UNIVERSITY OF
GEORGIA
College of Pharmacy

Pharm.D. Student Handbook
2026-2027

TABLE OF CONTENTS

CALENDAR 4
ACCREDITATION AND PROFESSIONAL LICENSURE 5
COLLEGE OF PHARMACY HISTORY 5
COLLEGE OF PHARMACY VISION 6
COLLEGE OF PHARMACY MISSION 6
FACULTY AND STAFF 6
DOCTOR OF PHARMACY PROGRAM 7
- PROGRAM OF STUDY 7
- PROFESSIONAL ELECTIVES REQUIREMENT 7
- CO-CURRICULUM 8
- FIRST YEAR 8
- SECOND YEAR 9
- THIRD YEAR 10
- FOURTH YEAR 11
- DESCRIPTION OF REQUIRED COURSES 11
- DESCRIPTION OF ELECTIVE COURSES 16
- PHARMACY PREREQUISITES FOR REQUIRED PROFESSIONAL COURSES 21

DUAL DEGREE AND CERTIFICATE PROGRAMS 22
- 6-YEAR B.S./PHARM.D. 22
- 5-YEAR PHARM.D./M.B.A. 23
- 4-YEAR PHARM.D./M.P.H. 23
- 4-YEAR PHARM.D./M.S. 23
- CERTIFICATE IN PHARMACY ENTREPRENEURSHIP 23
- GRADUATE CERTIFICATES FROM INTERNATIONAL BIOMEDICAL REGULATORY SCIENCES (IBRS) 24

EXPERIENCE PROGRAMS 24
2+2 LOCATION ASSIGNMENT PROCESS 25
GEORGIA PHARMACY LICENSURE 26
- REQUIREMENTS 26
- STUDENT INTERN LICENSE 26

TECHNICAL STANDARDS POLICY 27
DISABILITY ACCOMMODATIONS 29
SERVICE DOG POLICY 30
MULTIPURPOSE ROOMS AND SUPPLY LOCKERS 30
STUDENT COMPLAINT POLICY 30
UGA STUDENT COMPLAINTS PORTAL 31
ACADEMIC HONESTY POLICY 31
ACADEMIC PROFESSIONALISM POLICY 32
- DISCIPLINARY ACTION FROM UGA OFFICE OF STUDENT CONDUCT OR GEORGIA STATE BOARD OF PHARMACY 33
- REPORTS OF PROFESSIONALISM VIOLATIONS 33
  - Tier 1 (Minor) Infractions 34
  - Tier 2 (Moderate) Infractions 34
  - Tier 3 (Major) Infractions 35

SOCIAL MEDIA GUIDELINES 36
DRESS CODE 36
STUDENT WELLNESS POLICY 37
ARRESTS AND CONVICTIONS POLICY 41
ACADEMIC STANDING AND RESULTS 41

PRESIDENTIAL SCHOLAR AND DEAN'S LIST 41
GRADUATION WITH HONORS 41
FIRST HONOR GRADUATES 42
HONOR SOCIETIES 42
UNIVERSITY OF GEORGIA ACADEMIC POLICIES AND PROCEDURES 42
STUDENT RESPONSIBILITY 42
COURSE LOAD PER SEMESTER 42
COURSE OVERLOAD 43
COURSE AUDITING 43
REPEATING A COURSE 43
COURSE DROPS AND WITHDRAWALS 43
POLICY ON MANDATORY ASSIGNMENTS, TESTS, AND QUIZZES DURING READING DAYS AND FINAL INSTRUCTIONAL DAY OF A COURSE 45
FERPA NOTICE 45
COLLEGE OF PHARMACY POLICIES AND REGULATIONS 45
ACADEMIC ADVISEMENT 45
ENROLLMENT VERIFICATION 45
REGISTRATION PROCEDURES 45
CHANGE OF SCHOOL/COLLEGE/MAJOR PROCEDURES 46
FEE AND TUITION STATUS 46
CLASS ATTENDANCE 46
EXAMINATION POLICIES 46
CLASS AND EXAM RECORDINGS 46
GRADE APPEAL 47
SCHOLARSHIP REQUIREMENTS 47
GOOD ACADEMIC STANDING 47
PHARMD PROGRESSION AND REMEDIATION POLICY 48
LEAVE OF ABSENCE 52
APPLICATION FOR READMISSION TO THE COLLEGE OF PHARMACY 53
FINANCIAL AID 55
ESTIMATED COST OF ATTENDANCE 55
SCHOLARSHIPS, LOANS & GRANTS 56
AWARDS 56
STUDENT ORGANIZATIONS 57
STUDENT RESOURCES 66
APPS 66
UGA HEALTH, WELLNESS, COUNSELING AND FINANCIAL RESOURCES 66
COLLEGE OF PHARMACY RESOURCES 68
STUDENT FORMS 73
APPENDIX 1–COLLEGE OF PHARMACY ACCOMMODATION PROCEDURES 74
APPENDIX 2–COLLEGE OF PHARMACY TECHNOLOGY RECOMMENDATIONS 80
APPENDIX 3–UGA COLLEGE OF PHARMACY INCLEMENT WEATHER AND EMERGENCY CLOSING POLICY AND PROCEDURES 82
APPENDIX 4–GRADE APPEAL TEMPLATES 84

CALENDAR

Fall 2026

New Student Orientation……..... Monday-Wednesday, August 10-12
White Coat Ceremony *(First-year Students)* ..... Saturday, August 15
Classes Begin ..... Monday, August 17
Holiday..... Monday, September 7
Fall Break ..... Friday, October 30
Withdrawal Deadline..... Wednesday, November 11
Thanksgiving Break..... Monday-Friday, November 23-27
Classes End ..... Tuesday, December 1
Reading Day ..... Wednesday, December 2
Final Exams..... Thursday-Wednesday, December 3-9

Spring 2027

Classes Begin .....Monday, January 11
Holiday..... Monday, January 18
Spring Break..... Monday-Friday, March 8-12

First-year
Withdrawal Deadline..... Thursday, March 25
Classes End ..... Monday, April 12
Reading Day ..... Tuesday, April 13
Final Exams..... Wednesday-Wednesday, April 14-21
IPPE..... Monday, April 26-Friday, May 21

Second-year and Third-year
Withdrawal Deadline..... Wednesday, April 7
Classes End ..... Monday, April 26
Reading Day ..... Tuesday, April 27
Final Exams..... Wednesday, April 28-Tuesday, May 4

Pinning Ceremony.....Saturday, April 10
College of Pharmacy PharmD Commencement .....Saturday, May 1
UGA Undergraduate Commencement..... Friday, May 7

For additional academic calendar information, including University holidays and parts of term, please visit the University of Georgia Office of the Registrar:
https://reg.uga.edu/calendars/academic-calendars/
https://reg.uga.edu/calendars/parts-of-term/

ACCREDITATION AND PROFESSIONAL LICENSURE

The professional Doctor of Pharmacy (Pharm.D.) program meets the professional licensure and certification requirements in the State of Georgia. For additional information about the program, please contact Dr. Andrew Darley, Assistant Dean for Professional Education, at badarley@uga.edu.

The Pharm.D. program is accredited by the Accreditation Council for Pharmacy Education (ACPE) and, therefore, the degree program itself meets each state's requirement of "graduation from an accredited Pharm.D. program" to be eligible to take licensing exams. However, the College of Pharmacy has not made determinations regarding other factors related to licensure in states other than Georgia, such as state-specific internship hours. Specific information about other states can be found at: https://nabp.pharmacy/about/boards-of-pharmacy/.

COLLEGE OF PHARMACY HISTORY

In 1903, the Committee on Laws and Disciplines of the Board of Trustees authorized the organization of a School of Pharmacy at The University of Georgia at Athens. At the same time, Dr. Samuel C. Benedict was appointed to the chair of Materia Medica in the school. Space was allocated in Terrell Hall for the school and six students enrolled for the 1904-1905 year. The educational objective of those six registrants was to matriculate for two years and receive a Ph.G. degree.

In January 1907, Mr. Robert C. Wilson was elected Instructor in Pharmacy and in 1914 was named Director of the Department of Pharmacy; in 1924 he became Dean of the School of Pharmacy. In his first report to the Board of Trustees, he noted that the School had graduated the first women students in 1924. Dean Wilson's continuous struggle to improve pharmacy in Georgia led to development of the first four-year required pharmacy degree in the nation, beginning in 1926. In 1939, the school moved to quarters in New College and was accredited by the Accreditation Council for Pharmacy Education, a rating that has been maintained continuously since that time.

Dr. Kenneth L. Waters was named Dean of the School of Pharmacy in 1948. Under his guidance, the school grew to the point where a new facility was deemed essential. The building was completed in 1964. One year later, the first students of the five-year pharmacy program graduated. The new facility presented an opportunity for student body and faculty growth with faculty experiencing the greatest percentage increase. Academic programs were improved and research output was significantly increased. The service program developed rapidly to the point where several faculty members were involved. An externship and clinical program were required of undergraduate students in an effort to present the optimum learning experience.

Dr. Howard C. Ansel was named Dean in 1977. During his tenure, the name of the school was changed to the College of Pharmacy to reflect the unit's expanded educational, research, and service roles. A Doctor of Pharmacy (Pharm.D.) degree program was offered as a post-baccalaureate degree program and as a tracking option. The Clinical Pharmacy Program at the Medical College of Georgia was established, and an assistant dean of pharmacy was named as its administrator. The graduate and research programs of the College were also strengthened through major renovations to the Robert C. Wilson Pharmacy Building, making the College of Pharmacy one of the premier research units on campus.

Dr. Stuart Feldman was named Dean in 1991. During his tenure, the College received Georgia State lottery funds to increase technology in education. The College was one of the first on campus to have Internet capabilities; e-mail and videoconferencing between Athens and Augusta greatly improved communication among faculty and students. The curriculum was converted from quarters to semesters, and the entry-level Doctor of Pharmacy degree and Non-traditional Doctor of Pharmacy Pathway Program were initiated. The experiential portion of the Pharm.D. program expanded to over one-quarter of the overall curriculum, and a full-time experiential coordinator was hired.

Dr. Svein Øie became Dean in January 2000. Under his guidance, the College extended its regional presence, creating extended campuses in Gwinnett, Albany, and Savannah. The number of clinical faculty was increased, and the clinical faculty track was officially recognized as part of the UGA teaching corps. The College created residency programs and partnered with health systems on our extended campuses to develop or expand residency training. Certificate programs and dual degrees were established; the College developed the University's first on-line graduate program (International Biomedical Regulatory Sciences). The College increased its number of endowed professorships to attract faculty who augmented our research programs. Endowed and deferred gifts increased substantially during this period. The College's physical space in Athens nearly doubled with the construction of Pharmacy South, a state-of-the art teaching and research facility.

Kelly M. Smith, Pharm.D., FASHP, FCCP, assumed the role as Dean of the University of Georgia College of Pharmacy on August 1, 2018. A 1992 and 1993 alumna of the college, she is considered an academic leader with a record of advancing research and pharmacy education.

COLLEGE OF PHARMACY VISION

To be a global leader and catalyst for innovation in pharmacy practice, education, and scientific inquiry that improves health outcomes.

COLLEGE OF PHARMACY MISSION

To transform pharmacy practice, drive scientific discovery, and elevate the health and well-being of Georgians and the global community through innovative, collaborative, and distinctive academic programs, research, and service.

FACULTY AND STAFF

The list of faculty and staff can be found on the College of Pharmacy website at https://rx.uga.edu/faculty-staff/directory/.

DOCTOR OF PHARMACY PROGRAM

PROGRAM OF STUDY

The College of Pharmacy awards the Doctor of Pharmacy (Pharm.D.) degree to students who successfully complete the six-year study of prescribed courses. To receive the Pharm.D. degree, a student must have earned academic credit for not less than 69 semester hours in pre-professional coursework and 148 semester hours of required professional coursework. The pre-professional coursework may be completed at any accredited institution of higher education. The last four years (ten semesters) are in the professional program and must be in residence at the College of Pharmacy.

The Pharm.D. curriculum is designed to develop student knowledge, skills, and attitudes that ensure graduate readiness for practice in diverse career paths within the pharmacy profession. Throughout the program, instructional strategies emphasize application and active learning, and include classroom-based teaching, small group and skills lab activities, and case and simulation-based learning. Introductory experiences allow students to apply what they learn at the College of Pharmacy to actual practice settings during the first three years of the program, with the final year dedicated to culminating advanced experiences in a variety of settings. Reflecting the vital importance of health care teams in the delivery of quality health care services, the Pharm.D. curriculum emphasizes interprofessional education and the ability to practice in team settings. Curricular areas of focus include preparing future pharmacists for providing person-centered care, becoming medication specialists, and improving patient outcomes through management of drug-related problems.

PROFESSIONAL ELECTIVES REQUIREMENT

Students who matriculate between fall 2020 and fall 2024 are required to complete 11 hours of electives, and students who matriculate in fall 2025 and thereafter are required to complete 10 hours of electives as part of the PharmD curriculum. At least 8 hours should be professional electives. Professional electives are defined as those that enhance students' professional development. Electives offered within the College of Pharmacy are acceptable, as are select courses outside of the College of Pharmacy.

Courses with the following prefixes would be considered professional electives: ACCT (Accounting), CSCI (Computer Sciences), DMAN (Disaster Management), ECHD (Counseling & Human Development Services), FACS (Family & Consumer Science), FINA (Finance), GRNT (Gerontology), GLOB (Global Health), HPAM (Health Policy & Management), HPRB (Health Promotion & Behavior), IDIS (Infectious Diseases), KINS (Kinesiology), LLOD (Learning, Leadership & Organization Development), MARK (Marketing), MGMT (Management), PBHL (Public Health), PSYC (Psychology), and foreign language courses, including sign language.

Approval for professional electives outside the College of Pharmacy should go through the administrator with oversight of the Pharm.D. curriculum (Dr. Andrew Darley). In addition, the following restrictions apply:

- Students may not (a) go backward in a course sequence, (b) repeat a course, (c) take a remedial course, or (d) take a PE course when completing the electives requirement.
- Courses taken before entering the Doctor of Pharmacy program cannot count towards the elective requirement.

CO-CURRICULUM

Pharm.D. students must complete the co-curriculum program as part of the requirements for graduation. The co-curriculum program supports development of the student's approach to practice as well as their personal and professional development as defined by the Accreditation Council for Pharmacy Education (ACPE). Co-curricular activities are activities that complement and advance learning that occurs within the formal didactic and experiential curriculum. Details of the program will be discussed with students during the fall semester of their first year.

FIRST YEAR
(37 Credit Hours)

Fall Semester *(18 Credit Hours)*		**Spring Semester** *(19 Credit Hours)*	
Course	*Credit Hours*	*Course*	*Credit Hours*
PHRM 3030 Essentials of Pharmacy Practice I	3	PHRM 3040 Essentials of Pharmacy Practice II	3
PHRM 3300 Pharmaceutical Calculations	2	PHRM 3070 Medicinal Chemistry I	2
PHRM 3310 Principles of Pharmacology I	2	PHRM 3320 Principles of Pharmacology II	2
PHRM 3540 Nutrition and Lifestyle Intervention in Pharmacy Practice	2	PHRM 3500 Career Opportunities in Pharmacy	1
PHRM 3550 Human Pathophysiology	4	PHRM 3520 Interpreting Clinical Laboratory Tests	1
PHRM 3600 Immunology and Biotechnology	2	PHRM 3750 Pharmacy and the United States Health Care System	3
PHRM 3900 Pharmacy Intercommunications	2	PHRM 3820 Self-Care, Nonprescription Drugs, and Herbal Products	3
PHRM 3940 Survey of Drug Information	1	PHRM 3950 Introductory Pharmacy Practice Experience I	4

SECOND YEAR
(38 Credit Hours)

Fall Semester *(18 Credit Hours)*		**Spring Semester** *(17 Credit Hours)*	
Course	*Credit Hours*	*Course*	*Credit Hours*
PHRM 4030 Essentials of Pharmacy Practice III	3	PHRM 4040 Essentials of Pharmacy Practice IV	3
PHRM 4060 Medicinal Chemistry II	2	PHRM 4180 Infectious Disease and Antitumor Agents	3
PHRM 4200 Fundamentals of Pharmaceutics I: Physical Pharmacy and Dosage Form Design	3	PHRM 4211 Pharmaceutics II: Biopharmaceutics and Pharmacokinetics	4
PHRM 4430 Principles of Pharmacology III	3	PHRM 4300 Physical Assessment for Pharmacists	2
PHRM 4700 Statistical Approaches to Drug Literature Evaluation	2	PHRM 4880 Pharmacotherapy II	3
PHRM 4870 Pharmacotherapy I	3	Electives	2
Electives	2		

Summer Semester
(3 Credit Hours)

Course	*Credit Hours*
PHRM 4650 Health System IPPE	3

THIRD YEAR
(33 Credit Hours)

Fall Semester *(16-17 Credit Hours)*		**Spring Semester** *(16-17 Credit Hours)*	
Course	*Credit Hours*	*Course*	*Credit Hours*
PHRM 5160 Applied Pharmacy Practice I	2	PHRM 5170 Applied Pharmacy Practice II	2
PHRM 5390 Pharmacogenomic Therapies	2	PHRM 5420 Pharmacy Health Services Outcomes	2
PHRM 5650 Pharmacy Care Management	2	PHRM 5560 Integrated Patient Cases	2
PHRM 5750 Drug Interactions and Adverse Drug Reactions	2	PHRM 5680 Pharmacy Law and Ethics	2
PHRM 5880 Pharmacotherapy III	4	PHRM 5890 Pharmacotherapy IV	4
PHRM 5920 Clinical Seminar	(1)	PHRM 5920 Clinical Seminar	(1)
Electives	4	PHRM 5950 Advanced Drug Information and Drug Policy Management	2
		Electives	2

FOURTH YEAR
(40 Credit Hours)

Course	*Semester*	*Credit Hours*
PHRM 5901 Advanced Pharmacy Practice Experience I	Summer	5
PHRM 5902 Advanced Pharmacy Practice Experience II	Summer	5
PHRM 5903 Advanced Pharmacy Practice Experience III	Fall*	5
PHRM 5904 Advanced Pharmacy Practice Experience IV	Fall*	5
PHRM 5905 Advanced Pharmacy Practice Experience V	Fall*	5
PHRM 5906 Advanced Pharmacy Practice Experience VI	Fall*	5
PHRM 5907 Advanced Pharmacy Practice Experience VII	Spring	5
PHRM 5908 Advanced Pharmacy Practice Experience VIII	Spring	5
PHRM 5909 Advanced Pharmacy Practice Experience IX	Spring	5

*Students enroll in only 3 of 4 Fall Advanced Pharmacy Practice Experiences

DESCRIPTION OF REQUIRED COURSES

Descriptions of pharmacy courses are available in the UGA Bulletin (https://www.bulletin.uga.edu).

First Year, Fall Semester

PHRM 3030. Essentials of Pharmacy Practice I
Introduction to essential clinical, professional, and practice- based skills needed to provide pharmacy care.

PHRM 3300. Pharmaceutical Calculations
Mathematical principles and quantitative methods utilized in the contemporary practice of pharmacy. Calculations required in the quantitative development and assessment of prescriptions, dosage forms, drug delivery systems, and drug therapy modalities applicable to pharmacy practice.

PHRM 3310. Principles of Pharmacology I
Principles of pharmacology, including pharmacodynamics, pharmacokinetics, and drug metabolism. Actions of agents on the autonomic nervous system and significant nonprescription drugs.

PHRM 3540. Nutrition and Lifestyle Intervention in Pharmacy Practice
Evidence-based principles of nutrition and lifestyle intervention relevant to pharmacy practice.

PHRM 3550. Human Pathophysiology
Common human diseases and their pathophysiology (at the cell, tissue, organ, and system levels). Emphasis on the etiology of the disease, the symptoms, diagnosis, and classification. Introduction to drugs used to treat these diseases.

PHRM 3600. Immunology and Biotechnology
Structure and function of the immune system and therapeutic products of biotechnology that are appropriate in patient counseling and treatment plans.

PHRM 3900. Pharmacy Intercommunications
The skills to effectively communicate with, teach, and counsel patients about their medications and health are taught. Effective communication strategies and skills are presented. Students are challenged to incorporate these skills into their own counseling and communication style. Innovative technology is employed to promote interactive patient counseling.

PHRM 3940. Survey of Drug Information
Primary, secondary, and tertiary drug information resources, including standard reference texts, computer systems and journals. Emphasis will be placed on retrieval of information and communication of a response.

First Year, Spring Semester

PHRM 3040. Essentials of Pharmacy Practice II
Introduction to essential clinical, professional, and practice- based skills needed to provide pharmacy care.

PHRM 3070. Medicinal Chemistry I
Drugs acting on the peripheral nervous system and cardiovascular system, including structure-activity relationships, mechanisms of action, storage, and chemical stability reactions.

PHRM 3320. Principles of Pharmacology II
Neuropharmacology and major classes of drugs acting on the central nervous system, including the clinical indication(s), mechanism and site of action, side effects, and potential drug interactions.

PHRM 3500. Career Opportunities in Pharmacy
Pharmacy career pathways, including the necessary career development (i.e., residency/ fellowship, CE, board certification, etc.) for each path. Discussions of the role and importance of professional organizations, networking, and professional behaviors necessary to succeed in pharmacy practice.

PHRM 3520. Interpreting Clinical Laboratory Tests
Commonly used laboratory tests for each major organ system and their application for detecting disease, diagnosing medical problems, guiding treatment, and/or monitoring safety and efficacy.

PHRM 3750. Pharmacy and the United States Health Care System
The social, economic, and political forces that shape the environment in which health care currently is being delivered in America and how this affects the practice of pharmacy.

PHRM 3820. Self-Care, Nonprescription Drugs, and Herbal Products
Skills to evaluate the needs of a patient who consults a pharmacist for a recommendation of a nonprescription medication or product, including appropriate patient counseling. Guidelines on when to refer to another health care professional.

PHRM 3950. Introductory Pharmacy Practice Experience I
Development of pharmacy practice skills within the community pharmacy setting. Emphasis will be on pharmacy operations (including prescription processing, vaccine administration, and inventory management), communication skills, the pharmacy patient care process, and professional development.

Second Year, Fall Semester

PHRM 4030. Essentials of Pharmacy Practice III
Introduction to essential clinical, professional, and practice- based skills needed to provide pharmacy care.

PHRM 4060. Medicinal Chemistry II
Central nervous system drugs, including their physio-chemical properties, structure-activity relationships and toxicities, side effects, and drug interactions.

PHRM 4200. Fundamentals of Pharmaceutics I – Physical Pharmacy and Dosage Form Design
Fundamentals of physical pharmacy and pharmaceutical dosage form design.

PHRM 4430. Principles of Pharmacology III
Pharmacological principles of drugs which affect the cardiovascular system, the endocrine system, the skin, bones, the GI system, and neurodegenerative diseases. Principles of toxicology will also be discussed.

