and professionalism. Clear, unequivocal instructions, preferably in writing, should be given prior to all student assignments, which might be susceptible to ethical transgressions. The classroom and examination environment should be designed not only to prevent cheating, but also the appearance of cheating.

Faculty must also be aware that reporting of academic violations is not a matter of personal choice but rather, a task essential to their roles and functions.

B. Graduate student role in prevention/reporting. Students also have significant responsibilities under the Student Code of Conduct. All students accept individual responsibility for creating and maintaining personal and academic environments in which integrity, honesty, and ethical behavior flourish. Students agree to abide by and accept the responsibility of understanding and upholding the provisions of the Code.

2. Jurisdiction

Applicable Conduct. This process applies in matters of academic and intellectual dishonesty, and unethical behavior related to grades and academic performance; it does not extend to all other areas of student conduct. The objectives are to provide an academic community based on honor and to ensure that those who cannot or do not abide by the University’s standards are prohibited from continuing in the academic setting.
Sexual, interpersonal, or protected class misconduct is adjudicated by the Office of Equity and Diversity: oed@usc.edu; 213-740-5086.

Conduct matters beyond academic integrity are adjudicated by the Office of Student Judicial Affairs and Community Standards: sjacs@usc.edu; 213-821-7373.

Sponsored Research misconduct is adjudicated by USC Office of Research: vice.president.research@usc.edu; 213-740-6709.

In the event that an academic integrity violation intersects with sexual, interpersonal, or protected class misconduct, student behavioral misconduct, or sponsored research misconduct, please contact the respective office above to determine how best to proceed.

3. Academic Integrity Violations

General principles of academic integrity include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Faculty members may include additional classroom and assignment policies, as articulated on their syllabus.

The following are examples of violations of these and other university standards (see SCampus, Part B., Section 11). Violations include, but are not limited to:

11.11

A. The submission of material authored by another person but represented as the student’s own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
C. Improper acknowledgment of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts which are not the final version. Also, if any material is prepared or submitted by another person on the student’s behalf, the student is expected to proofread the results and is responsible for all particulars of the final draft.

11.12

A. Acquisition of term papers or other assignments from any source and the subsequent presentation of those materials as the student’s own work or providing term papers or assignments that another student submits as their own work.
B. Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies
to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See SCampus, Section C.1 Class Notes Policy).

C. Recording a university class without the express permission of the instructor and announcement to the class.

11.13

A. Any use or attempted use of external assistance in the completion of an academic assignment and/or during an examination, or any behavior that defeats the intent of an examination or other classwork or assignment, unless expressly permitted by the instructor. The following are examples of unacceptable behaviors: communicating with fellow students during an exam, copying or attempting to copy material from another student’s exam; allowing another student to copy from an exam or assignment; possession or use of unauthorized notes, calculator, or other materials during exams and/or unauthorized removal of exam materials.

B. Submission of work altered after grading, including but not limited to changing answers after an exam or assignment has been returned or submitting another’s exam as one’s own to gain credit.

11.14

A. Obtaining for oneself or providing for another person a solution to homework, a project or other assignment, or a copy of an exam or exam key without the knowledge and expressed consent of the instructor.

B. Unauthorized collaboration on a project, homework or other assignment, unless expressly part of the assignment in question or expressly permitted by the instructor.

11.15

A. Attempting to benefit from the work of another.

B. Any attempt to hinder the work of another student or any act which may jeopardize another student’s academic standing.

11.16

Using any portion of an essay, term paper, project or other assignment more than once, without permission of the instructor(s).

11.17

Falsification, alteration or misrepresentation of official or unofficial records or documents including but not limited to academic transcripts, academic documentation, letters of recommendation, and admissions applications or related documents.
Taking a course, any course work or exam for another student or allowing another individual to take a course, course work, a portion of a course or exam in one’s stead.

11.19

A. Accessing, altering and/or using unauthorized information.
B. Misuse of university computer systems or access to those systems as articulated by the university’s Computing Policies (including improper downloading of material, see SCampus, Part F, Section F.1. Computing).

11.20

Fabrication: Submitting material for lab assignments, class projects or other assignments which is wholly or partially falsified, invented or otherwise does not represent work accomplished or undertaken by the student.

11.21

Any act that gains or is intended to gain an unfair academic advantage may be considered an act of academic dishonesty.

11.31

A. Dishonesty, such as furnishing false information to any university official, faculty member or office. This includes, but is not limited to, furnishing false information in academic petitions or requests, financial aid documents, student employment documents, financial statements or other documents or intentionally evading university officials and/or obligations to the university.
B. Failing to participate fully and truthfully in university investigations.

4. Sanctions

A. Sanctions for academic integrity violations are based on the general principle of equal and fair treatment and take into account the student's remedial needs and prospects for improvement. The goal of the resolution process, particularly for first time offenses, is to educate rather than punish. At all times during this process, it is important to recognize the pedagogical opportunity this process provides.

B. Sanctions are designed to hold students accountable for both their conduct and resulting consequences. Failure to comply with the terms of imposed sanctions should lead to further and more severe disciplinary action. Sanctions for second offenses should be more severe.

C. One or more of the following sanctions may be imposed for a student found responsible for an academic integrity violation:

1. Revocation of Degree. The student loses the right to claim the degree as earned. Posting of the degree will be removed from the student’s transcript, and a permanent notation will be
made on the transcript indicating the revocation, the degree involved and the date of the action.

2. Expulsion: Permanent termination of the student's right to enroll or participate in any classes, seminars, laboratories and clinical programs, at any School, at the University of Southern California. A Panel Review is required in order to impose a sanction of expulsion.

3. Suspension: Termination of a student's right to participate in any classes, seminars, laboratories and/or clinical programs, at any School at the University of Southern California, for a specified period of time. After suspension, the student’s status may be probationary for the remainder of their time at the School. A Panel Review is required in order to impose a sanction of suspension.

4. Dismissal from an Academic Unit: Permanent termination of the student’s right to enroll or participate in the classes, seminars and/or programs of a specific academic unit, school or department.

5. Removal from an individual course or section of a course. Removal precludes the student from participation in and attendance of the course or section, or any of its sessions. In multiple section courses, the student will not necessarily be allowed to transfer to another section.

6. Grade Sanctions: Grade sanctions are appropriate for any academic violation.

7. Other: Other sanctions may be imposed or deferred at the discretion of the deciding body in addition to those specified above. These include creative sanctions such as special projects designed as learning experiences, as well as denial of privileges such as restriction or denial of participation in specific activities at the School or in activities sponsored by the School.

8. Warning: Written notice to the student that continued or repeated violations may be cause for further disciplinary action, normally in the form of disciplinary probation, suspension or expulsion.

D. Sanctioning guidelines are provided in Appendix A.

5. Process

A. Submission of a report

1. Only faculty members are permitted to report a violation. If a student/other has reason to believe an academic integrity violation has been committed, they should communicate with the instructor/designee of the course.

2. Students/others who wish to communicate their concerns anonymously should be informed that while the academic integrity process is designed to include only those with a need to know, absolute anonymity cannot be guaranteed.
3. Faculty should submit report of violation through the online portal, Advocate: https://usc-advocate.symplicity.com/.

4. Reports may be submitted up to one year after the date of the alleged incident. This timeframe may be extended under special circumstances (for example, the report, if true, would warrant the revocation of a degree).

