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About this Handbook

The purpose of this handbook is to provide the new professional pharmacy student with an orientation to the professional curriculum, and the policies and procedures of the School of Pharmacy. You will be held responsible for complying with all requirements published in this handbook. While every attempt has been made to include the most current information, this is a living document and updating the information is an ongoing process. You are responsible for keeping abreast of current information.

The School of Pharmacy seeks to provide excellence in instruction, a curriculum consistent with the best pharmacy schools in the United States, to motivate students to become critical thinkers, problem-solvers, decision-makers, excellent communicators and self-motivated learners capable of adapting to changes in society, health care delivery and professional practice.

School of Pharmacy

A University of Wyoming Doctor of Pharmacy (Pharm.D.) degree meets the educational requirements for registration as a pharmacist in Wyoming, all other states, and in the District of Columbia.

In Wyoming, as in most other states, one requirement for examination and registration as a pharmacist is graduation from an accredited entry-level professional program at a school or college of pharmacy. The Accreditation Council for Pharmacy Education (ACPE), the national accrediting agency for pharmacy, accredits pharmacy degree programs. The Doctor of Pharmacy program at UW was most recently accredited in 2014 following an on-site evaluation by the ACPE in October 2012. Verification of current accreditation status may be made by: a) contacting the Dean’s Office, School of Pharmacy; b) connecting to www.uwyo.edu/pharmacy/; c) contacting the Accreditation Council for Pharmacy Education (135 LaSalle Street Suite 4100, Chicago IL 60603; (312) 664-3575; csinfo@acpe-accredit.org) or d) by checking the latest Annual Directory of Accredited Professional Programs published by ACPE (https://www.acpe-accredit.org/). The school is a member of the American Association of Colleges of Pharmacy (AACP) and adheres to its educational standards.

The University’s policy has been, and will continue to be, one of nondiscrimination, offering equal opportunity to all employees and applicants for employment on the basis of their demonstrated ability and competence without regard to such matters as race, sex, gender, color, religion, national origin, disability, age, veteran status, sexual orientation, genetic information, political belief, or other status protected by state and federal statutes or University Regulations.

Vision:
The University of Wyoming School Of Pharmacy will be nationally recognized for innovative research, teaching and pharmacy practice that develops scholar-practitioners and substantively enhances the health and well-being of the communities we serve.

Mission Statement:
The University of Wyoming School of Pharmacy exists to advance the educational and professional development of our students, generate and translate scientific findings into meaningful innovations in healthcare, and positively impact the health and well-being of the communities we serve. We accomplish this through:

- Innovative, collaborative and interdisciplinary programs that integrate research, teaching and pharmacy practice
- The development of scholar-practitioners capable of ethically leading and embracing change and substantively enhancing health outcomes
- Individualized, faculty-led student educational experiences.

Statement of Values:
The UW School of Pharmacy community is committed to supporting and promoting individual and collective excellence in teaching, research, service and pharmacy practice. We value responsibility, compassion, respect, and integrity in all endeavors.

Drug Information Center

The UW School of Pharmacy maintains the Drug Information Center to provide accurate and complete drug information to health care professionals and residents within the state of Wyoming and to UW alumni. The Drug Information Center serves as a rotation site for Pharm.D. Candidates from the UW School of Pharmacy and as a resource for all UW students, especially those in the health sciences. All drug information questions are reviewed by a registered pharmacist who specializes in drug information.

Students are encouraged to use the books available in the Drug Information Center (DIC) and learn how to use the databases that the School of Pharmacy provides.
School of Pharmacy Main Office Hours:
The School of Pharmacy offices are open from 8am-5pm, Monday through Friday during the fall and spring semesters. Summer hours are 7:30 am-4:30 pm, Monday through Friday. The School follows the University’s holiday schedule. Students enrolled in Introductory or Advanced Pharmacy Practice Experiences (i.e. rotations) will follow a separate schedule and will observe holidays as they are observed by their preceptors.

Notary:
The main office and the Student Services office have a notary service available for students free of charge.

Student Travel:
All students who will be traveling to a school sponsored event must meet with the Office Manager prior to making travel arrangements.

Curriculum

Required Doctor of Pharmacy Curriculum
The School of Pharmacy offers only the four-year curriculum leading to the Doctor of Pharmacy (Pharm.D.) degree. In order to keep abreast with changes in pharmaceutical education, the following curriculum is subject to change or modification as required by the accrediting agency. Students should be aware that changes must be expected and they will be included in their academic program. The School of Pharmacy does not plan to change graduation requirements inadvertently, but does reserve the right to change any provisions or requirement deemed necessary at any time within the student’s term of residence. Students should note that classes are usually scheduled Monday through Friday, but may include some evening and weekend coursework.