PHRM 4700. Statistical Approaches to Drug Literature Evaluation
Basic statistical methods and analysis used to critically evaluate drug literature are discussed. Topics include statistical inference and hypothesis testing, selection of appropriate statistical tests, correlation and regression analysis, and research design. Students will apply these topics while evaluating published clinical trials, outcome studies, and materials from pharmaceutical manufacturers.

PHRM 4870. Pharmacotherapy I
Pharmacotherapeutic principles and concepts applied to human disease states and conditions with emphasis on case-based problem solving.

Second Year, Spring Semester

PHRM 4040. Essentials of Pharmacy Practice IV
Introduction to essential clinical, professional, and practice- based skills needed to provide pharmacy care.

PHRM 4180. Infectious Disease and Antitumor Agents
Chemistry, spectrum of activity, place in therapy, stability, incompatibilities, and toxicities of antibacterials, antivirals, and antibiotics.

PHRM 4211. Pharmaceutics II: Biopharmaceutics and Pharmacokinetics
Basic concepts associated with drug absorption, distribution, metabolism, excretion, and transport with an emphasis on compartmental modeling related to dosing of drugs. Specific disease states that alter drug disposition.

PHRM 4300. Physical Assessment
Basic principles and techniques of physical assessment performed by pharmacists.

PHRM 4880. Pharmacotherapy II
Pharmacotherapeutic principles and concepts applied to human disease states and conditions with emphasis on case-based problem solving.

Second Year, Summer Semester

PHRM 4650. Health System Introductory Pharmacy Practice Experience
Development of pharmacy practice skills in a health system setting, focusing on exposure to health system medication use processes and pharmacy patient care services.

Third Year, Fall Semester

PHRM 5160. Applied Pharmacy Practice I
Through a combination of practical experiences in the hospital setting as well as classroom discussions and activities, students will apply knowledge from prior required Pharm.D. courses such as Essentials of Pharmacy Practice, Pharmacotherapy, Drug Information, etc. to a variety of patient care activities.

PHRM 5390. Pharmacogenomic Therapies
The course will emphasize the principles and applications of pharmacogenomics, including avoiding unnecessary adverse events and tailoring appropriate medications to patients since these activities are a critical part of administering medication.

PHRM 5650. Pharmacy Care Management
Presentation of management principles, organizational needs, accounting practices, entrepreneurial aspects, marketing needs, and associated topics for use in future pharmacy and health care system practice milieus. The analysis of management principles as they relate to community and health-systems management.

PHRM 5750. Drug Interactions and Adverse Drug Reactions
Most common drug interactions and adverse drug reactions with an emphasis on detection, prevention, and management.

PHRM 5880. Pharmacotherapy III
Pharmacotherapeutic principles and concepts applied to human disease states and conditions with emphasis on case-based problem solving.

PHRM 5920. Clinical Seminar
Elements of an effective clinical presentation, including the use of slides, overheads, handouts, and other visual aids; methods of answering audience questions; steps to evaluate the presentation.

Students can take this course in the Fall or Spring semester.

Third Year, Spring Semester

PHRM 5170. Applied Pharmacy Practice II
As a continuation from Applied Pharmacy Practice I, through a combination of practical experiences in the hospital setting as well as classroom discussions and activities students will apply knowledge from prior required Pharm.D. courses such as Essentials of Pharmacy Practice, Pharmacotherapy, Drug Information, etc. to a variety of patient care activities.

PHRM 5420. Pharmacy Health Services Outcomes
Pharmacy Health Services Outcomes exposes students to medications use from a systems perspective and strategies to improve outcomes. The course will review how personal, social, and organizational factors affect the quality of medication use and outcomes. Students will learn about processes for evaluating medication-use systems and identifying ineffective system operations.

PHRM 5560. Integrated Patient Cases
Complex patient cases in which students complete a work-up of a patient, identify and prioritize medication-related problems; and design a regimen, including monitoring parameters to resolve medication-related problems.

PHRM 5680. Pharmacy Law and Ethics
Laws and regulations that govern the practice of pharmacy, including those of patient care, professional conduct, business conduct, hospital practice, and the dispensing and provision of pharmaceuticals.

PHRM 5890. Pharmacotherapy IV
Pharmacotherapeutic principles and concepts applied to human disease states and conditions with emphasis on case-based problem solving.

PHRM 5920. Clinical Seminar
Elements of an effective clinical presentation, including the use of slides, overheads, handouts, and other visual aids; methods of answering audience questions; steps to evaluate the presentation.

Students can take this course in the Fall or Spring semester.

PHRM 5950. Advanced Drug Information and Drug Policy Management
Advanced concepts of drug information provision, including newsletter publication, ADR monitoring systems, drug usage evaluation, formulary management, and drug information retrieval and analysis.

Fourth Year: Advanced Pharmacy Practice Experiences (APPEs)

PHRM 5901-5909. APPEs I-IX
Clinical practice in outpatient and inpatient settings with emphasis on pharmaceutical care. These courses will meet for forty hours a week for five weeks (total of 200 contact hours) during the semester.

DESCRIPTION OF ELECTIVE COURSES

NOTE: Elective course offerings are subject to change.

PHAR 4010E – **Introduction to Drugs, Biologics, and Devices Regulated by the Food and Drug Administration** – 3 credit hours
Prerequisite - Permission of the department
Description of Course – Introduction to the drugs, biologics, and devices regulated by the Food and Drug Administration (FDA) and the pharmaceutical, biotechnology, and medical device industries. Organization of the FDA, basic understanding of regulatory framework in the U.S., including regulations and regulatory process, overview of product development, and new product applications process and post- marketing/commercialization compliance expectations.
Grading A-F

PHAR 6010E – **Pharmaceutical, Biotechnology, and Device Industries** – 4 credit hours
Prerequisite - Permission of the department
Description of Course – Foundational knowledge of the pharmaceutical, biotechnology, and medical device industries. Emphasis on organization, product development, new product applications and commercialization- associated activities, including drug discovery, chemical synthesis, laboratory practices, quality assurance, regulatory affairs, manufacturing, design control, marketing, and post-marketing surveillance.
Grading A-F

PHRM 4500 – Pharmacotherapeutic Issues in Women's Health – 1 credit hour
Prerequisite - PHRM 4870
Description of Course – Case-based pharmacotherapeutic course related to women's health. Interactive classroom discussion of female-specific conditions across the lifespan requiring pharmacologic treatment, including reproductive health, obstetrics, and menopause. Pre-class readings will be required to facilitate classroom discussion.
Grading A-F

PHRM 4740 – P&T Committee Drug Evaluation – 3 credit hours
Description of Course – The purpose of this course is to provide students with an opportunity to develop a variety of skills including critical analysis of drug literature, clinical and pharmacoeconomic evaluation of drugs, and written and oral presentation of recommendations. Students will gain experience with many of the techniques used to make effective formulary decisions in managed care settings.
Grading S/U

PHRM 4830-4830L – Specialty Pharmacy – 2 credit hours
Description of Course – An introduction to specialty pharmacy and the disease states serviced by specialty pharmacists.
Grading A-F

PHRM 5010 – Personal Financial Management for Pharmacists – 2 credit hours
Prerequisite - PHRM 3750
Description of Course – Effective management of the pharmacy graduate's personal finances. A life-cycle approach with special emphasis on actions needed during critical stages of the pharmacist's professional and personal life.
Grading A-F

PHRM 5040E – Antiviral Chemotherapy – 2 credit hours
Prerequisite - PHRM 4180 or permission of the department
Description of Course – An in-depth discussion of human viral disease and management of these diseases.
Grading S/U

PHRM 5050 – Abused Drugs – 3 credit hours
Description of Course – The history, abuse, misuse, effects, and detection of selected drugs. Guest lecturers are invited to present their views on these subjects.
Grading A-F

PHRM 5080 – Diabetes Disease Management – 2 credit hours
Prerequisite or corequisite - PHRM 4870
Description of Course – Students will be taught how to provide Diabetes Education in a clinic or community pharmacy including program design, patient assessment, and patient education.
Grading A-F

PHRM 5130 – Entrepreneurship beyond dispensing – 2 credit hours
Prerequisite - PHRM 3950
Description of Course – Innovative pharmacy services beyond traditional dispensing practices. Emphasis placed on identifying and evaluating new services, new businesses, and a different way to do "business."
Grading A-F

PHRM 5210 – Special Topics in Pharmacy – 1-3 credit hours
Repeatable for maximum 12 hours credit
Prerequisite - Varies
Description of Course – Specialized pharmaceutical systems, processes, and techniques, including assignment of current literature and student presentations.
Grading S/U

Topic offerings are subject to change. Special topics may include: Advanced Compounding, Ambulatory Care Pharmacy Practice, Career Opportunities in Pharmaceutical Industry, Cognitive Aging Research and Education Clinic, Cross-Cultural Competence in Pharmacy Care, Hepatitis Clinic, Infectious Disease Pharmacotherapy, Introduction to Health Disparities in the US, Pharmaceutical Care & Compounding Products for Veterinary Patients, Professional Readiness: Developing Expertise in Health Professions, Psychopharmacology, and Wellness.

PHRM 5220 – Health Research Methods – 2 credit hours
Description of Course – Application of principles, practices, and strategies for conducting research in health care.
Grading A-F

PHRM 5250 – Entrepreneurship for Pharmacists – 3 credit hours
Prerequisites - Permission of the department
Description of Course – Current management and strategic issues in operating an independent pharmacy.
Grading A-F

PHRM 5270E – Introduction to Veterinary Pharmacy – 3 credit hours
Description of Course – Integration of veterinary pharmacology information with critical evaluation of the variances between common human versus animal pharmaceutical dosing. Students will analyze prescriptions for appropriateness and legal issues as well as demonstrate appropriate counseling skills.
Grading A-F

PHRM 5350 – Basic Emergency Preparedness – 3 credit hours
Prerequisites - Permission of the department
Description of Course – Basic first aid and disaster relief training for future pharmacists and other health care professionals; first responders training and mock simulations for weapons of destruction events.
Grading A-F

PHRM 5370 – Critical Care Pharmacy – 2 credit hours
Prerequisite - PHRM 4880
Description of Course – In-depth discussions of disease states most commonly encountered in critical care patients and the associated pharmacotherapeutic management of these conditions.
Grading A-F

PHRM 5410E – Clinical Pharmacy Topics – 1 credit hour
Prerequisite or corequisite - PHRM 3940
Description of Course – Topics from Pharmacy Grand Rounds lectures, including specific areas in clinical pharmacy to more global issues in healthcare. Presenters include faculty, guest lecturers, and residents; students provide written analyses of each presentation.
Grading S/U

PHRM 5460 – Forensic Pharmacy – 2 credit hours
Description of Course – Application of pharmacy to legal issues, including drug testing, analyzing adverse drug reactions for causation, evaluation of drug interactions, medication errors and drug effects as mitigating factors in criminal activity.
Grading A-F

PHRM 5510E – Pharmacy Informatics – 2 credit hours
Description of Course – Enhancement of health information technology (HIT) is critical to advancing the quality, safety, and efficiency of patient care. The purpose of this course is to support student development in pharmacy informatics. Through an online delivery format emphasizing a practice-based perspective, students will develop knowledge in key pharmacy informatics concepts.
Grading A/F

PHRM 5580 – Academic Pharmacy – 2 credit hours
Description of Course – Designed to better acquaint students with career opportunities in academic pharmacy and to provide a forum for students to explore issues pertaining to the structure and function of colleges of pharmacy.
Grading S/U

PHRM 5600 – Advanced Cardiovascular Life Support – 2 credit hours
Prerequisites - PHRM4880 and BLS Certification
Description of Course – The Advanced Cardiovascular Life Support (ACLS) elective provides detailed training in ACLS skills. The course involves ten weeks of guided self-study, including videos, reading, discussion boards, and quizzes, followed by an in-person simulation-based skills session. The class culminates with the American Heart Association certification in ACLS.
Grading A-F

PHRM 5610 – Interprofessional Approach to Simulated Patient Care – 1 credit hour
Prerequisite - PHRM 3520 or PHRM 3900 or PHRM 4030 or PHRM 4040 or PHRM 4300 or PHRM 5160 or PHRM 5880
Description of Course – Designed to prepare third-year pharmacy students (P3s) for Advanced Pharmacy Practice Experiences (APPEs) and for providing direct patient care in the clinical setting. Emphasis on the necessity of working within a team when caring for patients and providing opportunities for P3s to work side-by-side with second-year medical students (M2s) in managing simulated patients in an acute setting. There will be three interprofessional education (IPE)-driven simulation experiences in collaboration with M2 students utilizing the Simulation Center located on the Augusta University/UGA Partnership campus.
Grading S/U

PHRM 5620 – Recruitment & Admissions of Pharmacy Students – 2 credit hours
Description of Course – The purpose of this course is to engage current Doctor of Pharmacy students in the recruitment and admissions process for the Pharm.D. program in College of Pharmacy at the University of Georgia. Students will learn about, discuss, and critique current recruitment and admissions practices in the College of Pharmacy; conduct benchmarking research about recruitment and admissions efforts at peer and aspirational institutions; participate in virtual recruiting events such as Spring Open House; and propose a new recruiting initiative for the College of Pharmacy.
Grading S/U

PHRM 5850 – Introduction to Postgraduate Residency Training – 2 credit hours
Corequisite - PHRM 5880
Description of Course – In-depth description of residency training to prepare students to seek and obtain a residency position upon graduation. Course format includes informal lectures, panel discussion, written assignments, and competencies.
Grading A-F

PHRM 5980 – Undergraduate Research Problem – 1-3 credit hours
Repeatable for maximum 12 hours credit
Prerequisites - Varies
Description of Course – An introduction to research methods. A problem will be assigned, and the student will perform library and laboratory work and write up results.
Grading S/U

Research offerings are subject to change. Research topics may include: Academia, Addiction Medicine, Ambulatory Care, Biotechnology, Cardiovascular Drug Discovery, Community Pharmacy, Critical Care, Diabetes Education, Diabetic Retinopathy, Educational Research, Health Outcomes, Identification of Diagnostic and Prognostic Biomarkers for ALI/ARDS, Immersive Technology, Infectious Disease, Literature Review & Manuscript Preparation, Multiple Sclerosis, Nutrition & Cardiovascular Disease Management, Oncology, Pharmaceutical Drug Development, Precision Medicine, Psychiatry, Social & Behavioral Sciences, Substance Use, Translational Projects, Virtual Reality and Artificial Intelligence, Women's Health, and Writing in Clinical & Experimental Therapeutics.

PHRM 6710 – Systematic Reviews and Meta-Analysis in Healthcare – 3 credit hours
Corequisite - PHRM 5880
Description of Course – Unlock your potential to shape evidence-based practice with this cutting-edge course on systematic reviews and meta-analyses. Gain mastery in critically evaluating, integrating, and applying empirical evidence to make groundbreaking contributions in healthcare decision-making. Engage in interactive lectures, hands-on statistical workshops, and collaborative appraisals of published research.
Grading A-F

PMCY 4000 – War on Cancer – 3 credit hours
Description of Course – In-depth discussions of cancer, which include the tumor biology, treatment options (surgery, radiation and chemotherapy), socioeconomic challenges, and the remaining barriers that are preventing cures in specific types of cancer.
Grading A-F

PMCY 4410E – Robotic Technology in Drug Discovery and Toxicology – 3 credit hours
Description of Course – Designed to train students on three principal objectives which comprise the second and third stages of a drug discovery pipeline. Beyond its own course objectives, this course also serves as the first of a three 2-credit course series that encompass aspects of the drug discovery pipeline.
Grading A-F

PMCY 4430E – Biopharmaceutics and Pharmacokinetics – 2 credit hours
Description of Course – Designed to train students on three principal objectives, which comprise the second and third stages of a drug discovery pipeline. Beyond its own course objectives, this course is the last of three two-credit course series that encompass aspects of the drug discovery pipeline.
Grading A-F

PMCY 6420E – Computation Approaches in Drug Discovery and Toxicology – 2 credit hours
Description of Course – In-depth study of the first, second, and third stages of a drug discovery pipeline. This is the second of a three-course series that encompasses aspects of the drug discovery pipeline.
Grading A-F

PHARMACY PREREQUISITES FOR REQUIRED PROFESSIONAL COURSES

In a professional college, the curriculum, including prerequisites for required courses should be the responsibility of the faculty of the college since they, rather than the individual departments, are responsible for the qualification of our graduates. Requests for waiver from prerequisites by individual students must be submitted in writing to the Chair of the College of Pharmacy Pharm.D. Academic and Professionalism Committee. That Committee, in consultation with the faculty and department head concerned, will arrive at a recommendation which will be forwarded to the Dean's Office for final disposition.

NOTE: All pre-pharmacy course requirements must be satisfied before a student may take any pharmacy courses included in the first-year pharmacy program.

Course #	**Course Name**	**Prerequisite(s)**	**Corequisite(s)**
PHRM 3030	Essentials of Pharmacy Practice I		
PHRM 3040	Essentials of Pharmacy Practice II	PHRM 3030, 3300, 3900	PHRM 3820
PHRM 3070	Medicinal Chemistry I	PHRM 3310	
PHRM 3300	Pharmaceutical Calculations		
PHRM 3310	Principles of Pharmacology I		
PHRM 3320	Principles of Pharmacology II	PHRM 3310, 3550	PHRM 3070
PHRM 3500	Career Opportunities in Pharmacy		
PHRM 3520	Interpreting Clinical Laboratory Tests		
PHRM 3540	Nutrition and Lifestyle Intervention in Pharmacy Practice		
PHRM 3550	Human Pathophysiology		
PHRM 3600	Immunology and Biotechnology		
PHRM 3750	Pharmacy and the United States Health Care System		
PHRM 3820	Self-Care, Nonprescription Drugs, and Herbal Products	PHRM 3030, 3310, 3900, 3940	PHRM 3040
PHRM 3900	Pharmacy Intercommunications		
PHRM 3940	Survey of Drug Information		
PHRM 3950	Introductory Pharmacy Practice Experience I	PHRM 3030, 3900	PHRM 3040, 3820
PHRM 4030	Essentials of Pharmacy Practice III	PHRM 3040, 3520	PHRM 4870
PHRM 4040	Essentials of Pharmacy Practice IV	PHRM 4030	PHRM 4211, 4300, 4880
PHRM 4060	Medicinal Chemistry II	PHRM 3070	PHRM 4030, 4430
PHRM 4180	Infectious Disease and Antitumor Agents		PHRM 4040
PHRM 4200	Fundamentals of Pharmaceutics I: Physical Pharmacy and Dosage Form Design		PHRM 4030
PHRM 4211	Pharmaceutics II: Biopharmaceutics and Pharmacokinetics	PHRM 3300, 4200	PHRM 4040

Course #	Course Name	Prerequisite(s)	Corequisite(s)
PHRM 4300	Physical Assessment		PHRM 4040
PHRM 4430	Principles of Pharmacology III	PHRM 3320	PHRM 4060
PHRM 4650	Health System Introductory Pharmacy Practice Experience	PHRM 3520, 4040	
PHRM 4700	Statistical Approaches to Drug Literature Evaluation	PHRM 3940	
PHRM 4870	Pharmacotherapy I	PHRM 3040, 3070, 3320, 3520, 3550	PHRM 4060, 4430
PHRM 4880	Pharmacotherapy II	PHRM 4030, 4870	PHRM 4040
PHRM 5160	Applied Pharmacy Practice I	PHRM 4650, 4870, 4880	PHRM 5880
PHRM 5170	Applied Pharmacy Practice II	PHRM 5160	PHRM 5890
PHRM 5390	Pharmacogenomic Therapies	PHRM 3550, 4880	
PHRM 5420	Pharmacy Health Services Outcomes	PHRM 3750	
PHRM 5560	Integrated Patient Cases	PHRM 5160, 5880	
PHRM 5650	Pharmacy Care Management	PHRM 4040	
PHRM 5680	Pharmacy Law and Ethics		PHRM 5170
PHRM 5750	Drug Interactions and Adverse Drug Reactions	PHRM 4880	
PHRM 5880	Pharmacotherapy III	PHRM 4880	
PHRM 5890	Pharmacotherapy IV	PHRM 5880	
PHRM 5920	Clinical Seminar	PHRM 4700, 4880	
PHRM 5950	Advanced Drug Information and Drug Policy Management	PHRM 3940, 4700	
PHRM 5901-5909	Advanced Pharmacy Practice Experience I-IX	All required and elective Pharm.D. coursework	

DUAL DEGREE AND CERTIFICATE PROGRAMS

The College of Pharmacy offers several dual degree programs, which are designed to meet the academic and career needs of professional and scientific pharmacists.

6-YEAR B.S./PHARM.D.

Students interested in a career in pharmacy with a foundation in pharmaceutical and biomedical sciences can enroll in the B.S./Pharm.D. Double Dawgs program, which combines a Bachelor of Science (B.S.) in Pharmaceutical and Biomedical Sciences with a Doctor of Pharmacy (Pharm.D.). Students should express their interest by the spring semester of their second year in the B.S. program. Students will "Apply to the Pathway" only after being officially selected for admission into the Pharm.D. program. Students complete and graduate with the undergraduate B.S. degree after the second year of the Pharm.D. program (year 4 of the 6-year program). After the fourth year of the Pharm.D. program (year 6 of the Double Dawgs path), students earn the Pharm.D. degree.

5-YEAR PHARM.D./M.B.A.

Established in the spring of 2018, this dual degree program is a collaboration between the College of Pharmacy and UGA's Terry College of Business. The M.B.A. degree option adds a fifth year of study for students who are accepted into the program. Students will be able to apply to the M.B.A. program during their second year of Pharm.D. studies and enroll in graduate business classes during year three. After completion of the program at Terry, students will return to the College of Pharmacy to complete their last two years of the pharmacy program.

4-YEAR PHARM.D./M.P.H.

The College of Pharmacy offers a dual-degree, graduate-level program with the College of Public Health. The Pharm.D./M.P.H. degree combines the professional Doctor of Pharmacy degree with the graduate Master of Public Health degree. Established in 2011, this program was the first dual degree opportunity established at the College of Pharmacy. Students shall apply for the M.P.H. program during the spring semester of their first year in the Pharm.D. program. If admitted into the M.P.H. program, Pharm.D. students will start taking M.P.H. courses in the summer of their first year.

4-YEAR PHARM.D./M.S.

This online, asynchronous master's program enables students to pursue an additional degree without disrupting their Pharm.D. classes, rotations, or internships. Students must apply to the M.S. program by the spring semester of their first year in the Pharm.D. program. If admitted, they will begin M.S. coursework in the summer following their first year. The program offers two areas of emphasis to choose from.

Clinical Trials Management

Offered through the College's International Biomedical Regulatory Sciences (IBRS) Program, the Master of Science (M.S.) in Pharmacy with an area of emphasis in Clinical Trials Management (M.S.-CTM) equips students with competencies in the scientific, clinical, technical, and practical aspects of medical product development. Students will learn how various functions within the medical industry collaborate to succeed in a regulated environment, gaining the knowledge and skills necessary to manage clinical trials that evaluate the safety and effectiveness of medications and medical devices. The degree covers both theoretical and practical applications, preparing students for careers that contribute significantly to medical science and public health.