5. Reports will be received by the Director of Student Success and Engagement, who serves as the Academic Integrity Coordinator (“AIC”) for USC School of Pharmacy.

6. Reports shall be reviewed by the School’s AIC and by the Associate Dean of Academic and Student Affairs, who will then follow up with the faculty member if additional information is required.

7. The AIC will run a query in Advocate to determine whether the student has had any prior disciplinary issues; this information should be used for sanctioning purposes only.

8. Because the student may contest the allegation, they must be allowed to attend all classes and complete all assignments until the report is resolved.

B. Notice to student

1. The AIC will provide notice to the student, through Advocate, of the exact allegations and subsequent process.

2. The student may not withdraw from a course in which they have been accused of committing an academic integrity violation.

3. Unless otherwise permitted, the student will have 5 calendar days from the date of notice to set up an initial meeting with the AIC and the Associate Dean of Academic and Student Affairs. The initial meeting shall take place within 5 calendar days of the student’s response, unless otherwise permitted.

4. If the student is non-responsive, the AIC may:
   a. Compel the student using communication from higher level of administration.
   b. Provide a final notice to the student that the decision-making process will proceed without them.

5. At the initial meeting, the AIC and the Associate Dean of Academic and Student Affairs shall meet with the student to:
   a. Provide an opportunity for the student to review the report and all supporting documents referenced in the report. In order to maintain standards of confidentiality, personally identifiable information of other persons listed in the report will be redacted.
b. Provide the student with information about the academic integrity process outlined in SCampus, Part B, Section 13.

c. Ask the student about any potential mitigating factors (e.g. disabilities, mental or physical health issues, special circumstances).

d. Provide the student with an appropriate timeframe in which to submit documents supporting the student’s defenses.

e. Collect and upload any supporting documents to Advocate.

6. If the student has communicated a disability, physical, mental or health issues, or special circumstances, the AIC will work with the Office of Student Accessibility Services, Student Counseling Services, or Student Support and Advocacy to determine how best to proceed.

   a. Office of Student Accessibility Services: osasfrontdesk@usc.edu; 213-740-0776
   b. Student Counseling Services: eshcscs@usc.edu; 213-740-7711
   c. Support and Advocacy: studentsupport@usc.edu; 213-821-4710

C. Review Options

1. Generally, the student will determine whether to pursue an Individual Review or Panel Review. However, the following decisions may not be made in an Individual Review and are required to be made by the Panel:

   a. Sanctions for a student with prior incident(s). The Panel is required to provide a sanction for a student who has been found responsible for previous academic integrity violation(s).

   b. Elevated sanctions. The Panel is required to conduct the case review if the initial report recommends a sanction of program dismissal, suspension, expulsion, or revocation of degree.

2. Individual Review

   a. The AIC shall arrange a time for the AIC, the Associate Dean of Academic and Student Affairs, the student and faculty member to discuss the incident together, and potentially come to an agreement as to responsibility and sanction (if any).

   b. The Individual Review may take place over the course of multiple meetings.

   c. No other parties are permitted to participate in or observe the process.

   d. The student has the right at any time prior to an Individual Review decision to opt out and pursue a Panel Review.

3. Panel Review

   a. The AIC shall convene the School’s Academic Integrity Panel (“Panel”) to review the case file, which includes the report, the student’s response, and any supporting documentation.
b. The Panel shall be composed of 3-5 members (faculty, staff, and/or students, designated by the Associate Dean of Academic and Student Affairs). The AIC and Associate Dean of Academic and Student Affairs will also be present to provide administrative support.

c. No other parties are permitted to participate in or observe the Panel process.

d. If the Panel has questions for the student or the faculty, it may submit the questions in writing to the AIC three days prior to the scheduled meeting. The AIC will request a written answer from the student or faculty on behalf of the Panel.

e. If the Panel requires a meeting with the student or faculty member as part of the deliberative process, the AIC will arrange a time for the student and/or faculty member to meet with the Panel.

f. The Panel shall make a determination as to the student’s responsibility and sanction, if any.

g. The Panel’s decision shall be provided in writing to the AIC within 7 calendar days of the Panel meeting, unless otherwise permitted. Unless appealed, this decision is final and binding.

4. The AIC shall use Advocate to record the decision of the Individual or Panel Review and communicate this decision to both parties.

D. Appeal Process

1. The student or faculty member is permitted to appeal the Individual or Panel Review decision within 3 calendar days of the date of notice, unless otherwise permitted. Appeals shall be submitted to the AIC.

2. In most cases, the status of a student will not be altered, and disciplinary sanctions will not be implemented until completion of the appeal.

3. If neither the student nor the faculty submits an appeal, the AIC will complete Notice and Close-Out detailed in Sections F and G below.

4. Appeals are only permitted on the following grounds, which must be marked on the Appeal Request Cover Sheet:

a. New evidence has become available which is sufficient to alter the decision, and which the appellant was not aware of or could not have been reasonably obtained at the time of the initial review.

b. The sanction imposed is excessive, insufficient, or inappropriate.

c. The AIC or Panel failed to follow university rules applicable to the particular student’s matter while reviewing the cited behavior.
5. The AIC will use Advocate to record the appeal and provide notice to the Associate Dean of Academic and Student Affairs, who will have 3 calendar days, unless otherwise permitted, to review and determine if the above grounds for an appeal have been met. If there is grounds for the appeal, the Associate Dean of Academic and Student Affairs will reconvene the Panel to re-review the case within two weeks. The Panel will submit a written final determination of the appeal to the AIC and the Associate Dean of Academic and Student Affairs.

6. The Panel’s decision shall be provided in writing to the AIC within 7 calendar days of the Panel meeting, unless otherwise permitted. This decision is final and binding.

7. The AIC will use Advocate to record the final decision and to provide notice to the student and faculty.

E. Notices

1. No Appeal: If no appeals are received, the AIC will use Advocate to provide confirmation of the final decision to both parties and the Registrar.

2. Final Decision After Appeal:

   a. If the final determination finds the student is not responsible, the AIC will use Advocate to provide notice to parties and the Registrar of dismissal of the case.

   b. If the final determination finds the student is responsible, the AIC will use Advocate to provide notice to the parties and the Registrar.

      a. Note: If the final determination is a sanction of program dismissal, suspension, expulsion, or revocation of degree, the AIC will use Advocate to provide an additional notice to the offices below:

         i. Office of the Vice President for Student Affairs:
            vpsa@usc.edu
         ii. Housing (if student lives on University property):
            housing@usc.edu
         iii. Residential Education (if student lives in a Residential College):
            resed@usc.edu
         iv. Financial Aid (if student receives financial aid):
            pharmfao@usc.edu

F. Close Out. The AIC will close the incident in Advocate.
Section III. STUDENT GRIEVANCES and PROCEDURES

General Academic Concerns Related to a Course
PharmD students who encounter problems relating to the School of Pharmacy Graduate Program have a variety of avenues open to them to seek resolution. The Office of Enrollment and Student Affairs will attempt to resolve any dispute, disagreement, or grievance as directly as possible. Students are recommended to first attempt a resolution to any problem directly with the person(s) most closely involved. However, in the event that this step does not resolve the issue, then the faculty and staff at the USC School of Pharmacy are available to work with students in this regard. For general academic concerns (e.g. course material, teaching style, examination, etc.), students should follow this stepwise progression:

1. Course Instructor(s)
2. Course Coordinator(s)
3. Director of Student Success and Engagement
4. Associate Dean of Academic and Student Affairs

The Director of Student Success and Engagement is available to assist and advise students at any point during the progressions. Depending upon the nature of the issue, these progressions suggested above can be entered at any level. The Associate Dean of Academic and Student Affairs and Assistant Dean of Curriculum will also be informed of relevant academic issues and concerns as necessary.