Course Sequence (Subject to Change) 146 hours

<table>
<thead>
<tr>
<th>Course Sequence</th>
<th>Subject to Change</th>
<th>146 hours</th>
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<tbody>
<tr>
<td>FIRST YEAR [PH1]: Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOLB 3610  Principles of Biochemistry</td>
<td>4</td>
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<tr>
<td>PHCY 6100  Dose Form Design</td>
<td>4</td>
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<tr>
<td>PHCY 6101  Practical Aspects Dosage Form Design</td>
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<tr>
<td>PHCY 6185  Seminar: Role of the Pharmacist</td>
<td>1</td>
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<tr>
<td>PHCY 6106  Pharmaceutical Calculations</td>
<td>2</td>
<td></td>
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<tr>
<td>ZOO 4125  Integrative Physiology</td>
<td>4</td>
<td></td>
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<tr>
<td>FIRST YEAR [PH1]: Spring</td>
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<tr>
<td>PHCY 4450  Pathophysiology</td>
<td>4</td>
<td></td>
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<tr>
<td>PHCY 6102  Biopharmaceutics/Pharmacokinetics</td>
<td>4</td>
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<tr>
<td>PHCY 6152  Therapeutics I</td>
<td>3</td>
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<tr>
<td>PHCY 6354  Pharmacy Practice Laboratory</td>
<td>2</td>
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<tr>
<td>PHCY 6110  Medicinal/Natural Products Chemistry I</td>
<td>3</td>
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<tr>
<td>PHCY 6170  Introductory Pharmacy Practicum</td>
<td>1</td>
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<tr>
<td>PHCY 6285  Seminar: Drug Use Process</td>
<td>1</td>
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<tr>
<td>SECOND YEAR [PH2]: Summer</td>
<td></td>
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<tr>
<td>PHCY 6480  Introduction to Community Pharmacy</td>
<td>4</td>
<td></td>
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<tr>
<td>PHCY 6482  Introduction to Hospital Pharmacy</td>
<td>4</td>
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<tr>
<td>SECOND YEAR [PH2]: Fall</td>
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<tr>
<td>PHCY 6210  Medicinal/Natural Products Chemistry II</td>
<td>3</td>
<td></td>
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<tr>
<td>PHCY 6245  Patient/Professional Interactions</td>
<td>3</td>
<td></td>
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<tr>
<td>PHCY 6220  Pathophysiology II</td>
<td>3</td>
<td></td>
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<tr>
<td>PHCY 6230  Pharmacology I and Discussion</td>
<td>4</td>
<td></td>
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<tr>
<td>PHCY 6250  Drug Literature Evaluation</td>
<td>3</td>
<td></td>
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<tr>
<td>PHCY 6280  Pharmacy Ethics</td>
<td>1</td>
<td></td>
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</tbody>
</table>
SECOND YEAR [PH2]: Spring
PHCY 6211 Medicinal/Natural Products Chemistry III 3
PHCY 6231 Pharmacology II 4
PHCY 6241 Organizational/Societal Issues 3
PHCY 6270 Intermediate Pharmacy Practicum 1
PHCY 6251 Therapeutics II 3
Elective 4

THIRD YEAR [PH3]: Fall
PHCY 6312 Clinical Toxicology 3
PHCY 6341 Pharmacy Practice Law 3
PHCY 6350 Therapeutics III 4
PHCY 6356 Physical Assessment in the Evaluation of Drug Therapy 1
PHCY 6357 Clinical Pharmacokinetics 2
Electives 4

THIRD YEAR [PH3]: Spring
PHCY 6342 Pharmacy Administration 3
PHCY 6343 Pharmacoeconomics 2
PHCY 6351 Therapeutics IV 4
PHCY 6103 Sterile Products 2
PHCY 6104 Sterile Products Laboratory 1
PHCY 6370 Advanced Pharmacy Experience Orientation 1

FOURTH YEAR [PH4]: Consists of nine experiential rotations of four credit hours each and three reflective learning weeks. Rotations are considered full-time. Students may not enroll in any other coursework concurrent with rotations. Consequently all other coursework (107 credits) must be satisfactorily completed before enrollment in P4 coursework. The fourth year course sequence varies. Note: Students will be required to live in locations other than Laramie when enrolled in experiential rotations. Responsibility for living cost and travel arrangements associated with experimental rotations rests with the student.

FOURTH YEAR [PH4]: summer, fall and spring
Experiential Rotation 14
Experiential Rotation 24
Experiential Rotation 34
PHCY 6485 Reflective Learning in Pharmacy
Experiential Rotation 44
Experiential Rotation 54
Experiential Rotation 64
PHCY 6485 Reflective Learning in Pharmacy
Experiential Rotation 74
Experiential Rotation 84
Experiential Rotation 94
PHCY 6485 Reflective Learning in Pharmacy

Students must complete the following "Core" or "Required" Experiential Rotations:
PHCY6470 - Internal Medicine Pharmaceutical Care I
PHCY6471 - Internal Medicine Pharmaceutical Care II
PHCY6473 - Ambulatory Care I
PHCY6481 - Advanced Community Pharmacy
PHCY6483 - Advanced Institutional Pharmacy
Plus 4 Elective Rotations (PHCY 6465)
**Experiential Education Program**

The experiential education program at the University of Wyoming School of Pharmacy consists of a series of directed pharmacy practice experiences or rotations that occur outside of the traditional classroom setting. These important experiences provide students with an opportunity to apply and practice the knowledge, skills, attitudes and behaviors developed from previous and concurrent coursework in a variety of pharmacy practice environments. One-third of the School’s curriculum is devoted to experiential learning opportunities. The experiential education program consists of two components: 1) Introductory Pharmacy Practice Experiences (IPPEs) and 2) Advanced Pharmacy Practice Experiences (APPEs).

IPPE courses occur during the first, second and third year of the curriculum as well as during the summer between the P1 and P2 year. First year students shadow fourth year pharmacy students at their respective rotation sites during PHCY 6170. Students then complete their first rotation sequence during the summer between the P1 and P2 year. This introductory rotation sequence consists of active participation in two four-week rotations, community pharmacy practice [PHCY 6480] and hospital/institutional pharmacy practice [PHCY 6482]. Second and third year students are exposed to additional practice sites, patient care opportunities and clinical skill building activities in PHCY 6270 (P2 year) and PHCY 6370 (P3 year).

APPE courses consist of a series of required and elective rotations occurring during the fourth and final year of the curriculum which serve as a capstone to the University of Wyoming School of Pharmacy’s Pharm.D. program. The educational objective of the fourth year is to assure that each student develops the technical and clinical skills, professional judgment and competency necessary to provide patient care and successfully enter the pharmacy profession. Each rotation is 4 weeks in length and students participate in a minimum of 1440 contact hours. Required rotations include ambulatory care, internal medicine, advanced community practice, advanced institutional practice as well as four elective experiences. These rotations involve extensive patient care responsibilities under the guidance of preceptors. Full-time faculty teach internal medicine and ambulatory care rotations, while adjunct faculty/preceptors typically teach advanced community, advanced institutional and most elective rotations. Fourth-year students return to the Laramie campus three times during their final year for participation in Reflective Weeks. During this time, students reconvene to present final seminars, participate in group discussions and attend pertinent lectures and activities.