Regulatory Sciences

This program provides University of Georgia Pharm.D. graduates with the expertise to meet the scientific, technological, and research needs of a key sector of the healthcare industry. It also delivers regulatory knowledge and skills essential for professional growth and career advancement. The program is ideal for individuals aiming to build a career in regulatory affairs, as well as those with industry experience seeking advanced education in regulatory management.

The College of Pharmacy also offers several certificate programs to student pharmacists.

CERTIFICATE IN PHARMACY ENTREPRENEURSHIP

The purpose of the certificate program is to prepare the student pharmacist to be able to recognize and take advantage of entrepreneurial opportunities. In this program, students will have the opportunity to develop skills in business, management, and leadership. The program also aims to foster innovation and critical thinking needed to move the profession forward. After completing the program, students should have the knowledge, skills, and abilities needed to implement,

maintain, and improve programs in a variety of pharmacy settings. This program is only open to students enrolled in the Doctor of Pharmacy program. Students may apply during spring of their second year.

GRADUATE CERTIFICATES FROM INTERNATIONAL BIOMEDICAL REGULATORY SCIENCES (IBRS)

IBRS certificate programs are delivered online with occasional synchronous sessions. Applying to an IBRS certificate program is a two-step process. Students will need to submit IBRS's departmental application and an application to the UGA Graduate School. Students should apply for the certificate in their first year of the Pharm.D. program.

- *Graduate Certificate in Chemistry, Manufacturing & Controls (CMC):* The 14-credit hour graduate certificate is designed to prepare students for working in the highly regulated medical product industry in the specialized area of CMC.
- *Graduate Certificate in Clinical Trials Design and Management:* The 17-credit hour, interdisciplinary graduate certificate prepares students to lead and manage the development and implementation of the scientifically valid clinical study design, including monitoring of clinical trials and directing daily clinical trial operations.
- *Graduate Certificate in Drug Safety and Pharmacovigilance:* The 17-credit hour, innovative program prepares students for working in the highly regulated medical industry in the specialized area of Drug Safety or Pharmacovigilance.
- *Graduate Certificate in Regulatory Sciences:* The 14-credit hour program provides a foundational core of coursework that will prepare students to transition into the high demand field of regulatory sciences.

EXPERIENCE PROGRAMS

Assistant Dean, Dr. Lori Duke	(706-542-5315)
APPE Director, Dr. Lindsey Welch	(706-542-5280)
Associate Director IPPE – Ambulatory Care, Dr. Ashley Chinchilla	(706-542-0732)
Community Practice Experience Coordinator, Dr. Nicholas Castillo	(706-542-1402)
Health System Practice Experience Coordinator, Dr. Meggie Banks	(706-542-2140)

The experience programs are designed to develop professional practice skills in a variety of patient care settings. It is divided into two components: introductory and advanced pharmacy practice experiences. Students should view each experience as an opportunity to incorporate learned didactic information into the development of the skills necessary to be a competent pharmacy practitioner. Introductory pharmacy practice experiences (IPPEs) are incorporated into courses offered during the first three years of the Doctor of Pharmacy curriculum. These experiences are designed to provide students with a better understanding of how pharmacy relates not only to patients but also to other health care disciplines. A variety of teaching strategies are utilized to provide experiences both on and off campus. Students should be aware that experiences may be scheduled outside of normal class time. There is one 4-week community practice block and one 3-week health system practice block assigned during the curriculum. Efforts will be made to place students at approved sites within a 50-mile radius of their preferred Georgia locations. However, this is subject to site and preceptor availability. Other IPPEs completed during the Doctor of Pharmacy program include, but are not limited to, immunization administration, ambulatory care, and inpatient pharmacy care services.

Advanced pharmacy practice experiences (APPEs) comprise the final three semesters of the Doctor of Pharmacy program. Students assigned to one of the 2+2 programs will attend P3 classes at their respective extended campuses and complete their P3 IPPEs and P4 APPEs within the assigned geographic region. For all other students, a matching system is used during the P3 fall semester to assign students to available P4 APPE regions within Georgia. Space within these regions is limited and quotas will be set each year based upon available sites and class size. Students will be assigned to one region for the entire P4 year. Of note, over 75% of students in the lottery have been placed in one of their top 3 APPE regions over the past several years. In order to be fair to all, this policy relies on random selection. We will only consider special circumstances when required by law or Board of Regents/University of Georgia policies. Within the P4 year, students receive extensive training in various inpatient and outpatient settings. Most experiences occur in teaching hospitals, community hospitals, community pharmacies, home health settings, nursing homes, public health agencies, and managed care companies. Students apply the knowledge and skills gained in the first 3 years of the curriculum to design, implement, monitor, evaluate, and modify patient pharmacotherapeutic plans based upon scientific principles to ensure effective, safe, and economical patient care.

In order to be eligible to participate in the experience program activities, students must meet the individual site clearance requirements which can include, but is not limited to: proof of immunizations and testing [e.g. MMR, Tdap, tetanus, influenza, immunity for Hepatitis B, varicella zoster immunization or immunity, COVID-19, Tb screening (IGRA or skin testing, additional requirements if past positive results)]; certifications [CPR, OSHA, HIPAA]; valid Georgia pharmacy intern license; health insurance coverage; professional liability insurance coverage; background check; and drug screening. Students not meeting the site requirements will be prohibited from completing an experience at that site which could subsequently lead to a delay in student progression. The Division of Experience Programs will attempt to locate an alternate placement site for the experiential training; however, students must be aware that it is possible that no suitable option will be available to provide the specific IPPE or APPE that is part of the UGA Doctor of Pharmacy program requirements. If suitable sites are available but are outside the geographic region of the student's current living arrangements, the student will be responsible for any and all costs associated with travel/relocating and completing the site clearance process. In addition, progression could be delayed due to the time involved to identify potential alternate sites and/or complete site clearance and onboarding processes. Lastly, students must understand sites may modify clearance requirements at any time, thus eliminating the site as an option for continued experiential training and potentially delaying progression, if the student refuses to comply with their policies.

2+2 LOCATION ASSIGNMENT PROCESS

The following outlines the process and guidelines for assigning Pharm.D. students to their P3 and P4 year locations within the Pharm.D. curriculum:

1. During the Pharm.D. admissions interview process, candidates will rank their preferences for 2+2 campus locations.

2. Upon admission to the program, students will be assigned a 2+2 location based on several factors, including their ranked preferences and the seating capacities of the extended campuses.

3. During the fall semester of the P2 year, the College of Pharmacy will conduct a one-week switch process. During this time, students may switch 2+2 assignments with one another, regardless of preferences or personal circumstances. For more information, contact the Office of Student Affairs.

4. After the switch process concludes, all assignments will be considered final. No further changes will be permitted except under extraordinary circumstances, as defined by the Board of Regents and the University System of Georgia.

GEORGIA PHARMACY LICENSURE

REQUIREMENTS

In order to become licensed as a pharmacist in the State of Georgia, a person must, among other requirements, graduate from an accredited United States School of Pharmacy and serve 1,500 hours of internship. Doctor of Pharmacy students from the University of Georgia College of Pharmacy receive approximately 1,900 internship hours upon satisfactory completion of the professional program. In order to practice, graduates must pass each of the following items: North American Pharmacist Licensure Examination (NAPLEX) and the Multistate Pharmacy Jurisprudence Examination (MPJE) for Georgia.

The Board of Pharmacy may require any applicant to appear before the Board prior to that person receiving, or being declared eligible for, a pharmacy license in Georgia.

STUDENT INTERN LICENSE

Students may obtain a Georgia pharmacy intern license *after enrollment* in the College of Pharmacy. Detailed information about registration is provided to all new students in the first semester of the first year. No student will be permitted to maintain enrollment in the University of Georgia College of Pharmacy Doctor of Pharmacy program after the first semester in the Doctor of Pharmacy program if they do not possess a current, active, and valid pharmacy intern license issued by the Georgia State Board of Pharmacy. In addition, the student must be in good standing with the Board. Thereafter, any student who does not have a current, active, and valid Pharmacy intern license issued by the Georgia State Board of Pharmacy and is not in good standing with the Board at any time during a semester will be administratively withdrawn from all courses that require the license and good standing. Students will not be allowed to progress to the next semester in the curriculum until the pharmacy intern license and good standing with the Georgia State Board of Pharmacy has been reinstated. It is the student's responsibility to report any problems with their pharmacy intern license to the Associate Dean for Student Affairs and Enrollment Management and Assistant Dean for Experience Programs. Failure to report any problems with an intern license may result in disciplinary action.

Intern licenses expire five years from the date of issue and may be renewed, unless at the time of expiration there shall be pending before the State Board of Pharmacy proceedings to suspend or revoke such license. Visit the Georgia Board of Pharmacy at https://gbp.georgia.gov/ for internship license information.

TECHNICAL STANDARDS POLICY

University of Georgia – College of Pharmacy
Technical Standards for Matriculation, Continuation, and Graduation

Upon admission, students will affirm that they have reviewed and agree that they are capable of meeting the College of Pharmacy's technical standards with or without accommodations.

Introduction

Certain technical standards for pharmacists and pharmacy students which must be met by all applicants and students consist of the minimum physical, cognitive, emotional, interpersonal, and communication requirements to provide reasonable assurance of completion of the entire course of student and degree requirements. Because the Pharm.D. degree signifies that the holder is a pharmacist prepared for entry into the practice of pharmacy, it follows that graduates must have the knowledge, skills, abilities, and behaviors needed in a broad variety of clinical situations and to render a wide spectrum of patient care. Applicants are selected for admission based not only on their scholastic ability but also on their intellectual, physical, and emotional capacities to meet the requirements of the curriculum and a successful career in pharmacy.

Candidates for the Pharm.D. degree must possess aptitude, abilities, skills and behaviors in observation, sensory and motor function; communication; intellectual abilities involving conceptualization, integration, and quantitation; and behavioral and social skills, abilities, and aptitude. Students must personally demonstrate these technical standards in order to fulfill the essential course requirements of a general pharmacy education as well as eventual practice. These technical standards are prerequisites for entrance, continuation, promotion, retention, and graduation from pharmacy school. Reasonable accommodation is available to assist with a variety of disabilities and may be permitted for disabilities in certain areas. Under all circumstances, a candidate should be able to perform in a reasonably independent manner. Therefore, third parties cannot be used to assist students in accomplishing curricular requirements in the four areas specified below.

Technical Standards

I. Observation, Sensory and Motor Function
Students must have sufficient motor function and sensory capacity to attend and participate effectively in all classrooms, laboratories, recitations, conferences, clinical settings, and activities that are part of the curriculum.

Students must be able to:

- Remain fully alert and attentive at all times in clinical, classroom and laboratory settings and meet applicable safety standards.
- Direct and supervise the safe and accurate compounding and preparation of medication dosage forms for distribution, administer medications and vaccinations, execute all aspects of the prescription process, and use computer-based information systems.
- Provide general care to patients. Examples include: observing a patient's condition noting verbal and non-verbal signals, collecting relevant subjective and objective patient care information, and performing a basic physical exam which may include but is not limited to the skilled use of a stethoscope, sphygmomanometer, otoscope, monofilament, and point of care devices. Some aspects of patient care require that the student be able to act quickly, thus speed of motor function may be an essential requirement.

II. Communication

Students must possess skills, attitudes and behaviors which allow for effective communication to diverse audiences.

Students must be able to:

- Demonstrate proficiency in the English language sufficient to accomplish didactic, laboratory, and practice requirements in a timely, professional, and accurate manner.
- Demonstrate and use the knowledge acquired during the pharmacy education process to elicit, convey, clarify, and transmit information (both in oral and written form) effectively, accurately, efficiently, and sensitively to patients, their families and/or care givers and other member of the health care team. Communication and transmission of information includes reading, writing, listening, speaking, and using computers and electronic devices.
- Participate effectively and efficiently in large and small group discussions with colleagues, faculty, and staff, and also in patient care settings where clinical decisions may depend on rapid communication.

III. Intellectual Abilities including Conceptualization, Integration and Quantitation

Students must be able to learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group activities, individual study, experiential activities, preparation and presentation of written and oral reports, and use of computer-based technology.

Students must:

- Possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises a pharmacy education. This involves the assimilation of existing knowledge from a wide variety of sources and its application to professional practice. It also involves the synthesis of new knowledge through reasoning, the ability to think critically, and the capacity to comprehend spatial relationships and three-dimensional models.
- Possess an effective and efficient learning style. The ultimate goal will be to promptly and accurately solve difficult problems and make recommendations for therapeutic decisions in an organized manner. Students must be able to memorize, describe mechanisms of drug action and metabolism, perform scientific measurement and calculation, and ultimately, critically evaluate biomedical literature. Reasoning abilities must be sophisticated enough to analyze and synthesize information from a wide variety of sources. Students must be able to gather and organize data, develop a plan of action, establish priorities, and monitor treatment plans and modalities.

IV. Behavioral and Social Skills, Abilities and Aptitude

Students must exhibit behaviors and attitudes befitting those of a healthcare professional and demonstrate the social skills required to function effectively in all classrooms, laboratories, recitations, conferences, clinical settings, and activities that are part of the curriculum. Students must also be of sufficient emotional health to utilize fully their intellectual ability, to exercise good judgment, to relate to others with courtesy, compassion, maturity, and dignity, and to utilize appropriate coping responses in managing the stress of a rigorous academic and professional program and situations that may be physically, emotionally, and/or intellectually demanding. In the event of deteriorating function, students must be willing to acknowledge the situation and seek professional help before it poses danger to themselves or others.

Students must be able to:

- Adapt to new and changing environments, display flexibility, and cope with ambiguities inherent in clinical practice.

- Understand the legal and ethical aspects of the practice of pharmacy and function within the guidelines established by the law and by the ethical standards of the pharmacy profession.
- Demonstrate integrity, compassion, empathy, a caring attitude, tolerance, acceptance of diversity and differences, personal generosity toward others, thoughtfulness and a general concern and respect for other individuals.
- Accept appropriate recommendations and constructive criticism and demonstrate the ability to apply that information positively in their learning.

DISABILITY ACCOMMODATIONS

The University of Georgia does not discriminate against qualified individuals with disabilities who apply for admission to the Pharm.D. program or who are enrolled as pharmacy students. Otherwise, qualified individuals shall not be excluded from admission or participation in the College of Pharmacy's educational programs and activities solely by reason of their disability or medical condition. The University of Georgia will, if requested, provide reasonable accommodations to otherwise qualified enrolled students and applicants with disabilities unless: (a) such accommodations impose an undue hardship to the institution or threaten harm to the health and safety of others due to the disability or (b) such accommodations fundamentally alter the educational program or academic standards of the university. Learning disabilities are included under this policy.

Should a candidate have or develop a condition that would place patients or others at risk or that would jeopardize his or her ability to complete the Doctor of Pharmacy degree and pursue professional practice and licensure, the candidate may be denied admission or may be dismissed from the pharmacy program. Should a candidate have or develop a disability that poses a significant risk to the health and safety of patients or others that cannot be addressed with a reasonable accommodation, the candidate may be denied admission or may be dismissed from the pharmacy program.

It is the responsibility of a student with a disability (or a student who develops a disability) and who needs an accommodation to notify the UGA Accessibility and Testing (A&T) of the disability and to provide adequate documentation of the general nature and extent of the disability and the functional limitations to be accommodated. A student who has or develops any chronic disease or condition that may affect his or her ability to meet the technical standards will be expected to seek and continue in the care of a qualified health care provider.

The UGA College of Pharmacy Office of Student Affairs will work in conjunction with the UGA Accessibility and Testing in evaluating and responding to all requests. In the event that additional documentation is required regarding the nature and extent of a disability, and/or to assist in determining whether the candidate, with or without accommodation, is able to meet these technical standards, it is the responsibility of the student to cooperate with the UGA College of Pharmacy Office of Student Affairs and the UGA Accessibility and Testing in that process.

Accessibility and Testing assists the University in fulfilling its commitment to educate and serve students with disabilities who qualify for admission. The Accessibility and Testing coordinates and provides a variety of academic and support services to students. Any student who has registered with the Accessibility and Testing and been granted an accommodation (e.g., note taker, extra time for examinations) must speak with each of his/her instructors at the beginning of a semester to assure that a plan is in place to meet that accommodation. For detailed information, please review the College of Pharmacy Accommodation Procedures (Appendix 1).

SERVICE DOG POLICY

Unless an exemption has been received from Equal Opportunity Office (EOO), the College of Pharmacy prohibits the presence of service animals in the following areas due to health and safety restrictions, where their presence may compromise the integrity of research or otherwise fundamentally alter a program or activity, or where their presence may lead to violations of government regulations:

- Research Laboratories and Facilities
- Practice/Skills Laboratories
- Patient Care Areas
- Medication Preparation and Storage Areas
- Other Sterile Environments

Students or faculty with service dogs who have questions as they relate to activities at affiliated training sites should contact the Assistant Dean of Experience Programs to identify the relevant policies or contact individuals at these locations.

MULTIPURPOSE ROOMS AND SUPPLY LOCKERS

The College of Pharmacy values and respects the unique experiences that each member of our community brings.

Multipurpose Room: Designated multipurpose spaces are available for students to use for activities such as lactation, prayer, and other personal needs. Use of these spaces should be limited to 30 minutes or less and should take into consideration the potential needs of other students.

Supply Lockers: Designated hygiene supply lockers are available for students who need access to personal care supplies.

STUDENT COMPLAINT POLICY

The College of Pharmacy has an obligation to respond to any written complaint by students concerning the Professional Pharmacy Program that is related to the standards and policies and procedures of the Accreditation Council for Pharmacy Education (ACPE). The ACPE Standards may be found at https://www.acpe-accredit.org/. Accordingly, the University of Georgia College of Pharmacy in the event of a formal complaint lodged by a pharmacy student will follow the following procedure:

1. The formal written complaint will be given to the Associate Dean for Student Affairs and Enrollment Management.
2. The Associate Dean will determine if the complaint is addressed by an existing college policy. If so, the existing college policy will be followed.
3. If not, the Associate Dean will inform the complainant what the process for resolution will be within 10 working days of receipt of the complaint.
4. In this case and also within 10 working days, the Associate Dean will direct the complaint to an appropriate standing committee or appoint an ad hoc committee for resolution of the complaint.

5. The committee may request input from the Dean's Office, the Faculty, and Faculty Council and will be given no less than 20 working days nor more than 40 working days to respond to the complaint.
6. The committee's written response to the complaint will be sent to the Associate Dean who will, in turn, advise the complainant of the committee's decision in writing.
7. The student may forward a written appeal against the committee's decision to the Dean of the College of Pharmacy.
8. The Dean will serve as the final arbitrator of the complaint.

Alternatively, a student may wish to file a formal complaint directly with ACPE by following the procedures outlined on the ACPE website: https://www.acpe-accredit.org/complaints/

UGA STUDENT COMPLAINTS PORTAL

The University of Georgia is committed to excellence in a teaching/learning environment dedicated to serve a diverse and well-prepared student body, to promote high levels of student achievement, and to provide appropriate academic support services. In line with this commitment, the University addresses all written student complaints in a fair, professional, and timely manner and in accordance with established procedures (Policy 01.08.008). Complaints may be submitted online at https://studentcomplaints.uga.edu/.

ACADEMIC HONESTY POLICY

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. Academic honesty is vital to the very fabric and integrity of the University of Georgia.

Academic honesty means performing all academic work without plagiarizing, cheating, lying, tampering, stealing, giving, or receiving assistance from any other person, or using any source of information that is not common knowledge without properly acknowledging the source.

To preserve and enhance the University's academic integrity policy, the Student Government Association proposed a student Honor Code that was approved by the University Council in May 1997. The Honor Code appears on the University's application for admission and states, "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." All applicants for admission to the University must sign this statement as part of the admission process.

Specific regulations governing student academic conduct are contained in A Culture of Honesty, the University's academic integrity policy. This policy should be read to avoid any misunderstanding. All members of the academic community are responsible for knowing the policy on academic honesty.

Students and faculty who believe that an act of academic dishonesty has taken place should contact the Office of the Vice President for Instruction, (706) 542-4336. For more information, see https://integrity.uga.edu/.

Suspected violations of academic honesty must be handled per the University's Academic Integrity Process (https://integrity.uga.edu/) and cannot be processed through the Academic Professionalism policy below.

ACADEMIC PROFESSIONALISM POLICY

Professional behavior is expected among all students of the COP in order to fulfill curricular requirements for graduation. Professional attitudes/behaviors, as well as examples of unprofessional behavior, are discussed with students during orientation, stated in various course syllabi, and reinforced at selected points throughout the academic year. Students who exhibit appropriate behaviors/attitudes progress in the professional components of the curriculum, whereas students who do not display professional behaviors and attitudes are subject to informal and/or formal corrective action.

In a professional school, the curriculum of study consists of knowledge, skills, abilities, and attitudes/ behaviors. The curricular goals and objectives of the Doctor of Pharmacy program at the University of Georgia College of Pharmacy (COP) are articulated in the document entitled, Competency Statements, Terminal Objectives, and Enabling Objectives for the Doctor of Pharmacy Program. Procedures for addressing academic competency and progression associated with students' knowledge, skills, and abilities are addressed in the College's Progression and Remediation Policy.

The College's accepted definition for professionalism is embodied in the **American Pharmacists Association (APhA)/American Association of Colleges of Pharmacy (AACP) Pledge of Professionalism**:

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I as a student of pharmacy should:

DEVELOP a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

FOSTER professional competency through life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

SUPPORT my colleagues by actively encouraging personal commitment to the Oath of Pharmacist and a Code of Ethics as set forth by the profession.

INCORPORATE into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

MAINTAIN the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical care giver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.
I voluntarily take this pledge of professionalism.

Developed by the American Pharmacists Association Academy of Student Pharmacists/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994

Procedures for addressing attitudes/behaviors (i.e., professional competency), or situations that could potentially endanger the public are addressed by this policy. This policy applies to all students accepted for admission or actively enrolled in the College of Pharmacy.

DISCIPLINARY ACTION FROM UGA OFFICE OF STUDENT CONDUCT OR GEORGIA STATE BOARD OF PHARMACY

Within UGA, policies are available to handle all violations of the UGA student code of conduct (https://conduct.uga.edu/code-of-conduct/). In addition, the Georgia Board of Pharmacy has the right and responsibility to review the licensure status of pharmacy interns. In the event that a pharmacy intern license is deemed to be either "expired" or "inactive" or "not in good standing," the student's progression will be handled as outlined in the UGA College of Pharmacy Student Handbook.