Curriculum-Related Concerns
For issues or suggestions pertaining to the SOP PharmD Program curriculum (e.g. overall workload for the semester, number of hours in class, course relevance, integration of courses, course sequencing, curriculum enhancement, etc.), a typical stepwise progression would be as follows:

1. Course Coordinator(s)
2. Director of Student Success and Engagement
3. Assistant Dean of Curriculum
4. Associate Dean of Academic and Student Affairs

Conflict Resolution Related to a Faculty Member
Students who encounter problems with a faculty member should first attempt to resolve the conflict with the person(s) directly. In the event that the student is unable to resolve the conflict with the faculty member directly, the student should contact the Director of Student Success and Engagement. We recognize that teaching styles can vary significantly across instructors. The Office of Enrollment and Student Affairs is available to help resolve conflicts between students and their advisors to ensure a constructive working relationship. A typical stepwise progress for student-faculty conflict resolution is as follows:

1. Faculty member
2. Director of Student Success and Engagement
3. Assistant Dean of Curriculum
4. Associate Dean of Academic and Student Affairs

Student Complaint Regarding Policies, Procedures, and Regulations
The USC School of Pharmacy is committed to providing a quality education to all of its students. We aim to provide an effective learning environment and a supportive community for the students. Any
complaints regarding the School’s policies, procedures, and regulations should first be addressed with the Office of Enrollment and Student Affairs. In the event that the office is unable to produce acceptable results, there are other options within and outside of the school for further assistance. A typical stepwise progression is as follows:

1. Director of Student Success and Engagement
2. Associate Dean of Academic and Student Affairs

**Student Complaint Regarding Harassment, Discrimination, or Sexual Misconduct**

Any complaints regarding harassment, discrimination, sexual harassment, or Title IX is handled by the Office of Equity and Diversity. The Office of Equity and Diversity will consider and investigate any complaints brought forth by either students, staff, applicants, or faculty. Anyone who feels they have been harassed or discriminated because of their membership in a protected class (such as race, gender, sexual identity, military status, marital status, age, national origin or religion), should call (213) 740-5086. The Office of Equity and Diversity will arrange for an investigator to interview the complainant and make a determination based on evidence of harassment. Complainants are encouraged to submit any relevant information or evidence such as text messages, online postings, emails, or voicemail messages; as well as write down the names and/or descriptions of potential witnesses. For more information, please see [USC Prohibited Discrimination Harassment and Retaliation Policy](#).

**Other Concerns**

Any other concerns not described above are handled by the Office of Enrollment and Student Affairs, and will be communicated to the appropriate administrator at the School or University. Students desirous of filing a complaint against a University staff member, professor, or department can also receive guidance from the Office of the Vice Provost of Graduate Programs or the Office of the Vice President for Student Affairs, Student Support and Advocacy Office.

**ACPE Complaints Policy**

Complaints regarding the School of Pharmacy’s compliance with [accreditation standards](#) may be directed to the Accreditation Council for Pharmacy Education (ACPE). Please review the [information](#) about submitting complaints, and use this [form](#) to submit a notification to the Accreditation Council for Pharmacy Education (ACPE) regarding your concern that a program is not in compliance with accreditation/certification standards/quality criteria.
PART C: STUDENT AFFAIRS

Section I. OFFICE OF ENROLLMENT AND STUDENT AFFAIRS

The mission of the Office of Enrollment and Student Affairs is to provide student-centered support through evidence-based, innovative, and inclusive practices. Student Services will support, educate, and engage students in areas of:

- Academic Advising
- Course Registrations and Degree Requirements
- Career
- Socialization
- Wellness

The Office of Enrollment and Student Affairs will work closely with students to meet their degree and university requirements each semester. In addition, student-related services and events focused on career preparation, alumni networking, health and wellness, and campus resources will be offered to ensure a successful and engaging experience while at USC. For more information, you may contact Office of Enrollment and Student Affairs at pharmdsa@usc.edu.

Career Support

The Office of Enrollment and Student Affairs will support students in career preparation and planning and provide essential tools to become successful pharmacists. Support will include, but is not limited to, the following:

- Curriculum vitae (CV) and resume review
- Interview preparation
- Use of ConnectSC for job and internship search
- Workshops and career-focused events
- Alumni Networking
- Licensure applications
- Post-graduate trainings

For more information, you may contact Dr. Vanessa Ault, Assistant Director, Career and Academic Counseling, at vault@usc.edu.

School Service Opportunities:

School Info Sessions and Tours

Throughout the year, the School hosts a number of information sessions with school tours for prospective applicants. Student involvement includes being a member of the student panel and acting as a tour guide for those that attend. As a panelist, students are expected to answer questions from prospective applicants and talk about their personal experiences at the school. Students will also lead the prospective applicants on a brief tour around the campus.

Student Committee for Diversity, Equity, and Inclusion (SC-DEI)

The Student Committee for Diversity, Equity, and Inclusion (SC-DEI) aims to build a diverse, equitable, and inclusive culture within the USC School of Pharmacy by supporting the expression of diverse
identities, facilitating cross-cultural communication, and fostering a school-wide commitment to underrepresented populations. sop.dei@usc.edu

Skull and Mortar Honorary Service Association (SAM)
Skull and Mortar (SAM) is a campus organization that aims to provide service to the School and community. Throughout the year, SAM reaches out to students to inform and gather students for various service opportunities. Please see their page under “Student Organizations” for more information.

Student Admissions Committee
Students can volunteer their time by applying for membership with the Student Admissions Committee (SAC). As a member, students will have the opportunity to meet and interact with USC Pharmacy applicants on their interview dates as well as provide feedback to the School for outstanding applicants. Potential roles as a SAC member include:

1. **Greeter:** Meet the applicants as they arrive and help them settle in by having breakfast/lunch. This period will serve as a brief Q&A between applicants and current students. The greeters will then lead applicants to their designated interview rooms.
2. **Group Session Leader:** Students will meet in a group with faculty and a group of applicants to hold a group discussion, getting to know one another as well as getting to know the School. Students should also be prepared to answer questions from applicants.
3. **Tour Guide:** Lead applicants on a tour of the School. Along the way, students will provide a brief history of the School as well as answer any questions applicants may have.
4. **Student Interviewer:** Students are paired with a faculty or alumni member, and together they will interview the prospective student. This role is typically given to P2, P3, or P4 students; however, exceptional P1 students that have been involved with the admissions process may be given the opportunity to interview.

Student Ambassadors of the Margaret and John Biles Leadership Center
Students that demonstrate exceptional leadership, professionalism, and academic excellence may be recommended to become a Student Ambassador later in the school year. Student Ambassadors are expected to represent the School as a student leader and scholar at a number of events, including outreach efforts to prospective and newly admitted applicants. Ambassadorship terms are expected to last until graduation. A minimum grade point average of 3.0 is required to maintain Ambassadorship.
Section II. STUDENT ORGANIZATIONS and AFFINITY GROUPS

For additional information, please access the 2021-2022 Student Organizations Handbook.