Students receive academic credit for all experiential courses and therefore cannot receive remuneration from the associated activities. Students must keep their internship licenses, immunizations and various certifications/trainings updated annually and may be required to complete multiple background checks and drug screens over the course of the program. Students will be required to hold both health insurance and professional liability insurance while enrolled in IPPE and APPE rotations. Students will also be responsible for maintaining a portfolio for applicable components of the experiential program detailing examples of their work, patient care activities and reflective writing assignments.

Each spring, students in the P1 and P3 classes make preferences for rotations using a list of sites/rotations approved by the School (i.e., students are not responsible for identifying their own rotation sites). Students’ preferences are considered when making rotation schedules; however, specific site and location placement cannot be guaranteed as availability and demand varies from year to year. The majority of rotation sites/experiential learning activities are located outside of Laramie and students will be required to travel and/or live outside of Laramie to complete these portions of the curriculum. Students will be required to travel for experiential activities during the P1, P2 and P4 years of the curriculum and will need transportation.

**The University Studies Program USP**

An education at the University of Wyoming is grounded in a broad understanding of human knowledge developed through a range of courses and co-curricular activities, the most important of which is the University Studies Program of general education, required of all UW students. The specialized knowledge of a major evolves from general education. These two components of an education are complementary, enhancing one another throughout a student's career.

The University Studies Program ensures that each student’s program includes the elements essential to a lifetime of personal and professional growth: habits of mind, practices of active citizenship, and development of intellectual skills.

The University Studies Program requires students to develop skills necessary for full participation in a technologically intricate world. These skills include the ability to express oneself in speech and writing; to locate, evaluate, and use information; and to examine problems from quantitative, qualitative, and scientific perspectives. University Studies encourages students to become active citizens in a diverse society. Through multi- and interdisciplinary inquiry, students gain the perspectives necessary to deal with complex issues, appreciate the viewpoints of others, function effectively in multicultural communities, understand the responsibility to participate in democratic society, and communicate clearly in a civic environment.
Students who enter UW or a Wyoming community college beginning in fall of 2003 will be required to meet the USP 2003 requirements for graduation. Requirements of the University Studies Program are divided into core components, which are mutually exclusive of each other, and embeddable components, which may be taught as part of another course. University Studies Program requirements do not need to be completed in order to apply to the professional pharmacy program.

Core Components: Hours
- Intellectual Community (I): 1-3
- Writing 1 (WA): 3
- Oral Communication (O): 3
- Quantitative Reasoning 1 (QA): 3
- Quantitative Reasoning 2 (QB): 3
- Science (S, SB, SP, SE): 4-8
- Cultural Context (C, CH, CA): 9
- US and Wyoming Constitutions (V): 3
- Physical Activity and Health (P): 1

Embeddable Components:
Embeddable components may be taught as part of another course. This does not preclude those components being taught in courses dedicated solely to that topic. Embeddable components will ordinarily be fulfilled in the context of three credit courses.
- Information Literacy (L)
- Writing 2 (WB)
- Writing 3 (WC)
- Global Awareness (G)
- Diversity in the US (D)

Curricular/Student Learning Outcomes
Curricular or student learning outcomes require the student to integrate and apply knowledge, skills and attitudes and must be assessable.

The curricular/student learning outcomes (formerly referred to as Ability Based Outcomes) were revised for the 2012 Self Study, based upon ACPE S2007 Guidelines. For the purpose of revision, outcome areas listed in the 2006 Abilities Based Outcomes mapping document were compared with the following: NAPLEX, MPJE, CAPE 2004 Educational Objectives, ACPE S2007 appendices B, C, D, Appendix B – pharmacy courses map, the E-value rotation grading system, the Wyoming Pharmacy Act Rules and Regulations pertaining to pharmacy internship and stakeholder comments.

<table>
<thead>
<tr>
<th>Curricular/Student Learning Outcomes</th>
<th>Collaboration</th>
<th>Communication</th>
<th>Critical Thinking &amp; Problem Solving</th>
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</thead>
<tbody>
<tr>
<td>COLLABORATION</td>
<td>Collaborate and function effectively with individuals and teams to facilitate optimal outcomes.</td>
<td>Communicate effectively with patients, caregivers, pharmacy personnel, other health care professionals, community members, policy makers and administrators.</td>
<td>Apply critical thinking, problem solving and scientific reasoning skills to prevent</td>
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<td></td>
<td>Drug/Medication Information and Technology Systems Utilization</td>
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<td>Use information technology systems and demonstrate the ability to analyze and interpret any retrieved data or literature to assist in drug information provision, patient care, drug distribution, patient safety and compensation.</td>
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<th>Patient Care</th>
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<tbody>
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<td></td>
<td>Patient Assessment</td>
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<td></td>
<td>Drug Therapy Assessment</td>
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<td></td>
<td>Patient Care Plan &amp; Monitoring</td>
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<tr>
<td></td>
<td>Design, implement, monitor, evaluate and adjust evidence-based pharmacy care plans which are patient-specific and address health literacy, cultural competency, and behavioral psychosocial issues.</td>
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<th>Pharmacy System Management</th>
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<tbody>
<tr>
<td></td>
<td>Demonstrate a working knowledge of compounding, distribution, management, marketing and compensation principles necessary to operate a successful patient-centered pharmacy practice.</td>
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<th>Professionalism</th>
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<tbody>
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<td>Perform responsibilities in accordance with legal, ethical, social, economic and professional guidelines.</td>
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<th>Public Health &amp; Population-based Care</th>
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<td></td>
<td>Demonstrate a working knowledge of concepts to develop and implement population-specific, evidence-based disease management programs using epidemiologic and pharmacoeconomic data, medication use criteria, medication use review and risk reduction strategies.</td>
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<th>Self-Learning</th>
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<tbody>
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<td></td>
<td>Demonstrate self-directed learning through ongoing reflection and analysis to identify areas and methods necessary to expand professional knowledge and competence in a changing practice environment.</td>
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</table>
CAPE-Center for the Advancement of Pharmacy Education