All disciplinary decisions made by the UGA Office of Student Conduct or the Georgia Board of Pharmacy will be reviewed by the Academic and Professionalism Committee. Sanctions by either the UGA Office of Student Conduct or the Georgia Board of Pharmacy, however, do not preclude additional disciplinary actions within the UGA College of Pharmacy given our responsibility to ensure public safety related to the practice of pharmacy. The Academic and Professionalism committee will make recommendations based on the severity of the infraction as outlined below under tier 2 or tier 3.

REPORTS OF PROFESSIONALISM VIOLATIONS

Any student, faculty, staff member, or other individual associated with the COP's academic programs may report a student for lack of professional behavior to the Associate Dean for Student Affairs and Enrollment Management. For minor violations, the incident should be brought to the student's attention and resolution attempted before reporting the incident to the Associate Dean for Student Affairs and Enrollment Management (hereafter known as the Associate Dean).

Upon receiving a report regarding unprofessional behavior, the Associate Dean will determine the legitimacy of the report. Further action will be taken in accordance with the severity of the incident, the risk for public endangerment, and the need for urgent administrative action.

Depending on the nature of the behavior, the Associate Dean may act on a single behavioral report or wait until multiple reports of unprofessional behavior on a student are received.

Once the Associate Dean determines that administrative action is warranted, the action chosen will be based upon the severity of the infraction(s). If the action is greater than tier 1, the Academic and Professionalism Committee will determine the appropriate course of action (i.e., tier 2 or tier 3).

Tier 1 (Minor) Infractions
(including, but not limited to situations involving lapses in meeting required deadlines, communicating appropriately using either verbal or written formats, and arriving on time to scheduled classes or experiences)

1. For the first report of unprofessional behavior, the Associate Dean will meet with the student to counsel him/her on the seriousness of the behavior and the potential consequences to the student of such actions, including potential dismissal from the COP for repeated unprofessional behavior. The discussion will also include strategies to correct the behavior or address the problem. Following the session, the student and Associate Dean will sign and date a statement acknowledging the student's behavior and his/her awareness of potential consequences for similar behavior in the future. The Associate Dean will notify the person(s) who initiated the complaint that the student has been counseled.

2. For the next reported offense, the Associate Dean will notify the student and the chair of the COP Academic and Professionalism Committee. The student will appear before the Academic and Professionalism Committee to discuss the behavior. Following this session, the committee may recommend to the Associate Dean that the student be placed on professional probation in the COP and/or issue a final warning of the consequences of a third offense.

3. For subsequent problems with professionalism, the Associate Dean will notify the student and the Academic and Professionalism Committee Chair. After meeting with the student, the Academic and Professionalism Committee will recommend to the Associate Dean an appropriate course of action. The outcome will be based on the type of unprofessional behavior and whether this is a new behavior problem or continuation of an ongoing problem. Possible outcomes will be professional probation, continued professional probation, suspension from the Doctor of Pharmacy program for up to one year, or dismissal from the College of Pharmacy. Students who receive continued professional probation or suspension will be dismissed from the College of Pharmacy for any further infractions concerning unprofessional behavior.

4. Students may appeal decisions of the Academic and Professionalism Committee to the Dean of the College of Pharmacy. This appeal must be received in writing within 30 days of notification of the committee's action.

Tier 2 (Moderate) Infractions
(Including, but not limited to, arrests associated with alcohol)

1. For the first reported offense, the Associate Dean will notify the student and the chair of the COP Academic and Professionalism Committee. The student will appear before the Academic and Professionalism Committee to discuss the behavior. Following this session, the committee may recommend any one of the following sanctions depending on the severity of the infraction: professional probation in the College of Pharmacy (with a warning of the consequences of a subsequent offense) or suspension from the Doctor of Pharmacy program for up to one year. **In the event of a DUI arrest, students must report the arrest to the Georgia**

State Board of Pharmacy within 10 days of the arrest via certified letter or equivalent and provide documentation of the report to the Associate Dean for Students Affairs and Enrollment Management, who will forward the information to the Academic and Professionalism Committee.

2. For subsequent problems with professionalism, the Associate Dean will notify the student and the Academic and Professionalism Committee Chair. After meeting with the student, the Academic and Professionalism Committee will recommend to the Associate Dean an appropriate course of action. The outcome will be based on the type of unprofessional behavior and whether this is a new behavioral problem or continuation of an ongoing problem. Possible outcomes will be continued professional probation, suspension from the Doctor of Pharmacy program for up to one year, or dismissal from the College of Pharmacy.

   For a second DUI arrest, students must report the arrest to the Georgia State Board of Pharmacy within 10 days of the arrest via certified letter or equivalent and provide documentation of the report to the Associate Dean for Student Affairs and Enrollment Management, who will forward the information to the Academic and Professionalism Committee.

   Students who receive continued professional probation or suspension will be dismissed from the College of Pharmacy for any further infractions concerning unprofessional behavior.

3. Students may appeal decisions of the Academic and Professionalism Committee to the Dean of the College of Pharmacy. This appeal must be received in writing within 30 days of notification of the committee's action.

<u>Tier 3 (Major) Infractions</u>
(Including, but not limited to, documented theft of medications including illicit and/or controlled substances; illegal use or possession of illicit and/or controlled substances; convictions related to illicit and/or controlled substances, physical endangerment, second DUI conviction, or any felony conviction).

Tier 3 violations are grounds for dismissal from the College of Pharmacy.

1. Subsequent to the reported offense, the Associate Dean will notify the student and the chair of the COP Academic and Professionalism Committee. The student will appear before the Academic and Professionalism Committee to discuss the behavior. Following this session, the committee will review the case and recommend an appropriate course of action. This recommendation will be forwarded to the Associate Dean.

   <u>Note:</u> **If, prior to a reported offense involving an illicit and/or controlled substance, marijuana, or a dangerous drug, a student notifies the Office of Student Affairs that he or she illegally uses an illicit and/or controlled substance, marijuana, or a dangerous drug and agrees to abide by the College of Pharmacy Wellness Policy no further administrative action will be taken. Students should be aware that infractions may impact their experiential practice experiences (IPPEs and APPEs). To complete experiential practice training, students are required to complete clearance requirements as required by the sites to which they are assigned. Students may be prevented from completing training at a site if the site deems the results of clearance items to be unacceptable. Additionally, changes in intern license status by the Georgia Board of Pharmacy may impact enrollment in the College of Pharmacy.**

2. Students may appeal decisions of the Academic and Professionalism Committee to the Dean of the College of Pharmacy. This appeal must be received in writing within 30 days of the notification of dismissal.

NOTE: Students with professionalism violations may be ineligible for College of Pharmacy scholarships or awards.

SOCIAL MEDIA GUIDELINES

Students should engage in professional social media conversations that support UGA's reputation and brand. Review the UGA's Social Media Guidelines for details: https://studentaffairs.uga.edu/communications/social-media/. The American Association of Colleges of Pharmacy (AACP) has published several resources to help students better navigate social media. Review the information at https://www.aacp.org/resource/professionalism.

DRESS CODE

Students entering the Doctor of Pharmacy program at the University of Georgia are taking the first steps to become health care professionals. This entails not only learning pharmaceutical sciences but also how to fulfill the roles of a health professional in society. Professional dress days are designed to be a part of the students' education; therefore, all students are expected to adhere to the dress code policies as they would have any other rules about their conduct and learning.

Every Tuesday (PROFESSIONAL DRESS DAY) all students are required to be clean, maintain appropriate personal hygiene, and should wear respectable and professional attire (i.e., clothing appropriate to wear to a meeting with a supervisor) whenever they are in the College of Pharmacy. Not following these guidelines will result in the same sanctions as not following the professional code of conduct.

Note: Professional dress not only applies to students but to faculty as well. Faculty are expected to maintain a professional appearance while at work in the College of Pharmacy.

Respectful professional attire includes clean, pressed slacks with a tucked-in collared shirt and tie (tie is preferred but not required). Shoes should be clean, dress shoes with socks, and overall appearance should be neat and presentable. Hair should be kept clean, and neatly groomed. Head covering for religious reasons is acceptable.

Professional Guidelines:

The professional dress includes:

1. Pants should be slacks.
2. Hair should be clean, kept, and well-groomed.
3. All clothing should be clean and neat with no frays, holes, or tears and well fitted.
4. Shirts should be collared and tucked in, and a tie is preferable but not required (shirts may be an Oxford, polo, or other dress shirts with a collar).

5. Dresses and skirts should be knee-length.
6. Dress shoes are defined as adaptive shoes and shoes other than tennis shoes, sandals, work boots, high heels.
7. Headwear for religious purposes.

The professional dress does not include:

1. Athletic wear, hoodies, or pajamas.
2. Denim, shorts, skorts, short skirts/dress, denim, shorts, cargo pants, carpenter pants.
3. Spaghetti straps, tube tops, low cut tops, halter tops.
4. Midriffs, undergarments, bareback, and uncovered shoulders.
5. Clothing should not be tight or revealing.
6. Clothing with advertisements, sayings, or logos.
7. Hats, caps, bandanas, plastic hair bags, and shower caps (worn within buildings).
8. Tank tops, and sports shirts.

STUDENT WELLNESS POLICY

(Pharmacy Student Rehabilitation Program)

DEFINITIONS

For the purpose of these Policies and Procedures, the following definitions apply:

1. Chemical dependence or impairment refers to a chronic, progressive illness that involves the use of alcohol and/or other drugs to a degree that it interferes in the functional life of job, school, legal, financial, or emotional problems.
2. Chemically impaired student shall refer to a student suffering from chemical impairment whose use of alcohol and/or other drugs diminishes or affects his or her ability to perform the duties of his or her profession to an extent likely to be harmful to the public health, safety, or welfare or threatens the student's normal academic progression.

INTRODUCTION

The faculty and administration of the University of Georgia College of Pharmacy recognize that chemical impairment or dependency (including alcohol use disorder) is a disease that affects all of society. They, therefore:

1. accept a responsibility to assist chemically impaired students toward recovery;
2. accept a responsibility to support students in their recovery from co-dependent relationships with chemically impaired individuals;
3. advocate referral of chemically impaired students to pharmacist rehabilitation programs;
4. recognize the need for cooperation with the Georgia State Board of Pharmacy wherever public safety may be endangered by impaired students;
5. accept responsibility for restricting alcohol use promotions at the College of Pharmacy;
6. accept responsibility for the development and dissemination of policies that prohibit illicit druguse by pharmacy students; and
7. accept responsibility for the development and promotion of student wellness programs as a component of the student orientation process.

GOALS

The general goals of this program are to:

1. Provide compassionate assistance for chemically impaired or co-dependent students and theirimmediate families.

2. Provide assistance in a way that protects the rights of the impaired students to receive treatment in strictest confidence.
3. Afford recovering students who are not legally restricted and are no longer chemically impaired, the opportunity to continue their pharmacy education without stigma or penalty.
4. Protect society from harm that impaired students may cause.
5. Provide leadership in the development of curricular content that addresses the societal impact of chemical dependency as a disease state and the wellness programs intended to promote healthy lifestyles in students.

PHARMACY STUDENT REHABILITATION PROGRAM

I. UGA College of Pharmacy, Pharmacy Student Rehabilitation Committee (PSRC)

a. The University of Georgia College of Pharmacy PSRC will be comprised of two faculty members. An ad hoc member from student health services with experience in chemical dependency intervention will also serve on the PSRC. PSRC faculty members will be appointed by college administration and usually will serve in this capacitythroughout their academic program or duration of employment at the college to assure consistency and confidentiality.

b. Individuals considered for service on the PSRC must have a sincere interest in helping impaired pharmacy students, must be willing and able to maintain confidentiality of all information related to their committee service, and be willingto devote time to the effort. Individuals on the PSRC must successfully complete intervention training, which can be obtained through chemical dependency treatment centers, impaired health professional programs, councils on alcohol use disorder, or other resources for chemical dependency training.

c. The names and contact addresses of all members of the PSRC will be routinely publicized throughout the College as a resource for reporting of suspected impaired pharmacy students. Confidentiality will be maintained to the fullest extent possible under the law throughout the process. The identity of individuals reporting others with possible chemical dependency problems will be treated confidentially by the committee as will the identities of reported or self- reported impaired pharmacy students. Only faculty members of the PSRC (hereinafter the "monitoring group") should be aware of the specific identity of any reported student and should carry out the investigation and intervention process, if required. Other members of the PSRC will be informed in general terms (such as a program participant numbering system) of the participation and nature of involvement of a student in the program. The Georgia PharmAssist Program may be utilized for assistance in intervention and monitoring.

d. One faculty member of the monitoring group will be responsible for the collection, maintenance, and security of records in a confidential and secure manner, separate from other student records. Access to these records must be restricted to those authorized by the monitoring program (usually only members of the monitoring group) and only for specific cause. All records may be released to the Dean, and if necessary, the State Board of Pharmacy, if noncompliance with contractual terms necessitates termination of the advocacy for the student by the PSRC.

II. PSRC Investigation and Intervention Process

a. The monitoring group must have adequate documentation of impairment (such as witnessed diversion, use, or consistent behavior or arrests, rather than hearsay) before an intervention should be considered. A preliminary investigation of available evidence will be conducted confidentially by these members. If in the opinion of the monitoring group there is not sufficient reason to justify further action after this preliminary investigation, then the investigation will cease, and the case will be closed. If the preliminary investigation indicates probable cause for CD, then an in-depth investigation will commence to obtain any additional needed information, including interviewing the impaired pharmacy student. If the in-depth investigation does not support chemical impairment, the case will be closed.

b. If the in-depth investigation indicates chemical impairment, then a monitoring program will be developed by the monitoring group. Professional, family, and financial considerations will be addressed by the monitoring program prior to an intervention, if applicable. Students will be informed that refusal to cooperate with the recommendations of the monitoring program will normally necessitate termination of the PSRC's advocacy on the part of the student and require reporting of the alleged impairment to the Associate Dean.

c. The monitoring program will entail formal chemical dependency evaluation and treatment planning, which could include intervention and immediate inpatient care. Only the monitoring group and other appropriate individuals who can significantly contribute to the intervention (family members, employers, roommates, spouse/significant other, physician, representatives fromPharmAssist, etc.) will be involved.

d. Once a diagnosis is made, a treatment plan will be incorporated into the monitoring program. A list of treatment centers that offer services appropriate to the rehabilitation of the impaired pharmacy student, based upon cost, program, usual duration, type of treatment, and willingness to cooperatewith the reporting needs of PSRC and/or PRP will be provided by the monitoring group. If treatment can occur during summer breaks, the student's academic progress may be preserved without conspicuous absence from class for a protracted period of time. If the student's impairment appears to immediately endanger himself/herself or another, he/she should be referred for evaluation and/or treatment as soon as possible. When this is necessary, the Associate Dean will grant a "leave of absence" for an unspecified period of time with probable reentry into the university at a level appropriate to his/her previous academic progress, assuming academic eligibility is intact at the end of the most recently completed semester and that all other administrative obligations due the college have been met.

e. Participation of an impaired pharmacy student in a formal treatment program appropriate to the severity of his/her chemical dependency is required. If a treatment program is instituted, the impaired pharmacy student will sign a recovery contract. The contract will stipulate theterms of treatment, conditions of reentry to pharmacy school, maintenance program following treatment, consequences of noncompliance with the contract, financial obligations, authorization for reporting of information pertinent to treatment progress to the PSRC and/or PRP, authorization for release of statistical information (without individual identity) by the PSRC and/or PRP, and stipulation of duration of monitoring. The contract will also stipulate to whom the records will be transferred for monitoring should the student graduate and/or move from the state during the course of the recovery contract period. The impaired pharmacy student must agree to abstain from use of all mind-altering drugs except as prescribed in definedcircumstances and to provide scheduled and/or random urine and/or blood samples for testingas requested by the monitoring program and recovery

contract at the participant's expense. Authorization for obtaining both job performance reports from employers and reports from others as needed and a definition of the duration of the contract is included. The completion of a listing of 12-step meetings attended with dates and a daily log of activities is also required.

f. Noncompliance with the treatment program and recovery contract will result in reporting of the case to the Associate Dean for Student Affairs and Enrollment Management by the PSRC for disposition once the individual has been warned of the noncompliance and fails to return to compliance with contractual terms; where the individual holds an intern license issued by a Board of Pharmacy, the Board will also be notified.

g. Reentry into the College of Pharmacy (if progress is interrupted by treatment) will depend on compliance with contract terms and authorization to return from the treatment counselor (and arranging reentry). Reentry may be delayed until needed coursework is again offered. Students may continue with school while in outpatient treatment; however, the student will not be allowed to jeopardize his/her recovery and should contractually agree to take a leave of absence from school if it is interfering with the treatment/recovery process. The impaired pharmacy student will not be allowed to participate in any activity involving direct patient contact until they have successfully completed their treatment program.

III. Procedural Considerations

a. Legal: No member of a peer review committee or employee assistance program functioning in an advocacy role for the rehabilitation of chemically impaired pharmacy students of the College can be held liable for damages resulting from action or recommendations made within the scope of that committee's/ program's function if such member acts without malice and in the reasonable belief that such action or recommendation is warranted by the facts known to him/her after reasonable effort is made to obtain the facts on which such action is taken or recommendation is made. No person who in good faith and without malice makes a report to a monitoring program shall be liable to such reporting.

b. Academic: Student academic standing at the end of the most recently completed semester before entering treatment will be preserved while the student is on a leave-of-absence for approved drug rehabilitation therapy. If the student is academically ineligible to continue in the pharmacy curriculum, participation in the program will not precluded administrative action for dismissal. The impaired pharmacy student will not be allowed to participate in experiential components of the educational program until permission to do so is obtained from the monitoring program and treatment counselor.

c. Financial: The participant is responsible for the costs of the treatment and rehabilitation including urine and blood drug testing.

d. Financial Aid: Students who enter treatment during school and therefore may not complete course work during that semester may have difficulty with financial aid programs. A "no-questions- asked" leave-of-absence notification procedure from the PSRC or PRP to the financial aid office will be implemented to minimize the risk of breach of confidentiality.

e. Drug Testing: Drug testing is a routine part of any drug rehabilitation program and serves as positive proof of continuing compliance with the program. Any program or its specified treatment agency or laboratory using scheduled and/or random drug testing for monitoring of compliance with chemical dependency recovery programs must insist on direct observation of specimen collection and have a carefully controlled system of specimen

processing (similar to NCAAprocedures for student athletes; i.e. retention of a portion of the specimen in locked storagefor subsequent testing if required, observation of a specific chain of custody for sample handling, use of a reputable, consistent laboratory with assurance of confidentiality of reports, and confirmation of screened positive using a separate method of analysis on the retained sample to verify positive results before presence of prohibited substances is reported to the monitoring program).

ARRESTS AND CONVICTIONS POLICY

Any student either accepted for admission to or currently enrolled in the Doctor of Pharmacy program who is arrested, charged, or convicted for a crime other than a minor traffic offense (DUI is not a minor traffic offense) must report, within 72 hours, that arrest, charge, or conviction to the Associate Dean for Student Affairs and Enrollment Management. Failure to report may result in appropriate disciplinary action, including dismissal from the College of Pharmacy. The Associate Dean for Student Affairs and Enrollment Management shall review the nature of the arrest, charge, or conviction and make a determination on whether it constitutes a professionalism violation that should be forwarded to the College of Pharmacy Academic and Professionalism Committee for disciplinary action as outlined in that policy.

ACADEMIC STANDING AND RESULTS

PRESIDENTIAL SCHOLAR AND DEAN'S LIST

The University encourages excellence in scholarship and gives recognition to students whose work is superior. Presidential Scholar and Dean's List designations are generated for each school or college at the end of each semester. To be named a presidential scholar, students must have achieved during the preceding semester a grade point average of 4.00 and received no unsatisfactory grades and no incomplete grades. Students who are not named a Presidential Scholar in a given semester will be named to the Dean's List if they have achieved during the preceding semester a grade point average greater than or equal to 3.50 and received no grades below a B (3.0), no unsatisfactory grades, and no incomplete grades. To be eligible for either Presidential Scholar or Dean's list, a student must have earned at least 14 hours (9 hours during summer semester) during the semester.

GRADUATION WITH HONORS

The University awards degrees with honors to candidates who meet specified standards of academic excellence. Graduating students will be recommended for graduation with honors on the basis of their overall grade point average for all college-level work attempted. The overall GPA or all-college average includes all work attempted at the University of Georgia as well as all college-level transfer work attempted prior to or subsequent to matriculation at the University.

Respective standards are as follows:

Honors Designation	*Required Overall GPA*	*Tassel Color*
Summa Cum Laude	3.90 – 4.0	Red, Silver and Black
Magna Cum Laude	3.75 – 3.89	Red and Silver
Cum Laude	3.60 – 3.74	Red and Black

FIRST HONOR GRADUATES

Each student completing a Pharm.D. degree with an overall grade point average of 4.0 will be designated a First Honor Graduate. The overall grade point average or all-college average includes all work attempted at the University of Georgia as well as all college-level transfer work attempted prior to or subsequent to matriculation at the University.

First Honors Graduates wear a fourragère (braided cord) on their left shoulder as part of their graduation academic regalia.

HONOR SOCIETIES

Pharmacy students who comprise the top twenty percent of their class academically and have a minimum academic average of 3.0 in pharmacy courses may be invited to join Rho Chi, the national honorary pharmaceutical society. The invitation is usually extended after the student completes at least three academic semesters of coursework.

Pharmacy students are also eligible for membership in Phi Lambda Sigma (Pharmacy Leadership Society), Phi Kappa Phi (national honor society) and various leadership societies on campus.

UNIVERSITY OF GEORGIA ACADEMIC POLICIES AND PROCEDURES

General University of Georgia academic policies and procedures, including those pertaining to academic probation and dismissal, can be found at https://bulletin.uga.edu/UnivInfo/content/university-info-academic-policies-guidelines.html.

STUDENT RESPONSIBILITY

It is especially important that each student knows it is his/her responsibility to keep apprised of current graduation requirements for a particular degree program.

COURSE LOAD PER SEMESTER

Each student must take a minimum of 12 hours per semester for a minimum of eight semesters to meet the residence requirement for graduation. If the student is in residence for any additional semesters, a load of less than 12 hours is acceptable. The student is responsible for making sure the residence requirement is satisfied.

COURSE OVERLOAD

Those students who need to register for more than 20 hours should obtain permission from their advisor (College of Pharmacy Office of Student Affairs) to overload before registration.

COURSE AUDITING

Students may audit courses with the approval of the instructor teaching the course. Information about the registration process is available on the Registrar's Office website at https://reg.uga.edu/student-records/forms-policies/. Fees for audited courses are the same as those for students registered for credit.

REPEATING A COURSE

If a student registers for and receives a grade in a course for which credit hours have already been granted, either by work at the University or by transfer:

- The grade earned for each time the course, or equivalent course, was taken will be included in the student's UGA cumulative grade point average (if UGA credit) and overall grade point average.
- Upon successful completion of the course, the student will only earn course credit once for the course.
- The course credit from the highest grade earned in the course will be used to satisfy the degree requirement(s).
- All grades received for the course will be included on the transcript.
- The course will be designated as a repeated course on the transcript.