A. STUDENT ORGANIZATIONS:

ASSOCIATED STUDENTS OF THE SCHOOL OF PHARMACY (ASSP)
Associated Students of the School of Pharmacy represents the PharmD student body of the USC School of Pharmacy.

PHARMACY GRADUATE ALLIANCE (PGA)
The Pharmacy Graduate Alliance (PGA) is the governing student body for those in the School of Pharmacy’s research-oriented master’s and PhD degree programs.

Honor Societies:

PHI KAPPA PHI (ALL UNIVERSITY)
Founded in 1897, Phi Kappa Phi is one of the nation’s oldest and largest honor societies, and includes members from all academic disciplines. Phi Kappa Phi is USC’s oldest honor society, established at the university in 1924. The society aims to unite the various separate academic units of USC in the common pursuit and recognition of scholarly standards. Membership is by invitation only, with members initiated each spring on the basis of academic excellence.

PHI LAMBDA SIGMA
This national pharmacy leadership society was founded at Auburn University in 1965 and USC’s chapter was established in 1988. The honor society is devoted to identifying, supporting and recognizing the contributions of pharmacy students to their colleges, classmates, campuses, communities and profession.

THE RHO CHI SOCIETY – THETA CHAPTER
The Theta Chapter of Rho Chi was established at USC in 1925. A national pharmacy honor society, Rho Chi encourages and recognizes excellence in intellectual achievement and advocates critical inquiry in all aspects of pharmacy. To be nominated, students must have completed two years of the professional curriculum, be among the top 20% of their class and be approved by the dean of the School of Pharmacy.

Service Organizations:

SKULL AND MORTAR HONORARY SERVICE ASSOCIATION (SAM)
This honorary service organization was established at USC in 1930. Eligibility for Skull and Mortar membership is attained by active extracurricular participation in student service at USC or the School of Pharmacy, or in the School’s student body.

STUDENT NATIONAL PHARMACEUTICAL ASSOCIATION (SNPHA)
Founded in 2008, the USC Chapter of SNPhA is an educational service organization dedicated to bridging the gap between health access and health disparities. Membership is open to pharmacy students who are interested in organizing and executing programs aiming to improve the health, educational and social environment of the community.
Social Organizations:

ALPHA IOTA PI
A regional pharmacy fraternity, Alpha Iota Pi was founded at USC in 1940. Its objectives are to promote the profession of pharmacy, encourage closer relationships with both faculty and fellow students, foster the development of outstanding character and leadership, and support high standards of scholarship.

LAMBDA KAPPA SIGMA
Lambda Kappa Sigma, a national pharmacy fraternity, was organized at the Massachusetts College of Pharmacy in 1913 and was established at USC in 1921.

PHI DELTA CHI
A national pharmacy fraternity, Phi Delta Chi was founded at the University of Michigan in 1883, with the Omicron chapter established at USC in 1909. Its purpose is to advance the science of pharmacy, develop leadership, and network for and promote cooperation and friendship among its members. The Omicron Alumni group provides scholarships for active members.

Professional Organizations:

ACADEMY OF MANAGED CARE PHARMACY (AMCP)
The Academy of Managed Care Pharmacy (AMCP) is a national organization with 14 student chapters nationwide. The AMCP-USC Chapter was established in 2000. It is the only chapter west of the Mississippi, making the organization a unique opportunity for USC pharmacy students to explore career options and interests in the managed-care pharmacy setting. Although the primary focus is managed-care pharmacy (HMOs, pharmacy benefit management (PBMs) and other health plans), the organization also maintains connections with pharmaceutical industry.

AMERICAN PHARMACY STUDENT ALLIANCE (APSA)
The American Pharmacy Student Alliance (APSA) is a student alliance between five independent professional organizations: American Pharmacists Association-Academy of Students of Pharmacy (APhA-ASP), American Society of Health-System Pharmacists (ASHP), California Pharmacists Association (CPhA), California Society of Health Systems Pharmacists (CSHP) and International Pharmaceutical Students’ Federation (IPSF). The USC School of Pharmacy maintains an active chapter of APhA-ASP, affiliated with APA, CSHP and CPhA. Students have representation in the House of Delegates of these organizations, serve on policy committees and receive the journals of both the national and state organizations. The APSA local student chapter meets regularly to consider issues of professional interest and to sponsor professional programs.

AMERICAN SOCIETY OF CONSULTANT PHARMACISTS (ASCP)
The vision of ASCP is to empower student pharmacists to promote healthy aging and enhance quality of life of older adults through impactful interactions with the community.

CHINESE-AMERICAN PHARMACY STUDENT ASSOCIATION (ChAPSA)
ChAPSA is a cultural organization that provides professional and community events to get involved in the local Chinese community and learn about the pharmacy profession.

COLLEGE OF PSYCHIATRY & NEUROLOGIC PHARMACISTS (CPNP)
**CPNP-USC** is a student organization that focuses on mental health outreach to the local community, improves understanding and treatment of mental illness, and exposes pharmacy students to real-life applicable skills training.

**KOREAN-AMERICAN PHARMACY STUDENT ASSOCIATION (KAPSA)**
**KAPSA** is a cultural organization created to encourage professional and educational development among students and faculty, form a strong relationship between fellow students and faculty, provide networking opportunities within the field of pharmacy, promote the Korean culture through the community, and serve the school, profession, and community at large.

**MEDICAL AND PHARMACY STUDENT COLLABORATION (MAPSC)**
**MAPSC** is the first organization founded on the USC Health Sciences Campus to bridge the gap between the USC School of Pharmacy and the other health professional schools (medicine, physician assistant, physical therapy and occupational therapy). MAPSC aims to create an environment that displays the capabilities and roles of other health care professionals with the goal of highlighting the importance of working within an interdisciplinary health care team.

**NATIONAL COMMUNITY PHARMACISTS ASSOCIATION (NCPA)**
The **National Community Pharmacists Association (NCPA)** represents independent pharmacy owners and practitioners. Established in 2003, the USC student chapter focuses on creating opportunities for students who specifically want to learn about independent pharmacy. The organization’s goal is to increase student involvement by: raising political awareness about issues facing independent pharmacies; educating student members on how to obtain ownership and operate their own pharmacies; establishing relationships between students and independent pharmacists; and by providing hands-on experience in different aspects of independent pharmacy, including compounding. Furthermore, NCPA provides members with a chance to become involved through local, state and national positions.

**PHARMSC CLINIC**
**PharmSC Clinic** is a free screening-clinic run by USC pharmacy students that offers screening in diabetes, cholesterol, hypertension, and body fat analysis. Volunteers at the clinic are given the unique opportunity to interactively apply their clinical knowledge as they screen and counsel patients under the supervision of a pharmacist.

**STUDENT INDUSTRY ASSOCIATION (SIA)**
The **Student Industry Association (SIA)** exists to prepare, educate and inform USC School of Pharmacy students for careers in the pharmaceutical industry. Through panel discussions with industry representatives, seminars, career development education, internship opportunities, unique conferences and a mentorship program, SIA provides a wealth of untapped resources and exposure to this dynamic area of pharmacy.