Educational Outcomes

Domain 1 – Foundational Knowledge

1.1. Learner (Learner) - Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.

Examples of Learning Objectives*
1.1.1. Develop and demonstrate depth and breadth of knowledge in pharmaceutical, social/behavioral/administrative, and clinical sciences.
1.1.2. Articulate how knowledge in foundational sciences is integral to clinical reasoning; evaluation of future advances in medicine; supporting health and wellness initiatives; and delivery of contemporary pharmacy services.
1.1.3. Integrate knowledge from foundational sciences to explain how specific drugs or drug classes work and evaluate their potential value in individuals and populations.
1.1.4. Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.
1.1.5. Critically analyze scientific literature related to drugs and disease to enhance clinical decision making.
1.1.6. Identify and critically analyze emerging theories, information, and technologies that may impact patient-centered and population based care.

Domain 2 – Essentials for Practice and Care

2.1. Patient-centered care (Caregiver) - Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

Examples of Learning Objectives*
2.1.1. Collect subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease, by performing patient assessment (including physical assessment) from chart/electronic health records, pharmacist records and patient/family interviews.
2.1.2. Interpret evidence and patient data.
2.1.3. Prioritize patient needs.
2.1.4. Formulate evidence based care plans, assessments, and recommendations.
2.1.5. Implement patient care plans.
2.1.6. Monitor the patient and adjust care plan as needed.
2.1.7. Document patient care related activities.

2.2. Medication use systems management (Manager) - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

Examples of Learning Objectives*
2.2.1. Compare and contrast the components of typical medication use systems in different pharmacy practice settings.
2.2.2. Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation).
2.2.3. Utilize technology to optimize the medication use system.
2.2.4. Identify and utilize human, financial, and physical resources to optimize the medication use system.
2.2.5. Manage healthcare needs of patients during transitions of care.
2.2.6. Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.
2.2.7. Utilize continuous quality improvement techniques in the medication use process.

2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

Examples of Learning Objectives*
2.3.1. Describe systematic preventive care, using risk assessment, risk reduction, screening, education, and immunizations.
2.3.2. Provide prevention, intervention, and educational strategies for individuals and communities to improve health and wellness.
2.3.3. Participate with interprofessional healthcare team members in the management of, and health promotion for, all patients.

2.3.4. Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.

2.4. Population-based care (Provider) - Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.

Examples of Learning Objectives:

2.4.1. Assess the healthcare status and needs of a targeted patient population.

2.4.2. Develop and provide an evidence-based approach that considers the cost, care, access, and satisfaction needs of a targeted patient population.

2.4.3. Participate in population health management by evaluating and adjusting interventions to maximize health.

Domain 3 - Approach to Practice and Care

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

Examples of Learning Objectives:

3.1.1. Identify and define the primary problem.

3.1.2. Define goals and alternative goals.

3.1.3. Explore multiple solutions by organizing, prioritizing, and defending each possible solution.

3.1.4. Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.

3.1.5. Implement the most viable solution, including monitoring parameters, to measure intended and unintended consequences.

3.1.6. Reflect on the solution implemented and its effects to improve future performance.

3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

Examples of Learning Objectives:

3.2.1. Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators).

3.2.2. Select the most effective techniques/strategies to achieve learning objectives.

3.2.3. Demonstrate the ability to coordinate educational efforts with other healthcare providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter.

3.2.4. Ensure instructional content contains the most current information relevant for the intended audience.

3.2.5. Adapt instruction and deliver to the intended audience.

3.2.6. Assess audience comprehension.

3.3. Patient Advocacy (Advocate) - Assure that patients’ best interests are represented.

Examples of Learning Objectives:

3.3.1. Empower patients to take responsibility for, and control of, their health.

3.3.2. Assist patients in navigating the complex healthcare system.

3.3.3. Ensure patients obtain the resources and care required in an efficient and cost-effective manner (e.g., triage to social and/or other healthcare services).

3.4. Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

Examples of Learning Objectives:

3.4.1. Establish a climate of shared values and mutual respect necessary to meet patient care needs.

3.4.2. Define clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters.

3.4.3. Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.

3.4.4. Foster accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving.
3.5. Cultural sensitivity (Includer) - Recognize social determinants of health to diminish disparities and inequities in access to quality care.

Examples of Learning Objectives*

3.5.1. Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).
3.5.2. Demonstrate an attitude that is respectful of different cultures.
3.5.3. Assess a patient’s health literacy and modify communication strategies to meet the patient’s needs.
3.5.4. Safely and appropriately incorporate patients’ cultural beliefs and practices into health and wellness care plans.

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Examples of Learning Objectives*

3.6.1. Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.
3.6.2. Actively listen and ask appropriate open and closed-ended questions to gather information.
3.6.3. Use available technology and other media to assist with communication as appropriate.
3.6.4. Use effective interpersonal skills to establish rapport and build trusting relationships.
3.6.5. Communicate assertively, persuasively, confidently, and clearly.
3.6.6. Demonstrate empathy when interacting with others.
3.6.7. Deliver and obtain feedback to assess learning and promote goal setting and goal attainment.
3.6.8. Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents).

Domain 4 – Personal and Professional Development

4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, motivation, and emotions that could enhance or limit personal and professional growth.

Examples of Learning Objectives*

4.1.1. Use metacognition to regulate one’s own thinking and learning.
4.1.2. Maintain motivation, attention, and interest (e.g., habits of mind) during learning and work-related activities.
4.1.3. Identify, create, implement, evaluate and modify plans for personal and professional development for the purpose of individual growth.
4.1.4. Approach tasks with a desire to learn.
4.1.5. Demonstrate persistence and flexibility in all situations; engaging in help seeking behavior when appropriate.
4.1.6. Strive for accuracy and precision by displaying a willingness to recognize, correct, and learn from errors.
4.1.7. Use constructive coping strategies to manage stress.
4.1.8. Seek personal, professional, or academic support to address personal limitations.
4.1.9. Display positive self-esteem and confidence when working with others.