COURSE DROPS AND WITHDRAWALS

Students who withdraw from courses before the withdrawal deadline will receive a grade of W. The withdrawal deadline, specified by the official Academic Calendar, will be prior to the conclusion of the eleventh full week of classes for any fall or spring term consisting of at least fifteen weeks of instructional time. Holidays and breaks falling in the first eleven weeks are excluded when counting the weeks of the term. If an academic term contains less than four weeks of instructional time, the withdrawal deadline shall be set no later than one week prior to the last day of classes, excluding final examinations. For all other parts of term, the withdrawal deadline shall be set no later than two weeks prior to the last day of classes, excluding final examinations.

Withdrawals from courses will not be permitted after the withdrawal deadline except in cases of hardship as determined by the Office of Student Care and Outreach (SCO) within the Division of Student Affairs. Students with an active financial or registration hold on their record must clear that hold before being able to withdraw from their coursework.

Students may drop one, some, or all of their classes during the drop/add period. Courses dropped in this manner do not appear on a student's transcript and are not considered as hours attempted for financial aid purposes. No grade is assigned for such courses. However, a student who wishes to withdraw from a course after the last day of the drop period for a term must withdraw through Athena.

If a student withdraws before the semester's withdrawal deadline, the student will receive a grade of W. An instructor may withdraw a student from a course due to excessive absences as defined in the course syllabus, and the student will receive a grade of W.

If the student does not initiate the withdrawal, the Registrar will notify the instructor and the student of the withdrawal.

If a student experiences significant personal hardship (e.g., medical or family emergency, prolonged illness), SCO can approve a hardship withdrawal from all courses in the term for which the student is currently registered or in previous semesters (retroactive hardship withdrawals). In the case of an approved hardship withdrawal from all courses, the Registrar will assign grades of W for those classes. The instructor must be informed of the assignment of the W grade.

Retroactive hardship withdrawals are rarely granted if it has been more than two years since the last day of class for which the withdrawal is sought. Extraordinary justification must be shown. In the case of approved retroactive hardship withdrawals, the Registrar will assign a grade of W. The instructor who originally assigned the grade must be informed of the change of grade.

A hardship withdrawal cannot ordinarily be used to withdraw selectively from some courses while remaining enrolled in other courses. Selective withdrawal will be permitted only under exceptional circumstances. In these cases, SCO will document the hardship and work with the Registrar's Office to assign a withdrawal grade for each course.

Each year during the fall semester, SCO will submit a written report to the Educational Affairs Committee summarizing the number of hardship withdrawals granted (both complete and partial) within the past year and, in the case of partial hardship withdrawals, the circumstances justifying the use of a partial withdrawal.

If a student is suspended by the Office of Student Conduct following a violation of the University's Code of Conduct not related to academic dishonesty, the Office of Student Conduct may facilitate a University-initiated withdrawal from courses for which a student is registered for the term. The Registrar will assign grades of W for those classes. The instructor must be informed of the assignment of the W grade.

All probation and exclusion rules apply regardless of the circumstances of the withdrawal. For more information, see General Academic Regulations related to Academic Probation and Academic Dismissal.

No student shall be withdrawn from a course for lack of a prerequisite after the end of one calendar week from the beginning of the term.

No refund is available for a reduction in hours due to individual course withdrawals that occur after the drop/add period.

Students should be aware that a reduction in their hours might result in the loss of full-time student status and thus affect their financial aid, scholarships, athletic and ticket eligibility, University housing accommodations, use of University resources and access to University facilities, immigration status for international students, and Veterans Educational Benefits. Students should contact the appropriate office and their academic advisor with questions about the impact of their withdrawal from a course before initiating a withdrawal. Students who are returning from academic dismissal are advised to consult with their academic advisor prior to withdrawal because violation of the minimum enrollment requirements can lead to a second dismissal from the University. Veterans and dependents of veterans who receive educational benefits must notify the Veterans Education Benefits Area in the Office of the Registrar of any course load reductions.

POLICY ON MANDATORY ASSIGNMENTS, TESTS, AND QUIZZES DURING READING DAYS AND FINAL INSTRUCTIONAL DAY OF A COURSE

Reading Days – Reading Days are designed to provide time for students to prepare for final examinations. No mandatory assignments scheduled for completion during the Reading Days, either for course work or extra-curricular or co-curricular activities, shall be given to students by University personnel. Exceptions for good cause can be made to this policy by the Vice President for Instruction. Nothing in this policy limits the ability of instructors to schedule optional study reviews for their students during these days.

Final Instructional Day – No tests or quizzes are to be administered on the final instructional day of a course, unless the course has not been assigned a final examination time slot by the University. All labs may administer tests or quizzes on the final instructional day. For purposes of this policy, student presentations to the class in a seminar or graduate course shall not be considered a test or a quiz.

FERPA NOTICE

The University of Georgia is legally and ethically obligated to protect the confidentiality of students' records. Students must provide a signed and dated written Permission to Release Educational Information Form (https://reg.uga.edu/) before a school official may disclose education records, or non-directory information with anyone other than the student. Further information on FERPA is available at https://reg.uga.edu/student-records/ferpa/.

COLLEGE OF PHARMACY POLICIES AND REGULATIONS THE ACADEMIC PROGRAM AND PROCEDURES

ACADEMIC ADVISEMENT

Status of graduation requirements and the academic progress of the student through the course work may be accessed through DegreeWorks. For questions, contact the academic advisor or registrar in the Office of Student Affairs. If additional academic advisement is needed, this is available from the Associate Dean for Student Affairs and Enrollment Management.

ENROLLMENT VERIFICATION

Students who need proof of enrollment may request an enrollment verification by contacting the Registrar in the College of Pharmacy Office of Student Affairs.

REGISTRATION PROCEDURES

Information on procedures for registration and drop/add is found on Athena.

Registration: Prior to registration, the student should confirm courses needed for the next semester. This may be done by examining DegreeWorks or by seeing the advisor (Office of Student

Affairs) if further advice is needed. The student may not register for more than 20 hours without permission (see section on Course Overload).

Drop/Add: The process of dropping or adding a course must be completed during designated dates. Information on drop/add procedures can be found on the Registrar's website (https://reg.uga.edu/).

CHANGE OF SCHOOL/COLLEGE/MAJOR PROCEDURES

Students should contact the college to which they wish to transfer for consideration and processing and should advise the College of Pharmacy Office of Student Affairs of the transfer.

FEE AND TUITION STATUS

Students who are not enrolled in the University of Georgia's current semester will not be allowed to attend any University of Georgia College of Pharmacy Doctor of Pharmacy program courses.

CLASS ATTENDANCE

Regular attendance at classes, laboratories (including clinics) and examinations is a student's obligation, and the unexcused absence, or "cut" is not recognized as a student privilege by the faculty of the College of Pharmacy. Students are expected to give the reason for their absence to individual instructors and to make up all work missed due to the absence. If a student is excessively absent, the instructor should report the student to the Dean's Office. Specific class attendance requirements will be established by the individual instructors.

Excessive Absences: If a student, after being counseled and reminded of the seriousness of his absences, shows insufficient improvement in class attendance, the instructor may withdraw the student from the course in accordance with the University policy.

EXAMINATION POLICIES

Night or late afternoon examinations may be scheduled in lieu of regular class meetings provided that the policy of such scheduling is announced at the beginning of the semester. At least seven days notice shall be given before the major examination (pop quizzes comprising less than 5% of the total grade are not considered major exams).

An hour examination or final examination shall not be given during the last three days of the semester. Such an examination shall be given during the time assigned for a final examination.

CLASS AND EXAM RECORDINGS

PharmD class sessions are recorded, particularly for required courses. Additionally, exams may be recorded. All recordings will be maintained in accordance with FERPA regulations.

GRADE APPEAL

1. Grounds for an Appeal of the Final Course Grade

   The responsibility to assign a final grade to each student in a course rests with the course coordinator. It is expected that in assigning final grades, the faculty will uniformly apply objective academic standards. If a student feels that academic standards were not applied fairly in his or her case, or that the information used by the faculty to determine the grade was erroneous, then the student may seek to have the final grade changed, in accordance with the procedure outlined below.

   A student's final grade in a course must reflect his or her performance in the course. The grading standards in a course are the responsibility of the course coordinator; the standards set by the course coordinator are not proper grounds to a grade appeal.

2. The responsibility of the student:
   a. The student must first discuss the grade with the instructor. These discussions must occur within 30 days of the end of the semester.
   b. If the instructor determines that the grade should not be changed, and the student believes that he or she has a grievance, the student may file a written appeal with the Department Head of the Course Coordinator. The letter of appeal must be filed within one semester of the grade assignment. The letter must clearly state the grounds for the appeal.
   c. The Department Head will investigate the assignment of the grade and inform the student in writing of the outcome of their appeal.
   d. If the Department Head supports the ruling of the course coordinator, and the student continues to believe that he or she has a grievance, the student may file a written appeal to the Dean of the College of Pharmacy. This appeal must be submitted within 30 days of the Department Head's decision.
   e. Any further appeals will be handled by the Educational Affairs Committee of the University Council in accordance to Section 4.05-03 of their policy manual.

Grade appeal templates can be found in Appendix 4. Questions related to the College of Pharmacy's appeal process should be directed to the Associate Dean for Student Affairs and Enrollment Management.

SCHOLARSHIP REQUIREMENTS

In addition to the general University requirements relative to scholarship, the following requirements must be met by all professional students:

All grades of C- (1.7) or better will be given credit toward graduation and will allow student progression in all pharmacy courses and required electives. An overall grade point average of 2.0 must be earned in all pharmacy courses and required electives to graduate.

GOOD ACADEMIC STANDING

Students in good academic standing with the University of Georgia College of Pharmacy are defined as students with a cumulative pharmacy GPA of 2.0 or greater and students who have not been dismissed from the Doctor of Pharmacy program. Students who are not in good academic standing shall be prohibited from serving as officers/representatives of the student body. Students who are not in good academic standing will not be recognized as officers in student organizations and may be ineligible for student awards or scholarships as defined by the eligibility requirements

of the awards or scholarships. If a student's cumulative GPA is less than 2.0 for two sequential semesters, the student is subject to dismissal from the Doctor of Pharmacy program.

PHARMD PROGRESSION AND REMEDIATION POLICY

The following policy applies to students who matriculate in Fall 2023 and thereafter.

Purpose:
The UGA College of Pharmacy is committed to student development and success. Standards for academic performance within the Pharm.D. program are designed to ensure students are prepared for entry into practice in diverse settings. When deficiencies are identified during a student's enrollment, the following progression and remediation policy is applied. The goal of this policy is to ensure students are able to demonstrate competence in course and program outcomes while reducing delays in student progression whenever possible.

Definitions:

1. Minimal Passing Grade: In the College of Pharmacy Pharm.D. program, a C- is the minimal passing grade for A-F courses. For Pass / Fail courses, an S is the passing grade.
2. For Pass / Fail Courses: U is considered to be a non-passing grade equivalent to an F for this policy (U grades are not eligible for remediation except in situations as outlined in this policy).
3. Grading Scheme: Grading schema for courses other than pass / fail must include the following options:
    a. A, A-, B+, B, B-, C+, C, C-, D, F
    b. Individual courses determine what numerical values correspond to letter grades within the plus/minus grading scheme. Numerical ranges must be reasonably designed so that students have the opportunity to earn the grade corresponding to their performance based on the letter grade definitions below.
    c. Letter Grade Definitions
        A = Superior academic achievement and/or professional skill
        B = Exceeds expectations for academic achievement and/or professional skills
        C = Acceptable academic achievement and/or professional skill
        D = Unacceptable academic achievement and/or professional skill unless deficiencies addressed satisfactorily (D grades are eligible for remediation in required courses, with the exception of APPEs)
        F = Unacceptable academic achievement and/or professional skill
4. Remediation: A process to correct an academic deficiency. Types of remediation within the College of Pharmacy prioritize competence and include concurrent remediation and post-course remediation. The specific type of remediation available for individual courses will be addressed in the course syllabus.
    a. Concurrent remediation: A remediation process that occurs during and/or immediately following a course to address below satisfactory performance that may impact overall course success.
    b. Post-course remediation: A remediation process that occurs after completion of a course following unsatisfactory overall performance that results in a grade of a D or a remediation-eligible U grade as described in this policy.

Progression Policy and Procedures:
The following applies to students enrolled in the Pharm.D. program:

1. Students must earn a passing grade or successfully complete remediation in all required courses and practice experiences in the Doctor of Pharmacy curriculum.
2. A student must maintain a minimum cumulative grade point average (GPA) of 2.0.
3. A student earning a non-passing grade (D, F, or U) in a required course in the Doctor of Pharmacy program must:
    a. For D grades: successfully remediate the course or retake the course. If remediation is undertaken and is unsuccessful, the course must be repeated; in instances of unsuccessful post-course remediation, the non-passing grade earned for the remediation course will not count towards the progression policy. For D grades earned for APPEs, the APPE must be repeated.
    b. For F grades: repeat the course within an academic year.
    c. For U grades: repeat the course within an academic year or successfully remediate the course if allowed. For U grades earned for block IPPEs, the course must be repeated.
4. A student earning 3 Ds, 2 Ds and 1 F, or 2 Fs in the required curriculum will be subject to dismissal from the Pharm.D. program. The Pharm.D. Academic and Professionalism Committee will determine whether the student is allowed to continue in the Doctor of Pharmacy curriculum and, if allowed to continue, document the specific conditions for continuation. Failure to meet the contracted conditions is grounds for automatic dismissal.
5. A student dismissed from the College of Pharmacy by the Pharm.D. Academic and Professionalism Committee can appeal this decision to the Dean of the College of Pharmacy. This appeal must be received in writing within 30 days of the notification of dismissal. If readmitted, a contract will be established outlining conditions for continuation and available student resources. Failure to meet the contracted conditions will result in dismissal with no option to appeal to the College of Pharmacy.
6. Students may not remediate more than two courses throughout the Pharm.D. program with post-course remediation. Exceptions to this limit may be considered if additional post-course remediation is a component of contracted conditions for program continuation as determined by the Pharm.D. Academic and Professionalism Committee or the Dean.
7. Non-passing grades earned in electives do not count towards the progression policy except for their contribution to cumulative GPA. If a student earns a non-passing grade in an elective, the elective must be repeated or an alternate elective taken in a subsequent semester.
8. A student's academic record in the College is cumulative throughout their tenure in the Pharm.D. program.

Remediation Policy and Procedures:
The following applies to students taking **required** courses in the Pharm.D. program and faculty with teaching and/or course coordination responsibilities for the Pharm.D. program:

1. Remediation promotes a culture of student success and is a key component of the competency-based approach that underpins the Pharm.D. curriculum. Through remediation, students have the opportunity to build upon existing knowledge and skills in order to address deficiencies that impact achievement of competence in a specific course.
2. Remediation at the College of Pharmacy focuses on early identification of students at risk for not earning a passing grade in a course and subsequent intervention. Course coordinators are expected to notify the Office of Student Affairs as early as possible in the semester when a student earns a non-passing grade that may impact student success

in the course, or if there are other issues identified that the course coordinator believes put the student at risk for earning a non-passing grade. After early identification, the Office of Student Affairs will engage with students to discuss and provide academic support resources to promote student improvement.

3. Except in limited exceptions as articulated in this policy, Pharm.D. courses are required to offer remediation. This may be designed as concurrent remediation, post-course remediation, or both options.
4. All required Pharm.D. courses must describe the remediation policy for that course in the syllabus.
    a. APPEs and block IPPEs are not eligible for remediation. Syllabi for these courses should state that remediation is not available and that the course must be repeated if a non-passing grade is earned.
    b. For all other courses, the syllabus must state the following:
        i. The specific type of remediation available: Concurrent remediation, post-course remediation, or both
        ii. Timeline for remediation process
        iii. Student eligibility criteria
        iv. Types of learning activities
        v. Assessment strategies to determine whether remediation was successful
        vi. Grading policy for remediation activities
    c. For Pass / Fail courses (except for block IPPEs), remediation must be offered for student performance that is borderline passing as determined by the course coordinator (e.g., within 10% of earning a passing score, deficiencies in a limited number of course activities/objectives, etc.). For these courses, eligibility criteria should be stated in the syllabus.
5. Remediation methods are course-specific and may vary depending on the type of course, course instructional philosophy and design, course objectives, and student learning needs. Course coordinators have flexibility in determining specific remediation strategies within the framework of this policy. Examples of types of remediation activities that could be used by course coordinators include but are not limited to: focused reassessment of an exam, cumulative reassessment, student self-study, supplemental instruction/tutoring, completion of additional projects or assignments, additional skills assessment, etc.
6. For <u>concurrent remediation</u>, learning and assessment activities designed to correct deficiencies should take place during the semester or immediately following the end of the course (i.e., generally completed within 1 week of the University grades due deadline for the affected semester).
    a. Students may not complete concurrent remediation in more than 2 courses per semester unless otherwise approved by the Pharm.D. Academic and Professionalism Committee for specific student circumstances. When concurrent remediation is needed, course coordinators should notify the Office of Student Affairs to confirm student eligibility based on this limit.
    b. The course coordinator will contact the student outlining the concurrent remediation process for eligible students, and students must confirm their intention to complete activities.
    c. For courses that need additional time after the course to offer concurrent remediation (e.g., reassessment of targeted course objectives), a grade of I (Incomplete) should be assigned temporarily if grades must be submitted before the concurrent remediation is complete. In these situations, the Office of Student Affairs should be notified.

d. Concurrent remediation activities or assessments should not take place on days prohibited by UGA policy (i.e., Reading Day, final instructional day of a course).
e. After the concurrent remediation, the course coordinator will submit a grade change request to update the Incomplete to the final earned grade.

7. For post-course remediation, students will complete a 1-credit hour Pass / Fail summer semester remediation course designed to correct deficiencies for targeted course objectives. Offering a post-course remediation course in an alternate semester may be considered on a case-by-case basis if approved by the student, course coordinator/relevant faculty, and the Pharm.D. Academic and Professionalism Committee. Course coordinators using post-course remediation should confirm unit head approval of offering remediation courses outside the normal faculty workload.
    a. A Post-course Remediation Plan must be developed by the course coordinator and agreed to by the student.
        i. Development of this plan should generally be completed within 1 week of the University grades due deadline for the affected semester, as well as confirmation of student eligibility for remediation with the Office of Student Affairs (based on course eligibility criteria and student eligibility based on the progression policy).
        ii. This plan must be agreed to by the student and any other faculty involved in the remediation course in writing.
        iii. The plan must be submitted to the Pharm.D. Academic and Professionalism Committee for approval.
        iv. The plan must outline the specific course objectives and content areas that need to be remediated, instructional strategies to be used, remediation course timeline, student and faculty expectations and responsibilities, assignments/activities/assessments that must be completed, and the grading policy to determine if remediation was successful.
        v. The plan should identify faculty members responsible for remediation course preparation, delivery, and assessment. In cases where the course coordinator is not available to teach summer courses, an alternate qualified faculty member should be identified for delivery of the remediation course. In this situation, the course coordinator is responsible for ensuring this faculty member has appropriate instructional materials and assessment tools to successfully deliver and determine a final grade for the remediation course (e.g., recorded lectures or other course materials, exams with answer key/rationale, etc.). Identification of alternate qualified faculty should be done in consultation with unit head(s) and could include faculty outside the course coordinator's unit if appropriate.
    b. If the student successfully passes the post-course remediation course, the grade for the original course to be remediated will not be changed and will count towards the progression policy. Achievement of a passing remediation course grade will allow the student to progress in the program without repeating the entire course at the next regular offering. A non-passing grade for the remediation course will not count towards the progression policy, and the student will be required to repeat the original course at the next regular offering.
    c. If post-course remediation is offered for a course that serves as a pre-requisite for subsequent courses in the next regular semester, pre-requisites for affected courses will be waived for that semester (e.g., if summer remediation is offered for a fall semester course, pre-requisites for affected spring semester courses

will be waived). The Post-Course Remediation Plan will note the potential risks of proceeding with courses with waived pre-requisites.

The following applies to students taking **elective** courses that count towards the Pharm.D. degree and faculty with elective teaching and/or course coordination responsibilities for the Pharm.D. program.

1. Elective courses provide an opportunity outside the required curriculum for career and specialized interest exploration. Since students have multiple elective opportunities and completion of electives is not necessary to achieve competence in the required curriculum, the remediation policy outlined for required courses does not apply to electives.
    a. For non-passing grades earned in elective courses, the elective must be repeated or an alternative elective completed in a subsequent semester if needed to meet elective hour requirements.
    b. Post-course remediation is not an option for elective courses.
    c. Course coordinators may utilize concurrent remediation as an option to correct performance deficiencies for electives if desired. If used, the syllabus must outline the policy according to the same criteria described above for required courses. Concurrent remediation in electives counts toward the limit of completion of concurrent remediation in no more than 2 courses per semester.
2. Course coordinators are expected to notify the Office of Student Affairs as early as possible in the semester when a student earns a non-passing grade that may impact student success in the course or if concurrent remediation is utilized. After early identification, the Office of Student Affairs will engage with students to discuss and provide academic support resources to promote student improvement.

Oversight of Progression and Remediation:

1. The Pharm.D. Curriculum and Assessment Committee is responsible for reviewing syllabi for completeness and appropriateness of course remediation policies. If policy deficiencies are identified, the academic program coordinator will work with the course coordinator and appropriate unit heads to make recommendations or address any issues.
2. Student progression and remediation in the curriculum is monitored by the Office of Student Affairs and the Pharm.D. Academic and Professionalism Committee.
3. Course coordinators should notify the Associate Dean of Student Affairs and Enrollment Management when students are undergoing concurrent remediation or when post-course remediation is anticipated.

Templates for student appeals are available in the appendix section of the handbook.

Adopted: 5/10/23

LEAVE OF ABSENCE

For various reasons, students may need to interrupt their enrollment in the Doctor of Pharmacy program. To request a leave of absence, students should contact the Associate Dean for Student Affairs and Enrollment Management.

APPLICATION FOR READMISSION TO THE COLLEGE OF PHARMACY

Personal and academic circumstances may require a student to temporarily cease enrollment in the College of Pharmacy. The student's readmission is subject to the following guidelines:

For students in good academic standing (defined for purposes of this policy as students who have not been dismissed and are not on probation in the College of Pharmacy of the University of Georgia for scholastic or disciplinary reasons; students who have not been convicted of a felony or misdemeanor; students who have not been prohibited from registering for courses by one or more departments of the University; students with cumulative pharmacy GPA of 2.0 or greater):

1. If the period of absence is one calendar year (12 months) or less, the student should meet with the Associate Dean to discuss the circumstances.
   a. For cases in which the student will be out of school for academic reasons (e.g., the student is off the usual academic track due to withdrawing from or failing a course), the Associate Dean will work with the student to determine the appropriate academic term for returning to the program.

   b. In cases for which the student desires a leave of absence for personal reasons (e.g., health, financial, family), the student should meet with the Associate Dean and submit a written request for a leave of absence, outlining the circumstances and the anticipated length of absence. The Associate Dean will work with the student to determine the appropriate academic term for returning to the program.