**VIETNAMESE-AMERICAN PHARMACY STUDENT ASSOCIATION (VAPSA)**
**VAPSA** was established in December of 2001, and have grown into a recognized service organization while simultaneously promoting the pharmacy profession and Vietnamese culture. VAPSA is committed to providing health services to the community in conjunction with promoting the pharmacy profession.

**B. AFFINITY GROUPS**
At the USC School of Pharmacy, we welcome, respect, and value students, faculty, and staff with diverse identities, backgrounds, and perspectives. Starting a new journey as a graduate student can be challenging, and a feeling like one is included and belongs is important for success. The Student Committee for Diversity, Equity, and Inclusion (SC-DEI) has upheld this sense of inclusion by facilitating the formation of affinity groups. Affinity groups are communities of students, faculty, and staff with shared interests, hobbies, goals, identity, culture, and/or language.

**Armenian Affinity Group**
The Armenian Affinity Group's objectives are to create a community built around collaboration, awareness, and unity within the Armenian culture at the USC School of Pharmacy and the other professional schools. We hope to foster an environment that allows for safe communication, and the building of a community, that will enhance personal, educational, and research excellence. We aim to highlight the visions, build on innovative ideas, and strengthen leadership amongst its members in order to build a network of healthcare providers that work towards providing qualitative and exceptional patient care. Contact: armenianaffinityusc@gmail.com

**Black Pharmacy Society (BPS)**
USC Black Pharmacy Society is an affinity group that supports students, faculty, and staff across the African diaspora, including, but not limited to members who identify as Black, African-American, or Pan-African. The goal of BPS is to recruit prospective students, maintain retention of current students, and to foster a sense of community and unity within the USC School of Pharmacy. Contact: bps.usc@gmail.com

**Family Support for Professionals (FSP)**
Family Support for Professionals is a support community for all USC School of Pharmacy students, faculty, staff, and alumni who are parents or caregivers. Contact: Michael Hsiao, hsiaomic@usc.edu

**Indian Subcontinental Club (ISC)**
The Indian Subcontinental Club is the South Asian affinity group at the University of Southern California School of Pharmacy. Our goal is to provide health education tailored to the South Asian community while increasing awareness of the influence of their culture on this population's health among the student body. Contact: Kamal Gill, jaskamag@usc.edu

**LatinX Advancing in Pharmacy (LAP)**
The LatinX Advancing in Pharmacy is a community created to establish a welcoming and inclusive environment for LatinX students at the USC School of Pharmacy. Through mentorship, outreach, and awareness, we wish to represent and expand the number of LatinX students in pharmacy and help others learn more about the LatinX culture and its values. Contact: Olivia Ramirez, odramire@usc.edu

**Parmasya**
Parmasya is the Filipino-American Affinity Group in the University of Southern California School of Pharmacy. Our goal is to foster and promote the Filipino culture, tradition, and heritage to students, alumni, faculty, and staff at the USC School of Pharmacy. Contact: uscparmasya@gmail.com

**Rx Pride**
Rx Pride is the LGBTQIA+ affinity group in the University of Southern California School of Pharmacy. Our goal is to provide and promote an inclusive and welcoming environment to the LGBTQIA+ community. Contact: rxprideusc@gmail.com

**Middle Eastern Pharmacists Association (MEPhA)**
MEPhA is an organization that would like to promote healthcare awareness programs within the community and provide a platform for the Middle Eastern pharmacists and students in the community to unite by facilitating opportunities for networking, mentorship, and professional development. Contact: Noor Atto, atto@usc.edu

**International Student Affinity Group (ISAG)**
The International Student Affinity Group is a community that stems from the USC Office of International Services in an effort to provide peer support for the USC School of Pharmacy international population. Our mission is to provide a supportive environment for newly incoming international students and current international students, faculty, and staff. Contact: Haoyi Cui, haoyicui@usc.edu
Section III. CAMPUS RESOURCES

USC is devoted to creating an integrated learning experience that helps students reach their educational, personal, and professional aspirations. Below is a list of available campus resources for students. For more information on campus resources, please visit their website at https://studentaffairs.usc.edu/.

COVID-19 Updates and Resources
Both the USC School of Pharmacy and the University maintain updated websites dedicated to the COVID-19 situation, including frequently asked questions. Please refer to the following websites for updated information.
School-specific COVID-19 Updates: https://pharmacyschool.usc.edu/covid19/
University-specific COVID-19 Updates: https://coronavirus.usc.edu/