4.2. Leadership (Leader) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.

Examples of Learning Objectives*

4.2.1. Identify characteristics that reflect leadership versus management.
4.2.2. Identify the history (e.g., successes and challenges) of a team before implementing changes.
4.2.3. Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork.
4.2.4. Persuasively communicate goals to the team to help build consensus.
4.2.5. Empower team members by actively listening, gathering input or feedback, and fostering collaboration.

4.3. Innovation and Entrepreneurship (Innovator) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

Examples of Learning Objectives*

4.3.1. Demonstrate initiative when confronted with challenges.
4.3.2. Develop new ideas and approaches to improve quality or overcome barriers to advance the profession.
4.3.3. Demonstrate creative decision making when confronted with novel problems or challenges.
4.3.4. Assess personal strengths and weaknesses in entrepreneurial skills
4.3.5. Apply entrepreneurial skills within a simulated entrepreneurial activity.
4.3.6. Conduct a risk-benefit analysis for implementation of an innovative idea or simulated entrepreneurial activity.

4.4. Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.
Examples of Learning Objectives*

4.4.1. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
4.4.2. Display preparation, initiative, and accountability consistent with a commitment to excellence.
4.4.3. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
4.4.4. Recognize that one's professionalism is constantly evaluated by others.
4.4.5. Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement.
* Colleges or schools are encouraged to expand or edit these example learning objectives to meet local needs, as these are not designed to be prescriptive.

Academic Standards for Progression and Graduation

The course of study in the School of Pharmacy (SOP) is four academic years leading to a Doctor of Pharmacy degree (PharmD). The required professional coursework is organized in a prescribed, non-negotiable, sequential manner. All students have a P-designation identifying their year in the program (P1, P2, P3, P4). Required professional courses (PHCY courses) from any national or international pharmacy programs will not be applied to the UW PharmD degree. Courses taken as S/U, including electives, are usually considered unacceptable in fulfilling program requirements. Auditing courses for credit towards the PharmD degree is also not allowed.

The academic standards herein described are expected to be followed by all students admitted to the professional program. Any violation will constitute grounds for probation or termination from the professional program and will delay progression towards advanced coursework. A leave of absence may be necessary in cases where poor academic performance is due to a medical or personal hardship. The student may appeal sanctions related to violations of the academic standards and decisions that result in probation and termination in the program. Appeals start at the School level, followed by College and University levels, according to policy.

PROGRESSION
1) Students must receive a grade of C or better in all 146 credit hours of coursework completed while in the professional program.
2) For progression, students must earn a GPA of 2.0 or better in both University coursework and professional program courses each semester and cumulatively.
3) Students must complete at least 12 hours of coursework applicable to the pharmacy degree during each semester while in good standing.
4) Required pharmacy coursework successfully completed with a B or better prior to admission to the program is not automatically applied to the PharmD degree. The student may petition for the coursework to be applied to the program, but must replace those credit hours with additional elective courses.
5) Incompletes must be completed prior to progression into the next academic semester and will halt progression in experiential coursework.
6) Students who earn a D or lower in any experiential coursework will have their rotation sequence halted.
7) A professional pharmacy program course can be repeated only once.
8) A maximum of three required courses are allowed to be repeated during the degree program.

PROBATION
Probation is a period of time in which the student is allowed to continue in the program under supervision. Students that do not meet academic standards and are placed on probation will have to submit a petition that includes an individualized plan of study for the next semester. This plan must be developed by the student in agreement with and signed by the academic advisor. The petition will be reviewed by the Student Affairs Committee (SAC), which will send a recommendation to the Dean for approval or denial.

9) A grade of D or lower in any course (core or elective) during the professional program constitutes failure to progress to the next semester and P-designation, and probationary status will be required for continuation in the program.
TERMINATION
10) Failure to meet any academic standards for two semesters (not necessarily consecutive) in didactic and/or experiential coursework results in automatic termination from the professional program.
11) Failure of two experiential courses, not necessarily consecutive, results in termination from the professional program.
12) All academic requirements in the program must be completed in a maximum of 6 years.
13) Students shall be terminated from the program if graduation is not achieved at the end of the 6th year from their official admission date to the professional program.

GRADUATION
14) Graduation with a PharmD degree requires a cumulative GPA of 2.50 in coursework taken as a professional student (both total University coursework GPA and required professional program GPA) and the successful completion of 146 hours of coursework.

Course Policy

Course Ownership/Recording of Lectures
Courses belong to the individual instructors or group of instructors who teach them. All material covered, the manner in which the course is taught, grading scale, course rules or procedures are the purview of the instructor.

Students who are interested in recording/taping a lecture in any format must first have permission from the course instructor. Students who intend to share or post the recording must first get permission from the course instructor before doing so. Failure to do so is considered a violation of the school’s honor code.

Cell Phones/Laptops/Tablets
While it is generally expected that students will have their cell phones turned off and out of site during class, students will check and follow instructor’s individual class rules on cell phone usage during class times. Students should also check with instructors on the usage of laptops/tablets during class. Some professors do not allow laptops in the classroom. **It is considered inappropriate to do anything on your laptop but coursework while in class.** No emailing, gaming, social networking, instant messaging, web surfing will be tolerated.

Course Syllabus (UW Regulation 6-809)

A syllabus makes clear the expectations and requirements the parties are expected to fulfill. The instructor of a course shall provide a copy of the course syllabus to the students at the beginning of the semester. The syllabus may be distributed via hard copy or by electronic means. The contents of a syllabus are flexible, but shall include the following:
   i. A description of the course, including its purpose, content, and goals;
   ii. Meeting times and/or schedule of the course;
   iii. The general requirements and expectations for the course;
   iv. The instructor’s contact information and office hours;
   v. Academic dishonesty policies, with a statement or a reference to UW Regulation 6-802
   vi. Grading and attendance policies;
   vii. A list of required materials, including texts, etc.;
   viii. A statement or a reference to the University Disability Support Services website, which may be found at http://uwadmnweb.uwyo.edu/udss/facultyandstaff/tipsforteaching.asp;
   ix. If a USP course, include what requirement(s) it fulfills.