2. If the period of absence is longer than one calendar year but less than three calendar years (36 months), the student desiring readmission must:
   a. Reapply to The University of Georgia
   b. Submit a signed letter to the College of Pharmacy Academic Committee for permission to be readmitted. The letter should include the circumstances of the prolonged absence as well as the specific term and year for which he/she wished to be readmitted.

   The Academic Committee will determine whether approval will be given based upon the circumstances of the case. If approval is granted, the Academic Committee will set the conditions for readmission, including meeting with the Associate Dean to determine the best course of action for course load and scheduling. If the Academic Committee denies readmission, the student may appeal the decision to the Dean. This appeal must be received in writing within 30 days of notification of denial.

3. Any student who has been absent or on leave from the College of Pharmacy for three years (36 months) or more and who wishes to be readmitted will be treated as a new applicant. The student must apply to the College of Pharmacy as a first year Pharm.D. student and must fulfill all admission requirements. If the student is accepted for admission, he/she must start over in the pharmacy curriculum.

For students who are not in good academic standing (defined for purposes of this policy as students who have been dismissed or are on probation in the College of Pharmacy of the University of Georgia for scholastic or disciplinary reasons; students whose absence has resulted from felony or misdemeanor conviction; students who have been prohibited from registering by one or more departments of the University; students with cumulative pharmacy GPA of less than 2.0):

1. If the period of absence is less than one calendar year (12 months), the student may submit a petition to the College of Pharmacy Academic Committee asking to be readmitted. The letter should state the reason(s) for the student's absence from the program and the desired date to return.

   The Academic Committee will determine whether approval will be given based upon the circumstances of the case. If approval is granted, the Academic Committee will set the conditions for readmission, including meeting with the Associate Dean to determine the best course of action for course load and scheduling. If the Academic Committee denies readmission, the student may appeal the decision to the Dean. This appeal must be received in writing within 30 days of notification of denial.

2. If the period of absence is longer than one calendar year but less than three calendar years (36 months), the student desiring readmission must:
   a. Reapply to The University of Georgia
   b. Submit a signed letter to the College of Pharmacy Academic Committee for permission to be readmitted. The letter should include the circumstances of the prolonged absence as well as the specific term and year for which he/she wishes to be readmitted.

   The Academic Committee will determine whether approval will be given based upon the circumstances of the case. If approval is granted, the Academic Committee will set the conditions for readmission, including meeting with the Associate Dean to determine the best course of action for course load and scheduling. If the Academic Committee denies readmission, the student may appeal the decision to the Dean. This appeal must be received in writing within 30 days of notification of denial.

3. Any student who has been absent or on leave from the College of Pharmacy for three years (36 months) or more and who wishes to be readmitted will be treated as a new applicant. The student must apply to the College of Pharmacy as a first year Pharm.D. student and must fulfill all admission requirements. If the student is accepted for admission, he/she must start over in the pharmacy curriculum.

4. Any student who has been dismissed twice from the College of Pharmacy will not be considered for readmission.

FINANCIAL AID

ESTIMATED COST OF ATTENDANCE

The following is an estimated cost of attendance for the 2026-2027 academic year:

Resident Expenses (Off Campus)						
	First Year Fall and Spring	*Second Year Fall and Spring*	*Second Year Summer*	*Third Year Fall and Spring*	*Third Year Summer*	*Fourth Year Fall and Spring*
Tuition	$17,232	$17,232	$2,154	$17,232	$7,180	$17,232
Fees	$1,084	$1,084	$105	$1,084	$105	$1,084
Housing	$12,860	$12,860	$1,286	$12,860	$4,287	$12,860
Food	$4,718	$4,718	$472	$4,718	$1,573	$4,718
Books and Supplies	$250	$250	$31	$250	$94	$250
Transportation	$2,984	$2,634	$263	$1,584	$4,153	$12,460
Miscellaneous Expenses	$6,140	$5,056	$506	$5,576	$1,859	$6,230
TOTAL	$45,268	$43,834	$4,817	$43,304	$19,251	$54,834
Average Tuition & Fees: $20,702/year						

Non-Resident Expenses (Off Campus)						
	First Year Fall and Spring	*Second Year Fall and Spring*	*Second Year Summer*	*Third Year Fall and Spring*	*Third Year Summer*	*Fourth Year Fall and Spring*
Tuition	$41,208	$41,208	$5,151	$41,208	$11,170	$41,208
Fees	$1,084	$1,084	$105	$1,084	$105	$1,084
Housing	$12,860	$12,860	$1,286	$12,860	$4,287	$12,860
Food	$4,718	$4,718	$472	$4,718	$1,573	$4,718
Books and Supplies	$250	$250	$31	$250	$94	$250
Transportation	$3,550	$3,200	$320	$2,150	$4,342	$13,026
Miscellaneous Expenses	$6,140	$5,056	$506	$5,576	$1,859	$6,230
TOTAL	$69,810	$68,376	$7,871	$67,846	$23,430	$79,376
Average Tuition & Fees: $46,425/year						

The University reserves the right to change its tuition and fees at the beginning of any academic term and without previous notice. This right will be exercised cautiously. Visit https://busfin.uga.edu/bursar/bursar_quick_links for additional information.

SCHOLARSHIPS, LOANS & GRANTS

The Office of Student Financial Aid (OSFA) at the University of Georgia assists students in accessing the resources and services available to them to secure funds for financing their education. OSFA is located in the Holmes/Hunter Academic Building and can be contacted at (706) 542-6147 or http://osfa.uga.edu.

The College of Pharmacy offers scholarships annually to students enrolled in the Doctor of Pharmacy program. The list of scholarships is available on the scholarship page at https://rx.uga.edu/students/. Scholarship awards are subject to change based on availability. The online scholarship application process must be completed in order to be eligible for any scholarship. In the fall semester, students receive an email communication from the Office of Student Affairs, which includes a link to the application and details regarding completion of scholarship submissions. Students with professionalism violations may be ineligible for College of Pharmacy scholarships or awards. For specific questions about pharmacy scholarships, please contact Diana Kingery in the College of Pharmacy Office of Student Affairs at Diana.Kingery@uga.edu or 912-819-7719.

AWARDS

Each year, recognition is given to a number of graduating students with outstanding achievements in the categories listed below.

Academic Excellence Awards

Special Recognition Awards

Robert C. Wilson Award - The students of each graduating class select a member of their class that represents the person they feel will be the best pharmacist and leader.

Kenneth L. Waters Award - The student that presents leadership qualities, is active in professional activities and in service to the profession, college or community while maintaining an appropriate academic average receives this award.

Durward N. Entrekin Pharmacy Student Leadership Award - This award is presented to the student exhibiting the most outstanding leadership for the class during the pharmacy college experience.

Professional Activity Awards

During their academic career in the College of Pharmacy, students are encouraged to develop interest in professional activities. This can be accomplished in various manners. One of the most excellent ways is through participation in professional organizations.

Each spring, outstanding students are recognized for their accomplishments in professional activities in the form of awards.

STUDENT ORGANIZATIONS

Pharmacy student organizations are registered through UGA. Detailed information about these organizations can be found at https://uga.campuslabs.com/engage/.

AMERICAN ASSOCIATION OF PSYCHIATRIC PHARMACISTS (AAPP)
Faculty Advisor – Richard Lamb

The American Association of Psychiatric Pharmacists is dedicated to shedding light on the issues facing psychiatric and neurologic pharmacy. AAPP's main goal is to spread awareness to the students and community. AAPP members organize events such as guest speakers in the field, posting social media blasts for awareness, participating in philanthropy walks, and participating in NAMI's mental illness awareness week. AAPP members also believe that fundraising for national nonprofit organizations that advocate for psychological and neurologic disorders can have a huge impact on awareness and improving the lives of those living with these conditions. Therefore, members have participated in fundraising for the National Alliance on Mental Illness, Down Syndrome Association, Autism Association, and more. AAPP also advocates for a stigma free environment in our school and profession.

Since the rate of mental disorders is increasing in the American population, AAPP also feels it be important to create a support system for its members, the college of pharmacy, and the community. As a unique feature of the UGA chapter, we organize mental health breaks for our members and friends. These events include movie nights, attending sporting events, adult coloring sessions, yoga in the park, and more! This allows us to take a break from stressful lives and bond with each other. By doing this, we have created an environment of support to benefit our own mental health while we advocate for mental health within the profession.

AMERICAN ASSOCIATION OF PHARMACEUTICAL SCIENTISTS (AAPS)
[Membership is open to undergraduate, professional and graduate students]
Faculty Advisors – Gurvinder Singh Rekhi and Wided Missaoui

AAPS UGA is the local chapter of the American Association of Pharmaceutical Scientists (AAPS). AAPS is a professional, scientific organization of approximately 10,000 members employed in academia, industry, government, and other research institutes worldwide. The Organization was founded in 1986 and focuses on advancing the capacity of pharmaceutical scientists to develop products and therapies that improve global health. AAPS UGA was founded to propagate the AAPS mission and vision locally with our goal being the professional development of members.

We plan to create an opportunity to support both the academic and scientific pursuits of our members while providing opportunities to further learning. We hope to advance the understanding and appreciation of various scientific disciplines through lectures, seminars, poster session, and meetings. Additionally, we want to utilize AAPS at UGA to bring together members through various social activities. Interpersonal skills are essential to a person both in and out of the lab and we would like to use events such as fundraising, potluck dinners, bowling and tailgates to further communication and connection between members. We also wish to promote scientific communications with other science departments at UGA such as the chemistry department as well as another AAPS chapters in local Atlanta such as AAPS Mercer University through field trips. We believe expanding AAPS at UGA networks will help us in both scientific and professional experience.

The UGA AAPS chapter has also established a tradition of supporting our community as well as other philanthropic efforts and we plan to continue this through Relay for Life and other local charities.

ACADEMY OF MANAGED CARE PHARMACY (AMCP)
Faculty Advisor – Brian Seagraves

The Academy of Managed Care Pharmacy chapter at the University of Georgia promotes student interest in careers in managed care organizations and the pharmaceutical industry. Each year a wide variety of professionals and alumni share experiences and insight into the role of a Pharm.D. in various industry career paths. The chapter actively participates in the AMCP National Pharmacy & Therapeutics competition and student members can qualify to compete on the national level. Our innovative chapter focuses on building leaders who will pursue competitive positions throughout the managed care and pharmaceutical industry.

Nationally, AMCP is an association of pharmacists and associates who serve the public through the promotion of wellness and rational drug therapy by applying managed care principles. AMCP empowers their members to develop leadership, clinical, and business skills through varied opportunities at the local, regional, and national level. AMCP also provides members opportunities to network with managed care professionals, providing career information and assisting with securing fellowships, residencies, and job placement after graduation.

AMERICAN PHARMACISTS ASSOCIATION – ACADEMY OF STUDENT PHARMACISTS (APhA-ASP)
Faculty Advisors – Michelle McElhannon and Lindsey Welch

The American Pharmacists Association – Academy of Student Pharmacists (APhA-ASP) is the largest organization at University of Georgia College of Pharmacy. Our mission is "to be the collective voice of student pharmacists, to provide opportunities for professional growth, and to envision and actively promote the future of pharmacy." Membership allows students to be involved at the local, state, and national level. Your involvement in ASP chapter affairs helps to ensure that you better understand the contemporary issues affecting pharmacy and contributes to the future development of your chosen profession. Members advocate for the pharmacy profession at events like Pharmacy Day at the Dome by discussing pharmacy policy with their representatives. We also hold community outreach events, health fairs, and patient education events. APhA-ASP holds the College's largest event, Pharmtoberfest, during the fall semester. Students are able to practice skills learned in class and labs in our Patient Counseling Competition. Member services include priority inclusion in every chapter – hosted professional development event, subscriptions for one year to the APhA monthly journal, the *Journal of the American Pharmacists Association*, the quarterly APhA-ASP newsletter, *The Student Pharmacist*, and the Georgia Pharmacy Association newsletter, as well as offering additional study materials for board exams.

ASIAN PHARMACY STUDENT ORGANIZATION (APSO)
Faculty Advisors – Trisha Branan and William Huang

The Asian Pharmacy Student Organization is an organization that strives to work together to bridge the existing gaps in healthcare for the Asian community through outreach and service. Our mission is to provide accessible professional development to future healthcare professionals so that they have the skill set to meet the needs of different racial and ethnic groups in the community. The term "Asian" encompasses over 20 different ethnic groups and 20 million Asian Americans. APSO

intends to disaggregate each ethnic group to provide patient education and information through medication counseling and vaccination information cards. APSO will give students a chance to actively participate in educating the community on best healthcare practices and medication usage, develop leadership and communication skills, and enhance their networks of connections. APSO will provide the opportunity for members to engage in semesterly immunization and point-of-care testing events in efforts to make healthcare more attainable for the community. The monthly meetings will be used to discuss upcoming workshops and projects that will help achieve our mission.

BLACK STUDENT PHARMACIST ORGANIZATION (BSPO)
Faculty Advisor – Christy Wilhight

The purpose of the Black Student Pharmacist Organization aims to support and uplift underrepresented minority pharmacy students by fostering academic success and connection, while welcoming all students to engage, learn, and build community together. The organization focuses on four key areas:

1. Informational/Education
2. Academic
3. Social/Interpersonal
4. Community Service

CHRISTIAN PHARMACISTS FELLOWSHIP INTERNATIONAL (CPFI)
Faculty Advisor – Robin Southwood

The Christian Pharmacists Fellowship International is an interdenominational ministry of individuals working in all areas of pharmaceutical service and practice. The mission of CPFI is to bring about spiritual growth and the advancement of knowledge and ethics in the service and practice of pharmacy by providing the resources, tools, and expertise necessary to challenge, encourage and promote the integration of Christian principles and standards within that practice.

DEAN'S STUDENT ADVISORY COUNCIL (DSAC)
Faculty Advisor – Duc Do

The Dean's Student Advisory Council serves as a resource for the Dean pertaining to the enhancement of the College of Pharmacy, its programs, and the profession of pharmacy. DSAC serves as the voice of the student body and provides a link to the administration. Each member works collaboratively to welcome incoming students each fall through New Student Orientation, improve student satisfaction, and strengthen policies within the College. The presidents and vice presidents (or equivalents) of student organizations in the College as well as the president, vice-president, and/or class representatives from each professional year, make up the membership of the DSAC.

GEORGIA SOCIETY OF HEALTH-SYSTEM PHARMACISTS (GSHP)
Faculty Advisors – Andrew Darley and Devin Lavender

The Georgia Society of Health-System Pharmacists at the University of Georgia is an officially recognized student society of the American Society of Health-System Pharmacists (ASHP), which aims to provide student pharmacists with opportunities to gain further insight into health-system pharmacy through networking events, patient advocacy, and volunteer opportunities. Each fall, we hold a residency roundtable networking dinner featuring program directors and residents

throughout Georgia who discuss their residency program offerings with students and what makes each one unique. This event affords students the chance to learn more about residencies from experts in a comfortable setting to better determine how a residency will aid in their future careers. Throughout the year we offer workshops, presentations, journal clubs, and clinical competitions to provide further insight into health-system pharmacy and aid in the professional development of student pharmacists. GSHP also offers numerous speakers from various practice settings representing health-systems throughout the state and across the country. Additionally, we work in collaboration with our state GSHP organization to plan and attend regional meetings in Savannah and Amelia Island. We hope to continue to provide an outlet to educate all students about the benefits of careers in health-system pharmacy and prepare them for their future roles as institutional practitioners. Membership is open to all students.

INDUSTRY PHARMACISTS ORGANIZATION (IPhO)
Faculty Advisor – Gurvinder Singh Rekhi

The UGA Chapter of the Industry Pharmacists Organization is focused on advancing the careers of aspiring industry pharmacists. Chartered in 2018, our chapter prides itself on providing members with resources, networking events, and access to opportunities and representatives in the industry. Throughout the year numerous professionals in different areas of the pharmaceutical industry give presentations to members on their careers and similar career options for pharmacists. National members are invited to partake in webinars, which cover topics like fellowship positions and how to best prepare for post-graduate industry pathways. A key event in our chapter is a round table networking event which allows students to communicate with current industry pharmacists and better prepare themselves for the field. Going forward, IPhO will continue to have a place at UGA because this is an area of pharmacy where students have demonstrated a strong interest in growth for our school and its curriculum, and we hope that it will help to better prepare students for successful careers within industry pharmacy.

INTERNATIONAL SOCIETY FOR PHARMACOECONOMICS AND OUTCOMES RESEARCH (ISPOR)
[Membership is open to undergraduate, professional and graduate students]
Faculty Advisor – Lorenzo Villa Zapata

Welcome to the ISPOR (International Society for Pharmacoeconomics and Outcomes Research) University of Georgia Student Chapter, where passion for healthcare economics, outcomes research, and policy converge! Established within the vibrant academic community of the University of Georgia, our chapter serves as a dynamic hub for students interested in advancing their knowledge and engagement in the field of pharmacoeconomics and outcomes research.

At ISPOR UGA, we are committed to fostering interdisciplinary collaboration, professional development, and leadership opportunities for our members. Whether you're a student pursuing studies in pharmacy, health economics, public health, or related disciplines, our chapter provides a supportive environment where you can explore, learn, and grow.

KAPPA PSI (KY)
Faculty Advisors – Jordan Khail, Rusty May, and Brian Seagraves

Kappa Psi is an international pharmaceutical fraternity founded in 1879 that has since grown to 97 collegiate and 66 graduate chapters, making it the largest and oldest pharmaceutical fraternity. The Brothers of Kappa Psi seek to promote the values of industry, sobriety, and fellowship and to advance

the pharmacy profession. The Gamma Phi Chapter at UGA is an all-male Chapter and was chartered in 1951. The brothers are involved in a variety of extracurricular activities, but they are particularly focused on giving back to the community and the college. The service projects that highlight our annual activities include Red Cross Blood Drives and Northeast Georgia Food Bank Drives that directly help the Athens area. Kappa Psi encourages participation and leadership in school functions, both academic and otherwise. The brothers are active members in numerous College of Pharmacy organizations and often hold officer positions as well.

Aside from service activities, Kappa Psi emphasizes participation in a variety of intramural sports and athletics. The brothers of Kappa Psi understand the importance of balancing work with play as they host social events at the house on South Lumpkin Street. All of the events require guests to donate items directed towards various philanthropies supported by Kappa Psi. While the attention of Kappa Psi is to further our profession and our college, the brothers garner a lifetime of professional and fraternal bonds with each other and the alumni. Whether through athletics, social functions, or community projects, the bonds forged through Kappa Psi will last throughout school and our professional careers.

LAMBDA KAPPA SIGMA (LKS)
Faculty Advisor – Rebecca Stone

Lambda Kappa Sigma is a professional fraternity for pharmacy women. Established in 1958 as Alpha Kappa Chapter at the University of Georgia, Lambda Kappa Sigma provides professional and social guidance. The objectives of LKS include: (a) providing a place for fellowship for women away from the scholastic atmosphere, (b) offering a personal approach to the adjustment to the field of pharmacy and campus life at UGA, (c) providing encouragement for academic accomplishments, (d) being of service to the community as a vital health practitioner and (e) expanding opportunities for professional advances beyond the college years.

Here at UGA, the Alpha Kappa Chapter invites all pharmacy women to recruit in the fall semester. In addition to better acquainting members with fellow students, this activity helps new students learn more about the fraternity and become familiar with pharmacy school itself. Invitations to join are offered at the completion of recruitment events. As a professional pharmacy organization, LKS actively participates in service projects, including sponsorship of an “In Their Shoes” team, which benefits the Loran Smith Center at ARMC, hosting a Girl Scouts’ Day to help them earn their first aid badge, and volunteering at the local food bank and Athens Area Homeless Shelter. Social activities include recruitment events, summer retreat, Apothecary Ball, and many more.

For many pharmacy women, membership in LKS provides a break from pressures of classwork by establishing a place for fellowship. The Alpha Kappa Chapter of LKS has become a significant voice among many pharmacy women at the University of Georgia.

NATIONAL COMMUNITY PHARMACISTS ASSOCIATION (NCPA)
Faculty Advisors – Nicholas Castillo and Ashley Chinchilla

The NCPA student chapter of UGA is the representative group for the National Community Pharmacists Association. NCPA is a national organization which represents the interests of Independent Pharmacy. The goal of our student chapter is to educate the student members on the opportunities that entrepreneurship provides and enable them through networking and other activities to take advantage of the opportunities available.

Membership is open to any student in the College of Pharmacy. NCPA membership allows

students the opportunity to apply for scholarships and compete in national NCPA competitions. Guests from many areas of community pharmacy are invited to speak at chapter meetings to inform our members of the many aspects of community pharmacy. Our UGA Chapter currently provides educational events with health screenings at local pharmacies. The pocket reference *Clinical Pearls: A Pharmacotherapy Guide for Student Practice Experiences,* is updated annually by our members. NCPA is truly the voice of the community pharmacist.

NATIONAL HISPANIC PHARMACISTS ASSOCIATION (NHPA)
Faculty Advisors – Joshua Caballero and William Huang

National Hispanic Pharmacist Association is a professional student chapter organization at the University of Georgia that focuses on the development of the student pharmacist's career by providing education on Hispanic minorities in the community. Community outreach and student education encompass the overall goals of NHPA to further a student pharmacist's professional development in order to ensure proper cultural exposure to a growing community that surrounds the profession.

PHI DELTA CHI (PDC)
Faculty Advisors – Joshua Caballero and William Huang

Phi Delta Chi is a co-ed professional fraternity of pharmacy whose objective is to advance the science of pharmacy and its allied interests, and to foster and promote a fraternal spirit among its members. Its motto, "Alterum Alterius Auxilio Eget," meaning "Each Needs the Help of the Other," demonstrates PDC's attitude towards the college, community, and its members.

Founded in 1883, PDC is the first Greek letter organization established for members of pharmacy only. Among its 40,000 members were the late Eli Lilly and Hubert Humphrey. The University of Georgia PDC Chapter, Alpha Iota (AI), was founded in 1937 and has initiated over 1,000 Brothers. The late R.C. Wilson, Georgia's Father of Pharmacy, was a charter member of Alpha Iota.

Membership in PDC is by invitation only. Rush events are held each year during the fall semester and bids are issued to persons demonstrating the ideals of the fraternity. PDC has a rigorous pledge period after which eligibility for membership is determined. Professional, service, and social projects comprise many of the group's activities. In service to the profession and the public, PDC participates in health fairs, hosts a 5k run/walk, volunteers at Talmadge, and sponsors events for St. Jude Children's Research Hospital. Social activities include football tailgates, low-country boil, Spring Formal, and a retreat twice a year. Our Alpha Iota chapter is nationally ranked amongst the 100 chapters nationwide and has been participating in an achievement award program encouraging excellence and communication among chapters. Members attend Regional Conferences, Leader-Development Seminars, and Grand Council regularly to help further develop our Brothers being the leaders of pharmacy for tomorrow.