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<tr>
<th>Services</th>
<th>About</th>
<th>Contact Information</th>
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<tr>
<td><strong>USC School of Pharmacy</strong></td>
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<tr>
<td><strong>Admissions</strong></td>
<td>Information for PharmD application requirements.</td>
<td>Email: <a href="mailto:pharmadm@usc.edu">pharmadm@usc.edu</a></td>
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<tr>
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<td>Phone: (323) 442-1466</td>
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<td>Website: <a href="https://pharmacyschool.usc.edu/apply/admission/">https://pharmacyschool.usc.edu/apply/admission/</a></td>
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<tr>
<td><strong>Student Affairs</strong></td>
<td>Works closely with students to meet degree and university requirements each semester; Offers student-related services and events focused on career preparation, alumni networking, health and wellness, and campus resources.</td>
<td>Cory Reano, Director of Student Success and Engagement Email: <a href="mailto:reano@usc.edu">reano@usc.edu</a></td>
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<td>Phone: (323) 442-1469</td>
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<td>Website: <a href="https://mypharmacyschool.usc.edu/resources/academic-and-student-services-support/">https://mypharmacyschool.usc.edu/resources/academic-and-student-services-support/</a></td>
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<td><strong>Financial Aid</strong></td>
<td>Financial aid provides support with applications for financial aid and resources for tuition and other special circumstances.</td>
<td>Email: <a href="mailto:pharmfao@usc.edu">pharmfao@usc.edu</a></td>
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<tr>
<td><strong>USC School of Pharmacy Diversity, Equity, and Inclusion</strong></td>
<td>USC School of Pharmacy Diversity, Equity, and Inclusion is dedicated to fostering a diverse, equitable, and inclusive culture within the USC School of Pharmacy.</td>
<td>Website: <a href="https://sites.usc.edu/sopdei/">https://sites.usc.edu/sopdei/</a></td>
</tr>
<tr>
<td><strong>USC School of Pharmacy Project Wellness</strong></td>
<td>The mission of USC School of Pharmacy Project Wellness is to lead, shape, and foster a culture of well-being for our students, staff, faculty, and the communities we serve.</td>
<td>Website: <a href="https://sites.usc.edu/projectwellness/">https://sites.usc.edu/projectwellness/</a></td>
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Academic and Career Services
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<th><strong>Academic Advising</strong></th>
<th>The USC School of Pharmacy Student Affairs Office is here to assist students with academic advising, course registration and more.</th>
<th>Email: <a href="mailto:pharmdsa@usc.edu">pharmdsa@usc.edu</a>  Phone: (323) 442-1469</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supplemental Instruction (SI)</strong></td>
<td>Supplemental Instruction (SI) is a peer-facilitated, self-directed learning sessions open to all first-year (P1) students to help increase their academic performance and success.</td>
<td>Email: <a href="mailto:assp.academicaffairs@gmail.com">assp.academicaffairs@gmail.com</a></td>
</tr>
<tr>
<td><strong>Rho Chi Society</strong></td>
<td>Rho Chi Society offers group sessions and individual tutoring throughout the semester. Any PharmD student is welcome to attend a group session. Students may also request additional individual tutoring services if interested.</td>
<td>Email: <a href="mailto:USCRhoChiVP@gmail.com">USCRhoChiVP@gmail.com</a></td>
</tr>
</tbody>
</table>
| **USC Library** | Offers a list of available PharmD textbooks for free download.  
https://libraries.usc.edu/locations/norris-medical-library/students | Website: libraries.usc.edu |
| **Career Services** | The USC School of Pharmacy Office of Enrollment and Student Affairs assist student with career planning, CV review, interview preparation and more. | Email: pharmdsa@usc.edu or vault@usc.edu |
| **connectSC** | connectSC is the central hub for career services. Students may obtain information on jobs, employers, career center services, workshops, events, programs, and other topics of interest. | Website: https://pharmacyschool.usc.edu/connectsc/ |
| **Residency Preparation** | For students interested in applying for a residency the Residency Candidate Mentoring Program (RCMP) can assist students in this process. | Email: residentfellow@usc.edu  Website: https://pharmacyschool.usc.edu/programs/residency/ |
| **Pharmacy Alumni Association** | Represents a vast network of Trojan graduates, comprising approximately 50% of Southern California’s practicing pharmacists. | Email: stanovic@usc.edu  Phone: (323) 442-1738  Website: https://pharmacyschool.usc.edu/alumni/association/ |
| **Student Support** | | |
| **Office of Student Accessibility Services (OSAS)** | OSAS is responsible for ensuring equal access for students with disabilities in compliance with state and federal law. OSAS serves students in all credit-granted courses and programs of study. | Address: 3601 Watt Way, Grace Ford Salvatori (GFS) 120, Los Angeles, CA. 90089  Email: osasfrontdesk@usc.edu  Phone: (213) 740-0776 |
| **Office of the Ombuds** | The ombuds profession strives to assist individuals and groups to manage conflicts and concerns. At USC, the Ombuds Office is staffed with organizational ombuds. The Ombuds Office supplements and does not replace any other formal or investigative campus resources. | HSC Ombuds Office  
Email: hscombuds@usc.edu  
Phone: (323) 442-0382  
Website: [https://ombuds.usc.edu/](https://ombuds.usc.edu/) |
| **Office of International Services (OIS)** | OIS assists international students in completing requirements (e.g., visa) to study in the U.S. | Email: ois@usc.edu  
Phone: (213) 740-2666  
Website: [https://ois.usc.edu/](https://ois.usc.edu/) |
| **Undocumented Trojans Online Resource Center** | To find campus resources and programs for undocumented, DACAmented, and Immigrant students, faculty, staff, and the community. | Website: [https://undoc.usc.edu/](https://undoc.usc.edu/) |
| **Student Equity and Inclusion Programs (SEIP)** | SEIP is a cluster of student development center and initiatives that offer student support services and programs that focus on intersectionality, sense of belonging, and well-being. | Website: [https://seip.usc.edu/](https://seip.usc.edu/) |
| **Kortschak Center for Learning & Creativity** | Kortschak provides learning support tools for all students. This includes online tutorials on learning, motivation, and study strategies, and on-demand workshops on a wide range of topics related to academic success. | Email: kortschakcenter@usc.edu  
Phone: (213) 740-7884  
Website: kortschakcenter.usc.edu |
| **Student Basic Needs** | Fosters a culture of holistic well-being by helping eliminate life barriers, such as food, housing, and economic injustice, that may jeopardize student academic and personal success. | Email: basicneeds@usc.edu  
Website: [https://studentbasicneeds.usc.edu/](https://studentbasicneeds.usc.edu/) |
| **Office of Religious and Spiritual Life** | The Office of Religious Life (ORSL) sponsors a variety of opportunities for exploring the spiritual dimensions of life and learning. | Email: orl@usc.edu  
Phone: (213) 740-6110  
Website: orl.usc.edu |

**Health & Safety**

| **We are SC** | To get important, updated information regarding the 2020-2021 academic year as it pertains to the pandemic and public health safety requirements. | Website: [https://we-are.usc.edu/](https://we-are.usc.edu/) |
| **USC Student Health and Wellness and Prevention Programs** | USC Student Health is dedicated to providing all basic primary care needs, as well as referrals to specialty care services such as dermatology, allergy, and nutrition services. | Phone: (213) 740-9355 (WELL)  
Website: [https://studenthealth.usc.edu/medical-care/](https://studenthealth.usc.edu/medical-care/) |
| **USC Student Health Insurance** | All USC students are required to have health insurance; here are USC Health Insurance options. | Website: [https://studenthealth.usc.edu/our-services/insurance-plan/](https://studenthealth.usc.edu/our-services/insurance-plan/) |
| **Counseling and Mental Health** | Provides counseling support through telehealth appointments, online workshops, and online | Phone: (213) 740-9355  
Website: |
<table>
<thead>
<tr>
<th>Services</th>
<th>Let’s Talk drop-in services.</th>
<th><a href="https://studenthealth.usc.edu/counseling/">https://studenthealth.usc.edu/counseling/</a></th>
</tr>
</thead>
</table>
| **Trojans Care 4 Trojans (TC4T)** | TC4T is an initiative that empowers USC students, faculty, and staff to take action when they are concerned about a fellow Trojan challenged with personal difficulties. | Email: uscsupport@usc.edu  
Phone: (213) 740-0411  
Website: [https://campussupport.usc.edu/trojans-care-4-trojans/](https://campussupport.usc.edu/trojans-care-4-trojans/) |
| **Mindful USC**                   | Its mission is to build a culture of mindfulness and compassion. It offers ongoing training, practice groups and special events. | Email: mindful@usc.edu  
Website: [https://mindful.usc.edu/](https://mindful.usc.edu/) |
| **Department of Public Safety (DPS)** | To provide a safe and secure environment on campus. | Website: [https://dps.usc.edu/](https://dps.usc.edu/)  
HSC: Emergency: (323) 442-1000  
Non-Emergency: (323) 442-1200 |
| **Relationship and Sexual Violence Prevention and Services (RSVP)** | Free and confidential therapy services, workshops, and training for situations related to gender-based harm. | Website: [studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault)  
Phone: (213) 740-9355(WELL), press “0” after hours – 24/7 on call |
| **National Suicide Prevention Lifeline** | Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. | Website: [www.suicidepreventionlifeline.org](https://www.suicidepreventionlifeline.org)  
Phone: 1 (800) 273-8255 – 24/7 on call |
SECTION IV. STUDENT WELLNESS

Pursuing a doctorate degree is an exciting yet challenging time for many students. For some, the transition to the PharmD program at USC can be a significantly difficult adjustment following an undergraduate academic career. PharmD students are expected to juggle a variety of difficult tasks, including navigating a rigorous didactic curriculum and demonstrating competency in pharmacy practice experiences, all while managing personal lives and attempting to achieve balanced and healthy lifestyles. In addition to these stressors, many students are also heavily involved in co-curricular activities such as serving in leadership positions with professional organizations, volunteering in the community, and working and participating in legislative advocacy. Furthermore, the majority of students who pursue internships often have the extreme burden of managing reduced studying time, which is especially straining during midterm and final exams.

While juggling these activities and stressors, it is not uncommon for students’ wellness efforts to suffer. Healthy eating, hydration, adequate sleep, exercise, personal time, and family time often become progressively lower priorities compared to other demands associated with pharmacy school.