Substantive changes made to the syllabus by the instructor during the semester shall be communicated in writing to the students.

Students shall be responsible for maintaining standards of academic performance established for each course in which they are enrolled. Students have the right to expect a competent and conscientious effort from their instructors. Student should make sure they review and understand the course syllabus during the first week of class. Any questions about course policy and procedure should be addressed in a timely manner. An instructor’s failure to comply with this regulation does not relieve a student from the responsibility to meet the academic requirements of the course as determined by the instructor.
Student Absence Policy (UW Regulation 6-713)

Class Attendance: Each student shall attend the lectures, recitations, and laboratories and participate in field work deemed necessary to fulfill adequately the academic requirements of each class. Each instructor, at the beginning of every semester, shall stipulate the attendance policy necessary for satisfactory completion of the course.

Authorized Absences: For participation in a University-sponsored activity or for unusual circumstances, such as a personal hardship, an authorized absence may be issued to the student by the Dean of Student’s or the Dean’s authorized representative. If a student has been hospitalized, or if the student has been directed by the Student Health Service or the student’s private physician to stay at the student’s place of residence because of illness, the Health Service medical staff or the student’s private physician may issue a statement to the student giving the dates of the student’s confinement. Recognition of Authorized Absences: All instructors shall permit students who have official authorized absences to make up work without penalty in the classes missed. An authorized absence, however, merely gives the individual who missed the class an opportunity to make up the work and in no way excuses the student from the work required.

ADMINISTRATIVE PROVISIONS.

a. Statements from authorized medical sources which verify absences due to illness should be shown directly to instructors concerned. The decision to excuse such absences lies with the instructor, and the Dean of Students will not verify such statements.

b. The Student Health Service medical staff will, upon the request of the student, issue statements whenever restricted activity is recommended for a limited period of time.

Student Evaluations (UW Regulation 5-800)
The purpose of a system for student evaluation of faculty teaching effectiveness is twofold:

- To provide feedback to faculty from students to aid in the improvement of instructional methods and course content;
- To provide independent data on teaching effectiveness for consideration in the administrative decision making process relating to continued employment, salary promotion, tenure and awards.

Student evaluations of courses should be taken seriously by the student and the student should view it as their opportunity to have a positive effect on their academic program. While your comments are anonymous, they should be crafted in a manner such that you would be willing to sign your name. Thoughtful, fair and constructive criticism of the course and the instructor is valued by the faculty, division heads and the Dean.

Reporting of Student Grades
Final grades are available on WyoWeb as soon as possible (usually five working days) after the close of the semester or term. Instructors will handle the reporting of grades directly to students as they see fit and in accordance with FERPA privacy laws. Students will not be mailed paper copies of their grades. The manner in which grades will be reported is available in the course syllabus.

Graduation Information

Graduation Requirements
The degree of Doctor of Pharmacy (Pharm.D.) is granted upon satisfactory completion of the professional curriculum, 146 total hours and the fulfillment of the general university requirements.

Commencement
All academic colleges hold commencement exercises in May. Participation in the exercise does not automatically confer degrees. Confirmation of graduation will occur after a review of final course work. Commencement exercises are a historical academic custom involving participation by all segments of the university and attendance by members of the graduates’ families and friends as well as the general public. Those students who participate in commencement exercises are expected to wear appropriate traditional academic regalia.

Graduation Portraits
All P4 students will have a required sitting for a portrait photograph during the fourth year, usually during the first reflective week. This sitting is paid for by the School, and the student’s portrait will become part of the class composite to be displayed at the School of Pharmacy. Students will be able to purchase additional copies.
Graduation with Honors Policy
The University of Wyoming School of Pharmacy is authorized to grant honors for academic excellence. A Doctor of Pharmacy with honors designation is awarded by the University of Wyoming to students who graduate with exceptional scholarship in Pharmacy.

Exceptional scholarship in pharmacy is defined as a student who is on track to graduate with their class from the University of Wyoming School of Pharmacy. Students who are in the top 5% of their class based on their pharmacy GPA as assessed in the fall semester of their P4 year are considered. The Pharmacy GPA is calculated on the basis of required professional pharmacy curriculum coursework and excludes required or selected elective hours. The honors distinction must be approved by a School of Pharmacy faculty vote.

Student Services
Advising
Advising is mandatory at the University of Wyoming and the School of Pharmacy.

The purpose of academic advising is to promote rational, informed and independent choices by the student. To that end, the academic advisor is a significant link for the student to other resources in the university community. Students are expected to take the initiative in developing the advisor-advisee relationship and to assume an ever-increasing role in developing their own academic career and personal goals.

Students will be assigned an academic advisor who advises that student on scheduling, petitions, and advocacy. The student will also be assigned a practice advisor who can answer questions about rotations and the fourth year as well as give career advice.

Although academic/practice advisors are here to help, it is important for students to realize that the ultimate responsibility for knowing and complying with the academic requirements and regulations of the School as well as those of the University of Wyoming is their own. Students must also meet basic standards of performance established for each course.

The university sets aside a week every semester for students to meet with their advisors called advising week. One week before advising week students are expected to sign up for an appointment with their advisors. In most cases advising appointments will be with the academic advisor and the practice advisor. Students should come to their advising appointment prepared with a completed proposed class schedule worksheet and any questions they may have regarding the professional program or future career goals.

Students need a PERC number in order to register for classes each semester. The PERC number clears the advisor approval hold on the students account and ensures that they meet with their advisor at least once a semester. PERC numbers are only available from your advisor.

If a student has questions anytime during the year they should feel free to contact either of their advisors during that advisor’s office hours. Students may also contact the Manager of Student Services who serves as a general advisor for professional students.