PHI LAMBDA SIGMA (PLS)
Faculty Advisors – Susan Smith and Danielle Vitale

Phi Lambda Sigma, the Pharmacy Leadership Society, is a national honor society whose mission is to recognize student pharmacist leaders and to promote the development of leadership within the pharmacy profession.

In 1974, the Delta Chapter of Phi Lambda Sigma was organized at the University of Georgia. Membership consists of four categories: student, faculty, honorary, and alumni. To be eligible for membership, a student shall be in their second or third year of study, of high moral and ethical character, and shall meet scholastic and curriculum standards. Nomination for membership is made on the basis of the nominee's demonstration of dedication, service, and leadership in the advancement of pharmacy.

The purpose of Phi Lambda Sigma is to recognize those individuals who have attained a high degree of leadership through their time and efforts focused on the betterment of the profession. The objective is to encourage these people to continue their worthy endeavor and to stimulate others to attain these high ideals. To be elected into this society is rightfully considered one of the high points of one's career. As an organization we hope to encourage leadership and service throughout the College of Pharmacy.

RHO CHI PHARMACY HONOR SOCIETY
Faculty Advisor – Lori Duke

The Rho Chi Society is the national pharmacy honor society that recognizes academic excellence of pharmacy students. In order to be invited to join the Rho Chi Society, students must have completed at least three semesters in pharmacy, have a minimum grade point average of 3.0 in pharmacy courses and are in the top 20% of their class. The Alpha Kappa chapter of the Rho Chi Society was founded at the University of Georgia in 1948.

RxPUPS-STUDENT SOCIETY OF PEDIATRIC ADVOCATES (RxPups-SSPA)
Faculty Advisors – Amanda McPherson and Kline Whitley

The mission of the Student Society of Pediatric Advocates is to bring awareness to the proper use of medication therapy in pediatric populations through various service and education-based initiatives. Service activities center around lending our medication-based knowledge to pediatric patients and their parents in our community. Educational activities are directed toward student members in an effort to safely and effectively extend pharmacy practice to pediatric populations by building relationships with mentors and professionals in the health care community, as well as supplementing didactic coursework with lectures by specialists and our peers. Overall, SSPA advocates for the safety and happiness of young patients while learning and having fun along the way.

STUDENT ALLOCATIONS COMMITTEE
Faculty Advisor – Duc Do

Allocation of student activity fees is one of the primary functions of the College of Pharmacy Dean's Student Advisory Council (DSAC). These funds, which are awarded from a portion of the students activities fees on a per capita basis to the College, may be used for projects meeting University requirements and deemed appropriate by the committee.

For student activity fee allocation, each organization is allowed one representative. The organizations are represented by their presidents who may cast a vote on each proposal. Pharmacy student groups may submit to the committee a request for allocations to support pharmacy-related projects. A quorum shall consist of the majority of student organizations. The Associate Dean for Student Affairs and Enrollment Management will review all expenses before they are submitted to the university.

STUDENT COLLEGE OF CLINICAL PHARMACY (SCCP)
Faculty Advisors – Beth Phillips and Rebecca Stone

The Student College of Clinical Pharmacy is a recognized student chapter of the American College of Clinical Pharmacy (ACCP). Our mission is to educate students about the opportunities of clinical pharmacy throughout their careers as student pharmacists and practitioners and to further develop their clinical skill set through leadership opportunities, clinical guest speakers representing various practice areas, community service, conferences, and clinical knowledge-based challenges. Meetings often include insight into clinical pharmacy topics, residencies, and research opportunities. SCCP provides students with an opportunity for publication with our biannual newsletter, *Student Clinical Digest*. This provides a great opportunity for students to research current topics in pharmacy and further develop their writing skills. SCCP also hosts the College of Pharmacy Research Day, which provides current PhD and Pharm.D. students and faculty with an opportunity to present their original research via poster sessions to members of the College. We hope to continue to host this research- focused event in the future and provide opportunities for students to gain further insight into the practice of clinical pharmacy. Membership is open to all students at the College of Pharmacy.

STUDENT NATIONAL PHARMACEUTICAL ASSOCIATION (SNPhA)
Faculty Advisor –Vivia Hill-Silcott

The Student National Pharmaceutical Association is an educational and service organization dedicated to the pharmacy profession, professional development, and the full participation of a diverse student body in pharmacy and other health-related professions. As an organization, SNPhA does the following: offers members the opportunity to develop leadership and professional skills, promotes active participation in national health care issues to students and the public, articulates the role of minority health professionals as vital members of the health care team, and educates communities on better health practices increasing their awareness and understanding of diseases and their prevention. SNPhA plans, organizes, coordinates, and presents programs to improve the health, education, and social environment of the community. Members also play an active role in regional and national association meetings.

STUDENT ONCOLOGICAL ADVOCATES IN PHARMACY (SOAP)
Faculty Advisor – Amber Clemmons

Student Oncological Advocates in Pharmacy, a National Community Oncology Dispensing Association Professional Student Organization (NCODA PSO), is an organization whose main purpose is to increase awareness of cancer, treatment of cancer, and the people behind the disease. As an NCODA professional student organization, SOAP seeks to raise awareness of the roles that oncology pharmacists play in both clinical and industry pharmacy. SOAP's primary philanthropic organization is Georgia's own NCI center, Winship Cancer Institute at Emory University Hospital in Atlanta. SOAP hosts several events benefiting Winship; including crafting holiday cards for patients in the fall, making and sharing Valentine's Day goodie bags to cancer patients in the spring, and hosting our annual 5k that raises money for phase 1 clinical trial research. SOAP supports several other oncology-related organizations including Free to Breathe 5k, In Their Shoes 5k, Relay for Life at UGA, DKMS, and Be the Match. SOAP reaches out to the Athens community through hosting various educational and charitable programming like our World Cancer Day event and participation in the College of Pharmacy's annual health fair. With NCODA, SOAP helps to create a standardized educational information network to cancer patients within the state of Georgia and on an international scale. Many educational opportunities exist within the NCODA, Inc. organization, including students interacting with oncological advocacy members and presenting

research on the national and international level. These events listed above give students the opportunity to give back to the community, as well as interact with cancer patients and healthcare professionals in the field of oncology pharmacy. SOAP has been featured in newsletters at the College of Pharmacy and has an online newsletter of their own available on the UGA RX website. Overall, SOAP serves as a way to unite all persons who have been touched by cancer in any way and to pursue a positive outcome for those living with the disease.

STUDENT PHARMACIST DIABETES ORGANIZATION (SPDO)
Faculty Advisor – Robin Southwood

The Student Pharmacist Diabetes Organization is an organization that promotes an increased understanding of diabetes, a disease state that affects over 25 million children and adults in the United States. Our objective is to encourage pharmacy students to become more clinically oriented to diabetes care through education and through community outreach.

SPDO is fulfilling its educational purpose in a variety of ways, including regular journal club participation and guest speaker presentations. We are also offering opportunities for involvement through the publication of the *Diabetes in Focus* newsletter. This newsletter presents articles concerning up to date diabetes care, pharmacy trends, and clinical pearls. Furthermore, the newsletter serves as a writing opportunity for pharmacy students and a venue to see the process of newsletter publication.

SPDO offers opportunities for community outreach through involvement in health fairs. Moreover, SPDO participates in fundraising events throughout the year, including the Juvenile Diabetes Research Foundation (JDRF) walk in Augusta, GA to raise support for juvenile diabetes research and school-wide fundraisers to raise support for the American Diabetes Association (ADA). We are also coordinating with Student Society of Pediatric Advocates (SSPA), Operation Diabetes, and Barney's Pharmacy to host a support group called "Sweeties" for children with type 1 diabetes and their parents. The goal is to offer a forum for patient discussion and educational points about managing the disease state.

STUDENT RESOURCES

APPS

UGA Safe
https://prepare.uga.edu/uga-safe/
The UGA Safe App is the university's mobile safety app that offers important emergency information and resources.

DawgSource App
https://sco.uga.edu/dawgsource/
Use DawgSource to streamline your experience while learning and living at UGA.

UGA HEALTH, WELLNESS, COUNSELING AND FINANCIAL RESOURCES

Student Care and Outreach
Contact: 706-542-8479, sco@uga.edu
https://sco.uga.edu/
Student Care and Outreach coordinates care and assistance for all students who experience complex, hardship, and/or unforeseen circumstances by providing individualized assistance and tailored interventions.

Office of Student Financial Aid
Contact: 706-542-6147, osfa@uga.edu
https://osfa.uga.edu/
The Office of Student Financial Aid manages financial aid for all UGA students.

Support Funds
(Including emergency assistance and Sunshine Fund)
Contact: 706-542-8479, sco@uga.edu
https://sco.uga.edu/resources-financial/#availability
We understand the impact financial barriers can have on a student's overall well-being. Student Care and Outreach (SCO) serves as the starting point for connecting students with individualized support and resources, which includes applying to available funding for emergency and/or temporary financial assistance.

Food and Necessities
(Food pantry, food scholarship, school supply closet, hygiene, and self-care items)
https://well-being.uga.edu/basic-needs/

Accessibility and Testing (A&T)
Contact: 706-542-8719, uga.access@uga.edu
https://accessibility.uga.edu/
The A&T ensures equal educational opportunities as required by the ADA and other legislation and strives to promote a welcoming academic, physical, and social environment for UGA students with disabilities.

University Health Center
Contact: 706-542-1162, contact@uhs.uga.edu
https://healthcenter.uga.edu/
The UGA Health Center is your one-stop-shop for integrated medical, wellness, and counseling services.

Well-being / Mental Health Resources
The primary place online to find well-being resources for students is https://well-being.uga.edu/. UGA students also have access to several digital mental health resources, such as free virtual counseling, headspace, togetherall and SilverCloud. Detailed information is available online at https://healthcenter.uga.edu/digital-mental-health-resources/.

Counseling and Psychiatric Services (CAPS)
Contact: 706-542-2273
https://caps.uga.edu/caps/
We are your go-to campus resource for emotional, social, and behavioral health support. Our team is here to help you find the best fit for service, whether that be CAPS individual, couples, or group counseling, psychiatry, or coordinating with our amazing case management team for assistance in finding off-campus resources.

CAPS is offering in-person appointments, with options for telebehavioral health as needed. To start services, students can schedule a free phone screening via the UHC Patient Portal or by calling CAPS at 706-542-2273. All CAPS Initial sessions are in-person.

BeWellUGA
https://healthcenter.uga.edu/bewelluga/
A central mental health and well-being resource for the UGA campus community with free well-being and prevention programs, events, and services hosted by the University Health Center. BeWellUGA offers classes and services geared towards helping UGA students thrive physically, mentally, and socially.

Wellness Coaching
Contact: 706-542-8690, contact@uhs.uga.edu
https://healthpromotion.uga.edu/wellness-coaching/
Wellness coaching supports an individual's own motivations and strengths. Students will map their path for positive behavior change(s) through a collaborative, unbiased partnership.

Relationship and Sexual Violence Program (RSVP)
Contact: 706-542-8690, contact@uhs.uga.edu
https://healthpromotion.uga.edu/rsvp/
We provide advocacy support for students impacted by sexual assault, relationship or domestic violence, stalking, sexual harassment, and other related experiences. Located in the University Health Center's Health Promotion Department, RSVP Services are free and confidential. Meeting with a trained advocate does not trigger any investigation or formal reporting or complaint process.

Fontaine Center
https://healthpromotion.uga.edu/fontaine-center
A center for alcohol and other drug prevention, early intervention & recovery support services including relationship and sexual violence prevention and 24-hour advocacy services.

The Love and Money Center
Contact: 706-542-4486, loveandmoney@uga.edu
https://www.fcs.uga.edu/loveandmoneycenter
The Love and Money Center, formerly the ASPIRE Clinic, is an interdisciplinary unit within the College of Family and Consumer Sciences. Our purpose is to support and facilitate innovative clinical training, client services, and outreach programs that enhance the relational and financial health of individuals, couples, and families. Our low- to no-cost services are provided by UGA students under supervision.

Center for Counseling and Personal Evaluation
Contact: 706-542-8508, cstatom@uga.edu
https://coe.uga.edu/directory/counseling-and-personal-evaluation
The Center for Counseling and Personal Evaluation (CCPE) is committed to providing behavioral health services to the residents of the Athens area and surrounding communities as well as the UGA faculty, staff, and student population.

COLLEGE OF PHARMACY RESOURCES

Help desk
(*Technology, facilities, etc.)*
https://helpdesk.rx.uga.edu

Wellness and Counseling
The primary place online to find well-being resources for students is https://rx.uga.edu/departments/administrative-offices/student-affairs/ and https://rx.uga.edu/students/.

Contact: Dr. Vivia Hill-Silcott, Director of Student Success
706-542-6466, vhsilcot@uga.edu

The College of Pharmacy partners with UGA's Counseling and Psychiatric Services (CAPS) to provide an embedded counseling model specifically designed to support PharmD students. Through this partnership, a CAPS therapist is assigned to the College of Pharmacy and is available to support PharmD students approximately 20 hours per week. This embedded model provides students with accessible mental health services, including individual counseling and therapy, referrals to additional resources, and support for managing challenges within the pharmacy school environment.

Students learn how to identify triggers that cause stress and anxiety and ways to manage the symptoms. In groups and in individual sessions, techniques and skills are developed to improve self-care and wellbeing. All students are able to join virtual and in-person sessions. Individual appointments and group sessions are offered regularly throughout the semester for:

- Mindfulness Monday – meditation, mindfulness walks
- Bereavement support group – grief process
- Stress, depression, and anxiety sessions (small groups and individual)
- Academic and personal schedule management

Chemical Dependency (including Alcohol Use Disorder)
Because the faculty and administration of the University of Georgia College of Pharmacy recognize that chemical dependency (including alcohol use disorder) is a disease that affects all of society, they (a) accept a responsibility to assist chemically impaired students toward recovery; (b) accept a responsibility to support students in their recovery from co-dependent relationships with chemically impaired individuals; (c) advocate referral of chemically impaired students to pharmacist rehabilitation programs; (d) accept the need for cooperation with the State Board of Pharmacy wherever public safety may be endangered by impaired students; (e) accept responsibility for restricting alcohol use promotions on campus; (f) accept responsibility for the development and dissemination of policies that prohibit illicit drug use by pharmacy students;

and (g) accept responsibility for the development and promotion of student wellness programs as a component of the student orientation process, a policy for addressing, referring, and monitoring students who are chemically impaired was adopted by the college in 1989.

Career Resources and Counseling
Contact: Dr. Danielle Vitale, Director of Admissions and Career Development, 706-542-5150, daniv@uga.edu
https://rx.uga.edu/students/current-Pharm.D.-students/career-development-and-opportunities/

Individual Counseling
Students can request 1-1 consultation regarding career-based needs. Individual consultation is available for all Pharm.D. students for career advisement, resumes and CVs, cover letters and personal statements, interview skills, networking and business correspondence, preparation for internship, residency, or fellowship search processes.

Group Counseling and Presentations
Student organizations and large groups can request presentations about career literacy skills, for members' professional development.

Academic Support Services (Office of Student Affairs)

- **Advising**
  Contact: David Evans, Senior Academic Advisor, 706-542-0804, evans280@uga.edu
  Academic advising is available to students encountering difficulty within a semester or in their Pharm.D. curriculum from one year to the next. Advising includes academic support services available to students, elective courses, registration, and student organizations.

- **Tutoring Services for P1-P3 Students**
  Contact: David Evans, Senior Academic Advisor, 706-542-0804, evans280@uga.edu

- **Faculty-Student Mentoring Program**
  Contact: Vivia Hill-Silcott, PhD., Director of Student Success, 706-542-6466, vhsilcot@uga.edu
  College of Pharmacy faculty will serve as coach/mentor to students enrolled in the Pharm.D. program. The purpose of this program is to coach students who are at risk of failing academically in the Pharm.D. program and assist them to graduate successfully.

- **Peer Mentoring Program for P1 and P2 Students** *(joint program between the Office of Student Affairs and Rho Chi Honor Society)*
  Contact:
  Dr. Vivia Hill-Silcott, 706-542-6466, vhsilcot@uga.edu (faculty advisor)

- **Workshops: Test Taking Strategies, Schedule Management Skills, Learning Styles and Other Topics of Interest to Students**
  Contact: Vivia Hill-Silcott, PhD., Director of Student Success, 706-542-6466, vhsilcot@uga.edu
  Students will be invited to attend workshops throughout fall and spring semesters. All enrolled students may schedule individual appointments with Dr. Hill-Silcott for assistance with schedule management.

Financial Literacy and Counseling
Contact:
Danielle Vitale, Director of Admissions and Career Development, 706-542-5150, daniv@uga.edu
The College of Pharmacy and College of Veterinary Medicine have created a partnership with the College of Family & Consumer Sciences to offer financial literacy education and counseling to professional students. Students will be invited to participate in group workshops. One-on-one appointments with the financial planner will be conducted via Zoom.

Student Emergency Funds
https://rx.uga.edu/students/
The Pharmacy Student Emergency Fund is available to provide limited, one-time financial assistance to enrolled pharmacy students who are unable to meet immediate, essential expenses because of temporary hardship related to an emergency situation.

The Kroger/Øie Food Scholarships is meant to provide support for sustaining the mind and spirit of the students in the College. Support shall include, but not limited to, purchase of meal plans, hot/cold foods, canned goods, toiletries, enhancement of physical space to house pantry items, and any other related expenses deemed appropriate by the Dean of the College.

Other Services and Resources

College of Pharmacy

The following is a list of useful quick reference information for pharmacy resources:

Accommodations	Dr. Duc Do, 706-542-7287, duc.do@uga.edu
Ambulatory IPPE	Dr. Ashley Chinchilla, 706-542-0732, ahanning@uga.edu
APPEs	Dr. Lindsey Welch, 706-542-6022, lhwelch@uga.edu
Career Development	Dr. Danielle Vitale, daniv@uga.edu, 706-542-5150

Certificate Programs	• *Entrepreneurship*
	  • Dr. Ashley Chinchilla
	  706-542-0732, ahanning@uga.edu
	• *International Biomedical Regulatory Sciences*
	  • Dr. Grace Gowda
	  678-985-6827, grace.gowda@uga.edu
	  • Ms. Johnna Hodges
	  678-985-6808, jhodges@uga.edu

Class Scheduling	Cicely Hemphill, 706-542-5275, cicely@uga.edu
Co-curricular Program	Dr. Danielle Vitale, 706-542-5150, daniv@uga.edu
Community IPPE	Dr. Nicholas Castillo, 706-542-1402, nicholas.castillo@uga.edu
Course Registration	David Evans, 706-542-0804, evans280@uga.edu
CPR	Experience Programs https://rx.uga.edu/academic-programs/experience-programs/#
Curriculum	Dr. Andrew Darley, 706-583-0223, badarley@uga.edu
Dean's List, Presidential Scholar and Class Rank	Cicely Hemphill, 706-542-5275, cicely@uga.edu

Degree Auditing and Graduation Requirements	Cicely Hemphill, 706-542-5275, cicely@uga.edu
DegreeWorks	Cicely Hemphill, 706-542-5275, cicely@uga.edu
Development & Alumni Relations	Mr. Gordon Thomas, 706-542-5103, gordon.thomas@uga.edu https://rx.uga.edu/departments/administrative-offices/development-alumni-relations/
Dual Degree Programs	Dr. Duc Do, 706-542-7287, duc.do@uga.edu https://rx.uga.edu/academic-programs/dual-degree/
Educational Innovation and Research	Dr. Russ Palmer, 706-542-5296, rpalmer@uga.edu Ms. Katie Smith, 706-542-4125, aksmith@uga.edu
Enrollment Verification	Cicely Hemphill, 706-542-5275, cicely@uga.edu
Experience Programs	Dr. Lori Duke, 706-542-5315, ljduke@uga.edu
Health System IPPE	Dr. Meggie Banks, 706-542-2140, meggiebanks@uga.edu
Immunization and Physical Requirements	Experience Programs https://rx.uga.edu/academic-programs/experience-programs/#
Information & Instructional Technology	https://helpdesk.rx.uga.edu Mr. Chris Duran, 706-542-6701, cduran@uga.edu Additional contact information available at https://rx.uga.edu/faculty-staff/directory
Interprofessional Education (IPE)	Dr. Timothy Brown 706-542-1228, timothy.brown@uga.edu
Kroger Learning Center	Dr. Duc Do, 706-542-7287, duc.do@uga.edu
Leave of Absence	Dr. Duc Do, 706-542-7287, duc.do@uga.edu Cicely Hemphill, 706-542-5275, cicely@uga.edu
Licensure	Dr. Duc Do, 706-542-7287, duc.do@uga.edu Cicely Hemphill, 706-542-5275, cicely@uga.edu
Listservs	Andrew Wilson, 706-583-0143, atgw@uga.edu
Marketing and Communications	Mickey Yongue, 706-542-5303, mickeym@uga.edu
Notary Public	Cicely Hemphill, 706-542-5275, cicely@uga.edu
PharmCast	https://rx.uga.edu/pharmcast/
Professional Liability Insurance	Experience Programs https://rx.uga.edu/academic-programs/experience-programs/#
Professionalism Violations	Dr. Duc Do, 706-542-7287, duc.do@uga.edu
Scholarships	Diana Kingery, 912-819-7719, Diana.Kingery@uga.edu
Space Reservation	Submit requests at https://helpdesk.rx.uga.edu/ Cicely Hemphill, 706-542-5275, cicely@uga.edu
Student Ambassador Program	Dana Ricks, 706-542-8166, danash@uga.edu
Student Complaints	Dr. Duc Do, 706-542-7287, duc.do@uga.edu
Student Events	Dana Ricks, 706-542-8166, danash@uga.edu
Student Health Insurance	*Pharmacy* Experience Programs https://rx.uga.edu/academic-programs/experience-programs/# *UGA* gshiplan@uga.edu, 706-542-2222

Student Leadership Training	David Evans, 706-542-0804, evans280@uga.edu
Student Organizations	David Evans, 706-542-0804, evans280@uga.edu
Student Records	Cicely Hemphill, 706-542-5275, cicely@uga.edu

University of Georgia

The following is a list of useful quick reference information for university resources:

Academic Integrity	(706)542-4336, integrity@uga.edu https://integrity.uga.edu/
Address Change	Students can update their address information on Athena. reghelp@uga.edu https://reg.uga.edu/student-records/forms-policies/
Bookstore	(706) 542-3171 https://www.bkstr.com/georgiastore/home
Career Center	706 542-3375, career@uga.edu https://career.uga.edu/
Center for Global and Cultural Student Engagement	706-542-5773, askstudentaffairs@uga.edu https://cgcse.uga.edu/
Dining Services	706-542-1256 https://dining.uga.edu/
Diplomas	https://reg.uga.edu/student-records/diplomas/
EITS / Technology Services	706-542-3106, helpdesk@uga.edu https://eits.uga.edu/
Equal Opportunity Office	706-542-7912, ugaeoo@uga.edu https://eoo.uga.edu/
Financial Aid	General Office Contact: 706-542-6147, osfa@uga.edu Mandy Phily, mzweig@uga.edu
International Student Life	706.542.5867, isl@uga.edu https://isl.uga.edu/
Involvement Network *(student activities and organizations)*	706-542-6396, involvement@uga.edu https://involvement.uga.edu/ https://uga.campuslabs.com/engage/
Libraries	706-542-3251 https://www.libs.uga.edu/
Miller Learning Center	706-542-7000 https://mlc.uga.edu/
Name Change	reghelp@uga.edu https://reg.uga.edu/student-forms/name-changes/
Office for Student Success and Achievement *(comprehensive academic resource center, academic, coaching, learning resources)*	706-542-7575 https://ossa.uga.edu/
Police	Emergency: 911 Non-Emergency: 706-542-2200 https://www.police.uga.edu/
Pride Center	706-542-4077, https://pride.uga.edu/
Recreational Sports & Ramsey Center	https://recsports.uga.edu/site

Registrar Office	706-542-4040, reghelp@uga.edu https://reg.uga.edu/
Science Learning Center	706-542-6249 https://ose.uga.edu/science-learning-center/
Student Account Services	stuacct@uga.edu https://busfin.uga.edu/bursar/
Student Conduct	706-542-1131, conduct@uga.edu https://conduct.uga.edu/
Study Abroad (UGA Study Away)	706-542-2900, studyaway@uga.edu https://studyaway.uga.edu/
Tate Center	706-542-7774, tatecenter@uga.edu https://tate.uga.edu/
Transcripts	Transcripts can be ordered from Athena. reghelp@uga.edu https://reg.uga.edu/student-records/transcripts/
Transportation and Parking	Transportation: 706-369-6221 Parking: 706-542- 7275 https://tps.uga.edu/
UGA OneCard Office	706-542-9226, ugacard@uga.edu https://tate.uga.edu/ugacard/
University Housing	706-542-1421, housing@uga.edu https://housing.uga.edu/
Veterans Resource Center	706.542.7872, svrc@uga.edu https://svrc.uga.edu/

STUDENT FORMS

Commonly used student forms can be found online at https://reg.uga.edu/. For other forms, please contact the College of Pharmacy's Associate Dean for Student Affairs and Enrollment Management.