**What is wellness?**

Wellness is a multidimensional, conscious, self-directed, and ever-evolving process of pursuing a balanced and healthy lifestyle. While the pursuit of wellness is meant to be a positive and affirming process, it is often easy to feel overwhelmed and disinterested by the effort that it requires, especially when juggling so much. Others may feel that it is impossible to address all six domains of wellness. Although it is difficult, it is important to actively make choices towards a more balanced and successful existence—this starts with baby steps. Even being aware that you need to address your wellness and well-being is a step in the right direction! No one’s pursuit nor timeframe of wellness will be identical, so it is imperative to find what works for you and how you can best achieve it.


At the USC School of Pharmacy, the overall well-being of our students is a priority, and concepts in wellness are emphasized throughout the PharmD program. However, students must exercise a level of self-awareness and commitment regarding their own wellness, and work to maintain personal wellness as a priority. Here are some helpful tips to actively pursue wellness:

- Schedule personal time and study time just as you would schedule class or work
- Commit to getting at least 7 hours of sleep each night
- Drink plenty of water to stay hydrated
Get moving! Aim for 10,000 steps each day. Consider the use of a fitness tracker to monitor daily activity and sleep.
Maintain diet low in saturated fat and sodium
Stay active in activities outside of pharmacy school, such as hobbies, social time, etc.

To support and promote wellness, well-being, and community-building, the USC School of Pharmacy has created an initiative called Project Wellness. Project Wellness offers many events and programs across the six domains of wellness, and aims to provide novel and necessary programs for all students, staff, faculty, and our greater community. To further promote wellness and community-building on the USC Health Sciences Campus, Project Wellness often collaborates and promotes other campus wellness groups’ programs. All programs are free and everyone is encouraged to participate. Some of the current Project Wellness programs include:

- Book club
- Quarterly step challenges
- Virtual yoga class
- Mindfulness Meditation Practice Group

Many helpful and timely webinars are also offered such as Thriving in Challenging Times, Self-Care, Ergonomics of Home Workspaces, Sleep Hygiene, and Green Living/Sustainability.

Project Wellness is always receptive to new ideas for programs and webinars in order to better cater to the needs of our community. If you would like to submit an idea, please do not hesitate to email us at sop.wellness@usc.edu, or leave us a message on our website at https://sites.usc.edu/projectwellness/.

Wellness Resources:
http://healthymindplatter.com
https://www.insightla.org/audio/guided-meditations
https://www.thriveglobal.com/
https://ecohenshc.usc.edu/wellness/
http://bewell.usc.edu/nutrition-exercise/nutrition-and-exercise-at-hsc/
Section V. PROFESSIONAL CONFERENCES ATTENDANCE POLICY

Disclaimer
The faculty course coordinator makes the final decision of whether or not the student is allowed to miss class or coursework for the requested professional national or regional conference or meeting, including all Proposed Approved Professional Conferences/Meetings. No appeals are permissible.

Purpose
To provide guidance to the faculty and student if permission is granted to attend a professional conference or meeting that occurs during the time of a case conference or a period of mandatory class attendance days. To define how attendance at these conferences can be achieved without compromising course work and class activities.

General Policy
Check the course syllabus for quizzes, midterms and final examination dates. These will not be excused and accommodations will not be made for them if missed due to conference/meeting attendance.

Background
PharmD candidates of the University of Southern California (USC) School of Pharmacy are encouraged to attend professional conferences throughout the academia year. Faculty are encouraged to support student attendance to professional conferences to facilitate leadership, professional development, and representation of the USC School of Pharmacy. This policy represents the minimum standard that courses can honor. Faculty may find additional ways to accommodate the student and outline such requirements in the course syllabus.

Policy
1. Check with the Director of Student Success and Engagement if the conference you are interested in is an approved professional conference/meeting.

2. Only students in good academic standing may officially represent the University at Approved Professional Conferences/Meetings. Good academic standing will be defined as a current GPA of 2.7 or higher. Note to the student: if the student intends to participate in a group or team competition but is not in good academic standing, the student may not attend the conference despite membership representation on a team. The student must consider the academic standing prior to participating in the local competition prior to the activity. There are no exceptions to this contingency. The team will either have to forfeit its competition status, or another student may replace the student who is not in good academic standing. No appeals are permissible.

3. Students should submit a complete request to attend a conference (using the form below, entitled, “Request from Student to Attend Professional Conference/Meetings”) to the coordinator of an affected course via e-mail no later than 2 months prior to the event. The coordinator should respond to this request with a decision within two weeks. If multiple courses are affected, requests should be sent simultaneously to all course coordinators.

4. Prior to permission for attendance being granted, the course coordinator and student must agree to a specific mechanism for the student to cover missed class content and assignments.
5. If one conference/meeting is attended by more than 6 students per course, a student body officer representative attending the meeting shall compile a list of these students and submit the list with the “Request from Student to Attend Professional Conference/Meetings” forms for each student. The course coordinator will choose to communicate with the student officer or each individual student.

6. This policy excludes absence from IPPE or APPE rotations. Excusal from rotations is subject to approval by the Office of Professional Experience Programs and the respective rotation preceptor.

7. If a student violates this attendance policy, faculty must report the absence to the Office of Academic and Student Affairs.

8. Faculty and students may submit written formal proposals to have events added to the Proposed Approved Professional Conferences/Meetings list. Proposals must be submitted by June 1st preceding the academic year in which the event will take place. Formal proposals must be submitted to the Office of Academic and Student Affairs. The Office of Academic and Student Affairs will review the proposal and inform the applicant of the decision within one month of receiving the proposal.

9. All students of the USC School of Pharmacy will receive a copy of this policy at the beginning of each academic year.

10. P1 students in the fall semester are not permitted to miss class time to attend a conference for any reason.

Qualifications for Approval of Classroom Absence
1. The event has been formally approved by the USC School of Pharmacy.
2. Student is in good academic standing.
3. Student has submitted a formal written request for excusal to attend the Professional Conference by the appropriate deadline outlined by this policy.
4. A mechanism for covering missed class content and assignments has been agreed to by the course coordinator.
5. An excused absence has been granted by the case conference course coordinator (if a case conference session is to be missed)

Procedural Timeline

<table>
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<th>Action</th>
<th>Minimum Deadline</th>
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| 1. Student will inform course coordinators, via e-mail, a request to attend specific professional conference/meeting  
*Note:* if there are more than 6 students attending the same conference, a list of these students should be sent with each Request from Student Form by the student officer representative | 8 weeks prior to event |
| 2. Course coordinator should respond to student request, in writing, including e-mail  
*Note:* students may require flight and hotel arrangements and early-bird registration deadlines | Within 2 weeks of the student request |
<table>
<thead>
<tr>
<th><strong>Request from Student to Attend Professional Conference/Meeting</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name:</strong></td>
</tr>
<tr>
<td><strong>PharmD Candidacy Year:</strong></td>
</tr>
<tr>
<td><strong>Current Grade Level:</strong></td>
</tr>
<tr>
<td><strong>Current GPA (include confirmation from Academic Affairs Office):</strong></td>
</tr>
<tr>
<td><strong>Name of Conference:</strong></td>
</tr>
<tr>
<td><strong>Dates of Conference:</strong></td>
</tr>
<tr>
<td><strong>Absent Classroom Dates:</strong></td>
</tr>
<tr>
<td><strong>Type of Professional Event (select one):</strong></td>
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<tr>
<td>Competition/Poster</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
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<tr>
<td><strong>Purpose for Attendance/Additional Comments:</strong></td>
</tr>
</tbody>
</table>