Since the relationship between advisor and advisee is so important if for any reason the student or the advisor does not feel comfortable a change can be made. If students/advisors need to have changes made, they contact the Manager of Student Services.

All communications with your academic advisor will be handled confidentially. While academic advising is generally handled by the student’s advisor, students with specific academic questions or needs will be referred to appropriate faculty members.

Petitions
Students may petition the Student Affairs Committee for exceptions to the academic standards and requirements of the School of Pharmacy. Petition forms are available from your advisor, on the pharmacy student’s group’s page under files and in the Student Services office. Any questions about petitions should be directed to your advisor or the Student Services Manager.

Petitions need to be handled in a timely manner, and should be turned in within a week of a student obtaining the petition form. Students are required to have their advisor review their petition and sign it prior to submitting the petition to the Student Affairs Committee.

Petitions are to be turned in to the Student Services Manager for submittal to the Student Affairs Committee.
Exception Request Form-University Level

Exceptions to University requirements and policy must be petitioned through an Exception Request from the Office of the Registrar. Exceptions to the University Studies Program must be petitioned through a USP Exception form. Forms can be found online at the following link: http://uwadmnweb.uwyo.edu/REGISTRAR/

Degree Evaluation

The Degree Evaluation is a web-based planning tool to help students and advisors monitor student progress toward degree completion. It also allows for advising notes and provides a place to create semester plans. The Degree Evaluation provides a more accessible, convenient, and organized way for students to know where they are academically and how they can plan the rest of their college careers. The Degree Evaluation is not a substitution for consultation with an academic advisor. Students will still need to see an academic advisor in order to receive access to register for classes.

Professional Pharmacy students who already have previous degrees may not be able to use the degree evaluation effectively. The school also maintains a degree evaluation for all professional students to ensure students are progressing on time towards graduation. All requirements indicated on the Degree Evaluation must be met prior to a student being cleared for graduation.

Elective Credits Policy

The purpose of electives at the School of Pharmacy (SOP) is to complement the pharmacy curriculum, expand knowledge within a specific pharmacy discipline and to ensure completion of the general liberal arts education of the University of Wyoming. Therefore, the following policies have been approved by the faculty for the Doctor of Pharmacy professional program (thereafter, Program).

As published in the University Bulletin, students are required to complete a minimum number of electives, specific for the student’s year of matriculation into the Program. This number may vary and may be modified as adjustments are made to the professional curriculum to comply with accreditation standards. Students will be made aware of this number during initial orientation into the Program and kept informed of any changes during their stay in the academic program.

- Students must take elective courses to satisfy first the requirements of the University Studies Program (thereafter, USP) and then complete the remaining required elective credits as general elective coursework (Program-approved required number of elective hours).
- Students are required to complete all USP requirements even if they exceed the minimum number of elective hours initially defined in their Program in order to graduate from UW.
- All general elective coursework must be upper division (UW 3000 level or above) to ensure adequate rigor appropriate to a professional program.
- All University of Wyoming online courses at 3000 level or above are accepted for elective credit toward the Program.
- All required hours (including electives) must be completed by students before progressing into the P4 rotation year. Students will not be allowed to progress toward the 4th year rotations if their academic records show that less than a total of 107 credits were completed and/or university studies requirements were not fulfilled.
- When an elective course is approved through a petition, enrollment in the course must occur during the semester for which it was approved, i.e. if the student changes his/her mind the course will have to be petitioned again to be taken during another semester.
- Courses offered through community colleges, including Wyoming community colleges, regardless of their level or type (online or not), are usually neither transferable nor accepted as elective credit toward the Program.
- Students shall not take electives as Satisfactory/Unsatisfactory (S/U) credit.
- All courses taken in the preprofessional program or to fulfill requirements in a previous degree cannot be retaken to count as elective hours in the Program.
- Credit by exam through the Foreign Languages Dept. will not be accepted as fulfillment of elective requirements in the Program. However, it is a student’s right to test out for Wyoming History and Government, and Physical Education lecture while receiving elective credits toward the Program and fulfilling USP requirements.
• For procedures and handling of all exceptions to these policies, the students should consult the SOP brochure, the student handbook, the SOP website, or check with the Manager of Pharmacy Student Services or the Associate Dean for Student Affairs.

A complete list of preapproved electives can be found on the Current Students webpage.

Class Standing
When students register in the School of Pharmacy, they are classified according to the year they are in the program. Thus, a student in the first professional year will be a P1 and the second, third, and fourth professional years will be referred to as the P2, P3 and P4 respectively. Students who fall behind and join another class will be required to adhere to that class’s standing, academic standards and rules.

Course Load
The average course load for professional students is 12-18 hours; students enrolling for more than 20 hours in a semester will need permission from the Dean.

Student Records
All current student and alumni files are kept in the Student Services Office. Students are allowed to review their files. Request to review a file must be made in writing to the Manager of Student Services and files are review in their presence. Students may not remove anything from their file.

Verification of Enrollment and Graduation
Verification of enrollment, graduation, internship licenses etc. is done in the Student Services Office. Letters of verification need to be requested in writing from the Manager of Student Services (via email is the best) with all relevant information, including a mailing address and what specifically needs to be verified. Forms can be dropped off in the Student Services Office or in the Managers mailbox in the main office. Please make sure your name is on the form.

Internship Requirements for the State of Wyoming and the Wyoming State Board of Pharmacy
Please check with the Wyoming State Board of Pharmacy for internship requirements for the State of Wyoming. The Board of Pharmacy is the state agency charged with the responsibility of protecting the health and welfare of residents of Wyoming with regard to pharmaceutical services.

Mary Walker, Executive Director
Wyoming State Board of Pharmacy
632 South David Street
Casper, WY 82601
Phone: (307) 234-0294
Fax: (307) 234-7226

Internship Licenses in other states
Who can be licensed as a pharmacy intern and when is different in every state. Check with each state’s Board of Pharmacy for information on licensure as an intern. Verification of enrollment for licensure is obtained from the Manager of Student Services.