APPENDIX 1–COLLEGE OF PHARMACY ACCOMMODATION PROCEDURES

Accessibility and Testing (A&T) Liaison: Erin Benson, Director of the A&T, eew@uga.edu
College of Pharmacy Liaison: Duc Do, Associate Dean for Student Affairs and Enrollment Management, duc.do@uga.edu

Doctor of Pharmacy students requiring accommodations should register for accommodations by submitting an application with Accessibility and Testing (https://accessibility.uga.edu/). It is important to keep in mind that the registration process can take **1 to 4 weeks**. The timeline depends on a number of different factors, including the nature of the requested accommodations, the evaluation of supporting documentation, and the availability of coordinators for scheduling appointments. We advise students to start the registration process **as early as possible**. Incoming students are advised to start the process as soon as they have been admitted to UGA.

Doctor of Pharmacy students will request faculty notification letters to be sent to their respective course coordinators for the courses in which they require accommodations. Accommodation requests for courses will be submitted through online AIM portal at https://accessibility.uga.edu/. It should be noted that a majority of pharmacy courses have multiple faculty members. Only course coordinators will receive accommodation information.

Faculty Notification Letters

Student Responsibility

1. Students should request accommodations in AIM for their courses at the beginning of each semester.
2. Students are responsible for initiating a meeting with the course coordinator in a timely manner to discuss the provision of accommodations as outlined in the faculty notification email sent from AIM. ***To receive the accommodations for assessments, students must meet with the course coordinator at least two weeks before a scheduled assessment. Assessment scheduling should not conflict with another pharmacy class.***

Course Coordinator Responsibility

Course coordinators are responsible for:

1. Sharing the accommodation letter with need to know faculty members affiliated with the course.
2. Meeting with the student to discuss provision of accommodations (e.g., testing location, extended time, reduced distraction environment, etc.).

Classroom Accommodations

The primary contact for support with facilitating didactic accommodations is the Associate Dean of Student Affairs and Enrollment Management. The A&T liaison will check requests in AIM the week after Drop/Add to determine which students have requested accommodations for the semester and share a copy with the Associate Dean for Student Affairs and Enrollment Management. ***Due to FERPA regulations, the Associate Dean will only share pertinent information with need to know individuals.***

Testing Environment for Didactic/Classroom Assessments

Some faculty members work with students to provide testing accommodations within the College of Pharmacy, other faculty members opt to use the A&T accommodated testing. If course coordinators choose to provide testing accommodations, they must ensure the A&T provision of accommodations for the students are met (e.g., reduced distraction environment).

Extended Campuses

Third-year students needing accommodations while on extended campuses should present a letter of accommodation from their A&T Coordinator to the Associate Dean for Student Affairs and Enrollment Management and the course coordinators/campus liaisons. The student is to discuss the proper implementation of their accommodations with the Associate Dean and Course Coordinators/Campus Liaisons and consult with their A&T Coordinator as necessary.

To receive the accommodations for assessments, students must initiate a meeting with the Associate Dean and Course Coordinators/Campus Liaisons at least two weeks before a scheduled assessment. Assessment scheduling should not conflict with another pharmacy class.

Accommodated Testing

It is the responsibility of the student to inform the Associate Dean for Student Affairs and Enrollment Management and Course Coordinators/Campus Liaisons at least two weeks in advance to schedule any test with accommodations. The tests are to be administered at the specified location on each campus.

Albany

- *Site Coordinator:* Anthony Hawkins, Campus Coordinator
- *Testing Contact:* Arica Barfield, Administrative Associate abarfiel@uga.edu, 229-312-2151
- *Testing Location:* It is strongly recommended that designated assessment rooms are identified at the beginning of the semester to ensure compliance with accommodation needs. The A&T or pharmacy liaison can provide recommendations on testing arrangements.

Augusta

- *Site Coordinator:* Amber Clemmons, Campus Coordinator
- *Testing Contact:* Katherine Hardwick, Business Manager KATHERINE.HARDWICK@uga.edu, 706-721-4915
- *Testing Location:* It is strongly recommended that designated assessment rooms are identified at the beginning of the semester to ensure compliance with accommodation needs. The A&T or pharmacy liaison can provide recommendations on testing arrangements.

Savannah

- *Site Coordinator:* Misha Watts, Campus Coordinator
- *Testing Contact:* Diana Kingery, Administrative Associate Diana.Kingery@uga.edu, 912-819-7719
- *Testing Location:* It is strongly recommended that designated assessment rooms are identified at the beginning of the semester to ensure compliance with accommodation needs. The A&T or pharmacy liaison can provide recommendations on testing arrangements.

Lab Practicums and Similar Course Activities

In the spring of 2017, the Equal Opportunity Office reviewed an inquiry for extended time on lab practicums. Upon their review of (1) the purpose of the lab practicum assessment (test "real life" pharmacy skills, which test a pharmacy student's ability to function in a professional setting) and (2) the technical standards of the College of Pharmacy published in student handbook, which indicates that "aspects of patient care require that the student be able to act quickly, thus speed of motor function may be an essential requirement," it was determined that extended time on lab practicums would fundamentally alter the nature of the assessment. Students or faculty with questions or concerns about the lab practicum assessment or similar course activities should contact the A&T liaison for further discussion.

Audio Recording Lectures

Students eligible for the recorded lecture accommodation may encounter the following situations:

- Courses where the faculty member opts to provide the recorded lectures for the class:
    - Video recordings are captured in Kaltura and provided in the Course Gallery section of the individual eLC course.
    - If closed captioning is required, College of Pharmacy generated recordings may be delayed up to 3 to 4 business days.
- Courses where the faculty members do not provide recordings:
    - Students would be responsible for recording the lecture on his or her personal device or a device checked-out through the A&T. Students are not permitted to share their recordings with other students without the course coordinator's consent.

Captioned Media

At the beginning of each semester, A&T Captioned Media and C-Print Specialist, Whitney Voyles (wkvoyles@uga.edu), sends the captioned media letter with the names of the students eligible for captioned media within the College of Pharmacy to the Client Services Manager, Chris Duran (cduran@uga.edu). Mr. Duran will communicate with the faculty members regarding captioning services and procedures for all course media.

Introductory and Advanced Pharmacy Practice Experiences (IPPEs and APPEs)

Students requesting accommodations for their IPPEs and APPEs go through the Division of Experience Programs.

Experience Programs: Lori Duke, Assistant Dean, ljduke@uga.edu

- *IPPE Directors*
    - Community
    - Health-System: Andrew Darley, badarley@uga.edu
    - Ambulatory Care: Ashley Chinchilla, ahanning@uga.edu
- *APPE:* Lindsey Welch, Director, lhwelch@uga.edu

The A&T liaison meets with the student, Dr. Duke and appropriate IPPE/APPE Director to determine appropriate accommodations in a field assignment. Detailed information regarding accommodations for IPPEs and APPEs can be found in the Experience Programs IPPE & APPE Manual.

Contact

Faculty and students are encouraged to contact the A&T or pharmacy liaison if they have any questions regarding accommodations.

The following information is provided to students by the A&T:
(a) Accommodated Testing – Student Agreement
(b) On the Day of the Test

ACCOMMODATED TESTING – STUDENT AGREEMENT

Testing Office Policies

Students are expected to abide by the UGA Honor Code and the UGA Student Code of Conduct. All testing is monitored and recorded by closed-circuit television. All unapproved electronics (cellphones, smartwatches, electronic cigarettes, etc.) must be turned off and placed in a locker prior to testing.

Scheduling

To ensure a spot, tests must be scheduled with the Accessibility and Testing Accommodated Testing Office at least one week before the test, and by the deadline announced each semester for the first day of final exams.

All exams should be scheduled for the same day and time as the class, unless otherwise noted by the instructor in syllabus or Alternative Testing Agreement. Absences from class for the purpose of taking a test are not considered a valid excuse. Students receiving testing accommodations for one course are required to schedule their exams in a manner that does not interfere with attendance in other classes.

If an exam needs to be taken outside of the designated class time, written approval must be emailed to the Accommodated Testing Office from the instructor confirming the alternate arrangement, unless otherwise noted in the Alternative Testing Agreement.

LATE EXAM REQUESTS

All late exam requests will be reviewed on a case-by-case basis by the Accommodated Testing Office staff. For requests made with less than two business days' notice, students should anticipate the need to coordinate alternate arrangements directly with their instructor, as same-day scheduling is not permitted. Late scheduling may result in the student taking the exam in class with the instructor and without accommodations

If a student schedules a late exam request, the Accommodated Testing Office may require them to schedule ALL remaining exams for the semester before considering the late request. As such, we recommend students schedule all exams at the beginning of the semester.

Administering Exams/Day of Exam

Students should be prepared to show their UGA ID.

Arrive on time at the Accommodated Testing Office for each test. Students may start between 10 minutes early and 10 minutes late of their scheduled start time--the end time will not change. If students arrive later than 10 minutes after the scheduled exam start time, they may not be allowed to test pending the professor's instructions. Arriving late for exams will result in losing testing time if the instructor permits students to begin testing. Getting started on time is the only way to guarantee your full testing time.

Arriving 30 minutes or later for a scheduled exam WILL result in students being marked no-show, and students will not be allowed to test that day for the exam.

Students are not permitted to use their testing time or start late to study.

Please treat appointments with our office like you would testing in the class: arrive on time and bring all required materials (pencils, scantrons, calculators, fully-charged laptop & charger, etc.).

Exams are administered based solely on the information provided on the Testing Agreement completed by the instructor. Students will be allowed to use only the materials indicated by the instructor on the Alternative Testing Agreement, or in an addendum provided via email. Leave all non-testing materials in the lockers outside of the Accommodated Testing Office. A&T is not responsible for lost or stolen items.

Food is not allowed in the testing rooms. We understand that long exam appointments may require eating. If you need to eat, please stow food with your belongings and coordinate with the Testing Office or your proctor prior to your exam.

Students are expected to be mindful and maintain track of their testing end times. The Accommodated Testing Office will provide courtesy 5-minute warnings when able, but this is not guaranteed.

Advise the proctors of any personal or medical needs that may arise during testing prior to the beginning of the exam and notify the proctor immediately should you encounter any difficulty during your test.

Online Exams

Our office is adjacent to live instructor/TA proctoring in the classroom. Exams are to be proctored in the same way as the rest of the larger class unless your accommodations cannot be met by the class proctoring method. Online exams that are proctored by either a third-party firm (including ProctorU, TopHat, Examity, etc.) or by software/artificial intelligence should not be taken with the Accommodated Testing Office.

The Accommodated Testing Office cannot provide IT support for online exams that incur issues and cannot be held responsible for errors or malfunctions on a student's personal device. If a student's accommodated time is not added into an exam prior to the start time, the Accommodated Testing Office will not begin the student until the timing is rectified.

Breaks

No testing materials are allowed outside the testing room during the exam period while on break.

If you need to use the restroom, please leave all of your materials in the testing room and sign in and out with the proctor. Five minutes is considered a reasonable break length. Breaks longer than 10 minutes will be reported to the instructor. If you have a breaks accommodation, breaks should not exceed a total of 10 minutes per hour of testing. Please speak with your coordinator if your disability requires breaks in excess of 10 minutes per hour.

Rescheduling

Rescheduled exams will require at least TWO days of notice and are subject to the availability of the Accommodated Testing Office. Same day rescheduling is not permitted. Students whose accommodations directly allow for rescheduling when disability-related will need to provide their accommodations coordinator with documentation before contacting the Accommodated Testing Office. All rescheduling must have written approval from the instructor emailed to testing.access@uga.edu.

The Accommodated Testing Office is closed when the University is closed. All testing appointments will be rescheduled in the event of closure. The student and instructor can reschedule tests via emailing testing.access@uga.edu or by calling the Accommodated Testing Office when the University reopens.

No make-up exams will be scheduled or administered during the University final exam week (https://reg.uga.edu/general-information/calendars/final-exam-schedule/).

The Accommodated Testing Office is specifically designed to provide disability-related testing accommodations and is not intended to serve as an alternative testing location for students who are experiencing seasonal acute sickness. Students who are actively ill, symptomatic, or contagious should follow university health and safety guidelines and work in accordance with their instructor's syllabus to follow the course's missed exam policy.

NOTE: A&T is responsible for providing reasonable accommodations in a timely manner. Failure to adhere to the above guidelines may impact A&T's ability to provide testing accommodations.

By agreeing to this agreement, I confirm that I have read and understand the guidelines outlined above. I understand that failure to follow them could result in the denial of testing privileges at A&T.

APPENDIX 2–COLLEGE OF PHARMACY TECHNOLOGY RECOMMENDATIONS

All College of Pharmacy Students are expected to have a personal laptop and headphones/headset with microphone for use in in-class instructional activities.

General Recommendations:
To ensure compatibility with the software used by the College of Pharmacy, we recommend that students have a Windows or OSX (Mac) laptop computer. We do not recommend using Chromebooks or Chrome OS devices, as they have limited to no compatibility with several essential programs. Please note that new software versions often only support devices made within a certain number of years prior, so please keep that in mind when evaluating your needs—an older device that supports the needed software now may not be fully compatible by the end of your educational program.

Please remember to keep any battery-powered devices or accessories charged for when you will need them. You are responsible for making sure your personal equipment is ready for academic work.

Windows:

- *Operating System:* Windows 10 Home, Pro, or Enterprise
  Not Windows 10 S or Windows RT
- *Hard drive:* 128GB or larger hard drive. Recommended: SSD (solid state drive), ***not a hybrid drive***
- *RAM:* 4GB or more. Recommended 8GB or more
- *Webcam and microphone:* Recommend a webcam and microphone for video conferencing, either integrated or separate USB webcam/microphone combo
- *Accessories:* Recommend having a USB or wireless headset

Mac:

- *Operating System:* OS X 10.14 (Mojave) or higher
  Note: Macs made before mid-2012 cannot be updated to these OSX versions
- *Hard drive:* 128GB or larger SSD hard drive, ***not a hybrid drive***
- *RAM:* 4GB minimum, recommend 8GB or more
- *Webcam and microphone:* Recommend a webcam and microphone for video conferencing, either integrated or a separate USB webcam/microphone combo
- *Accessories:* Recommend a USB or wireless headset

Tablets:
The Microsoft Surface line of devices includes tablets with detachable keyboards. These particular tablets run full versions of Microsoft Windows and fall under the Windows guidelines.

iPad:

- *Note: We do not recommend using an iPad as your only device. However, you may find them useful as a secondary device to a laptop or desktop. *
- Any iPad that supports iPad OS 13 or later

USB Webcam and microphone for videoconferencing:

- Minimum resolution 720p/30fps with Universal clip for laptops, LCD or monitor or better.

Headphones/Headset with Microphone (required for in-classroom, breakout groups via Zoom):

- RECOMMENDED: wired 3.5mm (4 conductor, 4 pole, TRRS) connector or,
- Bluetooth*
- Noise-cancellation (for best experience)

*Students wishing to use Bluetooth or wireless headphones/headsets are strongly encouraged to have a wired set of back-up headphones. No headphones or headsets will be available for checkout in the event of pairing or charging issues.

APPENDIX 3–UGA COLLEGE OF PHARMACY INCLEMENT WEATHER AND EMERGENCY CLOSING POLICY AND PROCEDURES

The University of Georgia College of Pharmacy ("UGA CoP") will operate in accordance with the University Academic and Master Calendars except when overriding public safety concerns otherwise require closure.

Scope

This policy does not apply to PharmD students participating in Introductory Pharmacy Practice Experiences (IPPEs) or Advanced Pharmacy Practice Experiences (APPEs). Students engaged in IPPEs or APPEs must follow the policies outlined in the IPPE and APPE Manual. For all other students, faculty, and staff, the following procedures apply:

In the event of inclement weather or an emergency, UGA follows a set procedure for announcing operational changes by making one of three announcements:

1. UGA is open and operating on a regular schedule;
2. UGA will close early or will delay opening until a specific time; or
3. UGA is closed, only designated employees report.

As the College of Pharmacy operates extended campuses in Augusta, Albany, and Savannah, the decision to delay or close an extended campus will be issued based upon guidance from peer USG institutions as follows:

- *Augusta:* Augusta University Inclement Weather and Emergency Policies
- *Albany:* Albany State University Inclement Weather and Emergency Policies
- *Savannah:* GSU Armstrong Campus Inclement Weather and Emergency Policies

Communication

Main Campus (Athens)

Any changes to University of Georgia (UGA) operations will be announced in the following ways:

1. *ArchNews* — An all-campus email through ArchNews is the primary means to distribute such announcements. The announcement also is posted to the UGA home page (www.uga.edu).
2. *Social Media* — Announcements will also be posted to the University's official social media accounts.
3. *Radio* — Up-to-date information is provided to Athens radio stations. Atlanta TV and radio stations that have requested to receive UGA weather announcements also are notified.

If the University of Georgia Athens campus is closed or delayed, the College of Pharmacy is closed or delayed for all campuses.

Extended Campuses (Augusta, Albany, Savannah)

Any changes to UGA College of Pharmacy (UGA CoP) extended campus operations will be announced in the following ways:

1. *Email* – Campus Administrators or designated administrative staff will alert students, faculty, and staff to campus closure or delay by official UGA CoP email when notification has been received that an extended campus peer institution (listed above) has issued a campus closure or delay notice.

2. *Social Media* – Announcement of extended campus closure will be posted to the UGA College of Pharmacy's official social media accounts.

Course delivery in the event of extended campus closure

In the event of campus closure that does not close the main UGA (Athens) campus, College of Pharmacy faculty have the following options to provide course delivery to students at affected campuses:

1. Classes/meetings may be joined through Zoom.
2. Classes/meetings may be recorded and uploaded to eLC.
3. Classes/meetings may be participated in by relocation to another open campus.
4. Classes/meetings may be cancelled and rescheduled at a later date.

Faculty are responsible for initiating requests for Zoom or recordings by contacting the Information and Instructional Technology Office.

APPENDIX 4–GRADE APPEAL TEMPLATES

TEMPLATE – Student written appeal to Department Head of Course Coordinator. The letter of appeal must be filed within one semester of the grade assignment.

Date

Student's Full Name
Student ID#
UGA Email Address
Telephone Number
Street Address
City, State and Zip Code

Name of Department Head
Department Name
Email Address of Department Head

Dear Dr. (Name of Department Head):

First paragraph: clearly explain the semester(s) and/or class(es) for which you are appealing. Be as specific as possible. You may consider adding the course registration number (CRN) or number of hours in the course.

Second paragraph/section: summarize the outcome of the discussion with the course coordinator regarding the appeal.

Third paragraph/section: explain the reasons for the requested grade change, or other request. Include specific evidence (e.g., course syllabus, graded work, unfair application of academic standards of the course, erroneous information used by faculty in determination of grade, evidence that grade was influenced by improper or unprofessional bias on the part of the course coordinator or other faculty) that supports your argument.

Fourth paragraph/section: describe any supporting documents you are including with your appeal. Include any and all related documentation as pdf attachments.

Conclusion: add any final remarks you would like the Department Head to consider. Include the desired outcome for the request. If you would like an in-person meeting with the Department Head you need to explicitly state your request.

Sincerely,

(Signature)

UGA Student Name

TEMPLATE – Student written appeal to Dean of the College of Pharmacy.
This appeal must be submitted within 30 days of the Department Head's decision.

Date

Student's Full Name
Student ID#
UGA Email Address
Telephone Number
Street Address
City, State and Zip Code

Kelly M. Smith, Pharm.D., FASHP, FCCP
Dean and Professor
University of Georgia College of Pharmacy
Office of the Dean
kelly.smith@uga.edu

Dear Dean Smith:

First paragraph: clearly explain the semester(s) and/or class(es) for which you are appealing. Be as specific as possible. You may consider adding the course registration number (CRN) or number of hours in the course.

Second paragraph/section: summarize the outcome of the appeal to the Department Head.

Third paragraph/section: explain the reasons for the requested grade change, or other request. Include specific evidence (e.g., course syllabus, graded work, unfair application of academic standards or policies of the course, erroneous information used by faculty in determination of grade, evidence that grade was influenced by improper or unprofessional bias on the part of the course coordinator or other faculty) that supports your argument.

Fourth paragraph/section: describe any supporting documents you are including with your appeal. Include any and all related documentation as pdf attachments.

Conclusion: add any final remarks you would like the Dean to consider. Include the desired outcome for the request.

Sincerely,

(Signature)

UGA Student Name

UNIVERSITY OF
GEORGIA
College of Pharmacy