Student is missing a Therapeutics Case Conference\(^1\) (circle one): Yes  No

If yes, fill out the following information below:

Date of Therapeutics Case Conference: ______________  Time of Case Conference: __________

Resident Name: ______________________________________________________________

Resident e-mail address: _________________________________________________________

I have notified my resident of the excused absence and carbon copied the resident in my final correspondence to the co-coordinators of the Therapeutics Module.  **Student initials:** _____

Faculty member who will proctor the Case Conference quiz at the professional meeting site:

Name: ______________________________________________________________  e-mail address: ______________________________

I have notified this faculty member of the excused absence and carbon copied the faculty in my final correspondence to the co-coordinators of the Therapeutics Module. This faculty member and I have arranged to submit my completed written therapeutics case responses and complete any required quizzes or assignments on the original date and time of the scheduled case conference, as described in the course syllabus.  **Student initials:** _____

**Student Agreement:**

*I understand that I will be responsible for making up missed class content and assignments during my absence as outlined in the course syllabus and agreement with the course coordinator.*

Student Name: ______________________________________________________________

Student e-mail address: _________________________________________________________

Student Signature: __________________________________________  Date: ______________

Faculty Name: ______________________________________________________________

Faculty e-mail address: _________________________________________________________

Faculty Signature: __________________________________________  Date: ______________

If approval is granted, the student should send a confirmatory e-mail to all involved parties, as described above, two business days prior to the conference start date. This message will include the student’s mobile telephone number. Failure to complete this step may lead to a failed grade on a missed assignment.  **Student initials:** _____

\(^1\)Footnote: The student is responsible for working with the course coordinator to identify a faculty member to proctor Case Conference quizzes and review the case on a Thursday at the approximate time that the School of Pharmacy is conducting the same quiz and discussing the case (10am or 1:00pm PST).
Section VI. PROFESSIONALISM

Email ETIQUETTE and eSVPs

Students in the USC School of Pharmacy program are considered professionals and thus must conduct themselves appropriately in all interactions including via email. It is important that students follow general email etiquette standards for professional communication as outlined below:

1. Meaningful subject line
   Subject lines should accurately describe content giving reader concrete reason to open the message. Subject should be specific to avoid spam-blocker programs
2. Formal writing
   Messages should always be written with formal grammar and writing. Informal writing is reserved only for close friendships or colleagues
3. Focused message
   The purpose of the message should be clearly addressed and polite. Emails should be organized to one subject and limited length. Unrelated points can be split into separate, purposeful emails.
4. Identify yourself
   If the person you are emailing has never interacted with you, introduce yourself in the first few sentences. If you are following up on a face-to-face contact, provide specifics to clue their memory. Identification is not necessary if the receiver knows you well enough to recognize your email address. An email signature block should always be included (see below)
5. Respond promptly
   Emails should be responded to within 48 hours. If you are unable to act on an email, respond to the email to acknowledge you have at least received it
6. Show respect and restraint – sending and responding
   Make proper use of “reply all” when it is important that all who are CC’d to an email receive your message. Likewise, properly use “reply” to prevent unnecessarily inconveniencing others. Spend proper time proofreading the addressees, subject line, content, spelling, and grammar of your email prior to sending

USC email signature identity guidelines:
https://identity.usc.edu/digital/email-signatures/

eSVPs:
Students who are interested in attending professional events hosted by USC are expected to eSVP. Students who do not eSVP should understand that they may be barred from an event subject to event capacity or event facilitator discretion. Priority to events will be given to those who have successfully eSVP’d. Likewise, an eSVP is considered a commitment to attend and students who fail to attend after submitting an eSVP may be barred from future eSVP events at faculty discretion.
Online Etiquette and Conduct

The online classroom, though very different for many of us, still constitutes a classroom and the decorum should remain the same. Please keep in mind these guidelines for interacting with your peers and instructors in the online environment. Use these guidelines as a foundation for establishing the norms and rules of conduct you would like your group to abide by for the semester.

**General Conduct for Online Courses**

- Always use a respectful tone when interacting with your classmates and instructors
- Please keep your video on during the sessions to demonstrate ongoing participation and engagement
- Avoid interrupting others – consider using the ‘Raise Hand’ option to indicate your desire to contribute
- Ask clarifying questions if you don’t understand – chances are your classmates are also confused!
- Discussion is welcome and encouraged and should build on each other’s contributions – respond to the content, not the individual
- Avoid monopolizing the discussion
- Everyone should be an active participant in the discussion
- Take responsibility for the quality and direction of the discussion
- Limit any distractions, including background noise or offensive/distracting backgrounds
- Eating is discouraged during the session, though is permissible provided it is not disruptive
- Avoid side conversations in the chat box or other non-Zoom messaging systems
- Arrive on time for every session
- No unprofessional dress (e.g. no wearing pajamas)

**Technical Support**

Understandably, some technical issues may arise during the semester. Please test your connection prior to the first day of the semester. If you encounter any issues, please contact the support desk for help.

SOP IT helpdesk: Email: pharmit@usc.edu (323-442-0002)
Zoom support: [https://itservices.usc.edu/zoom/](https://itservices.usc.edu/zoom/) (213-740-5555)
Blackboard support: Email: blackboard@usc.edu (213-740-5555, option 2)
DRESS CODE for Professional Activities

Professional activities may include but are not limited to: introductory and advanced pharmacy practice experiences (IPPEs and APPEs), case conferences, health fairs and other professional events or activities.

USC students are expected to maintain certain standards of appearance during all patient care activities and when otherwise requested to do so (e.g. simulated clinical activities, labs, etc.). Students who are in violation of the dress code may be subject to action including, but not limited to, dismissal from the activity subject to faculty discretion. While in other practice settings student may be held to different dress codes.

All students must meet the standards for appearance as outlined below:

1. Students should dress in well-fitting business or business casual attire with their white coat while at a practice site. White coats must be clean and neat. Examples of acceptable attire include:
   a. Dress shirt with or without plain tie (solid, stripe, or simple pattern)
   b. Dress slacks or knee-length skirt
   c. Close toe shoes with heel < 2.5 inches
   d. Scrubs may be appropriate depending on the practice site and if approved by the preceptor
2. USC nametag should be worn at all times on the upper body
3. Long hair must be tied back when performing physical exams and when otherwise necessary. Facial hair should be trimmed and neat
4. Jewelry should be kept simple and minimal
5. Nails must be short. In most clinical settings acrylic or other artificial nails are not appropriate.
6. Personal hygiene must be maintained

Examples of inappropriate attire/appearance:

1. T-shirts, tank tops, jeans, shorts, athletic wear, or sneakers
2. Sandals, bare feet, or any shoes that expose the feet
3. Short skirts, tight fitting clothing such as leggings, and clothing that reveals skin when leaning, stretching, or bending over
4. Wrinkled, torn, or visibly stained clothing
5. Visible tattoos (tattoos should be kept covered when possible)
6. Hats (headwear worn for religious purposes is acceptable)
7. Personal products such as cologne, hair products, and body lotion with a strong scent
8. Attire with distracting organizational names or logos