Immunization Requirements
For admissions purposes you were required to obtain and submit proof of the MMR (2 shots or Titer), HEP B (3 shots or Titer), Varicella (2 shots or Titer), current Flu Shot and a current 2-step TB skin test (PPD). You should be prepared to show proof of these immunizations at any time. You will be required to keep your PPD immunization up to date yearly and provide copies of all immunizations to the professional experience office associate. The school reserves the right to require all necessary immunizations and certifications deemed necessary beyond the immunizations listed here. Students will be expected to comply with these requirements.

CPR
You will be required to maintain CPR certification during your enrollment at the University of Wyoming School of Pharmacy.

Background Checks
In addition to the background check students complete as an admissions requirement, students should expect to repeat the process. In order to be placed in some experiential practice sites students will need to obtain an additional background check. Procedures on how to obtain this background check and the criteria for passing the background check will be determined by the site. The Experiential Education Office will provide more information as needed.

Linda Wells Student Learning Center

Hours for the Linda Wells Student Learning Center are 8am-5pm Monday through Friday. Student computers are available for Pharm.D. students during this time. In addition many pharmacy journals and reference material are also available in the center or online. Student folders are located in the reading room and serve as a “mail” box of sorts for professional students. Student organization mailboxes are located in the mail room in the main office. The Linda Wells Student Learning Center will be closed for special events from time to time.

- Do not have personal mail delivered to the School of Pharmacy, it will be returned to sender.
- Please reshelf materials in their proper place.
- Please pick up after yourself.

Annual Scholarship and Awards Banquet

At the end of each academic year all students, faculty and staff are invited to attend the Annual Scholarship and Awards Banquet. The banquet’s purpose is to honor the graduating class of that year, honor award and scholarship winners, new members to the student organizations, and to celebrate the end of another successful academic year.

Scholarships

The School of Pharmacy offers many departmental scholarships, primarily based on academic success in the professional program. To apply for scholarships students fill out the School of Pharmacy Scholarship Application, available through the Manager of Pharmacy Student Services. Scholarships are awarded by the Student Affairs Committee.

Awards

The School of Pharmacy awards several student recognition awards to P3 and P4 students. They are awarded based on nominations from the entire faculty.

Student Organizations

Election of Class Officers

During the first full week of April each year, the class will hold an election, decided by majority vote, to determine the next academic year’s president and vice president. In the event that nobody runs against the incumbent, the current president and vice president will retain said positions for the next academic year. Voting is anonymous through paper ballot and a third party counts the votes once they are gathered.

Phi Lambda Sigma Pharmacy Leadership Honorary

The University of Wyoming chapter of Phi Lambda Sigma was established in 1991. The objective of Phi Lambda Sigma is to recognize and promote leadership qualities in pharmacy students, faculty and alumni. To be eligible for membership, a student shall have completed their first year of pharmacy school, shall be of high moral and ethical character, and shall have a minimum grade point average of 2.5. Prospective members are nominated on the basis of their demonstration of dedication, service and leadership in the advancement of pharmacy.

Faculty Advisor: Dr. Dave Bruch

ASHP American Society of Health-System Pharmacy

The mission of the Wyoming student society is to make students aware of pharmacy practice in health systems; provide information to students about career directions in and credentials needed for pharmacy practice in health systems; and encourage membership and participation in the state society and ASHP as a student and upon graduation.

Faculty Advisor: Dr. Linda Martin

APhA-ASP Academy of Student Pharmacists

The mission of the American Pharmacists Association Academy of Student Pharmacists 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. APhA-ASP has played a key role in helping students navigate through pharmacy school, explore careers in pharmacy, and connect with others in the profession. Membership in APhA-ASP
includes an opportunity to participate in a variety of patient care projects that enable students to better prepare for the fourth year of pharmacy school in addition to furthering their leadership skills. APhA-ASP is the student branch of the American Pharmacist Association, the largest association of pharmacists in the United States.

Faculty Advisors: Dr. Carol Kobulnicky

**NCPA National Community Pharmacy Association** -
NCPA Student Chapters offer pharmacy students a wide array of opportunities to broaden and enrich their educational experience, gain valuable, real world skills, and have some fun in the process.

Faculty Advisor: Dr. Melissa Hunter

**Rho Chi Pharmacy Honorary** -
Rho Chi is a national pharmacy honor society whose fundamental objective is to promote the advancement of the pharmaceutical sciences through the encouragement and recognition of intellectual scholarship. The University of Wyoming chapter was established in 1961. Charters for chapters of this organization are granted only to groups in schools or colleges of pharmacy who are members in good standing of the American Association of Colleges of Pharmacy. To be eligible for membership, students must be in the highest 20 percent of their class, have attained at least a 3.0 scholastic average, and have completed at least 116 semester hours applicable to the degree, of which at least 45 semester hours must have been completed in residency after enrollment in the School of Pharmacy. They must also demonstrate capacity for achievement in the art and science of pharmacy and the allied sciences as evidenced by strength of character, personality, and leadership; and be approved by the Dean of the School of Pharmacy.

Faculty Advisor: Dr. Glaucia Teixeira

**Phi Delta Chi** -
Phi Delta Chi is the national professional pharmaceutical fraternity for pharmacy students whose objectives are to promote the science and profession of pharmacy as well as its allied interests and to foster a fraternal spirit among its members. To be eligible for membership, a cumulative scholastic average of 2.1 must be maintained. Qualities such as character, personality and leadership are also considered in the selection for membership. Meetings are held on a regular basis and a reception is held each semester for prospective members. An activity is held each term to honor the new pledges and members participate in volunteer community work.

Faculty Advisor: Janelle Krueger

**Dean’s Presidents Council** -
The Presidents Council represents the student body and its organizations. Its membership is comprised of representatives from each of the four classes, and the presidents of all pharmacy student organizations. The Council acts as a liaison between the students and the faculty. It assists in maintaining a mutually respectful and beneficial relationship among the University, the School of Pharmacy and its students.

Faculty Advisors: Dr. Linda Martin/Dr. Tonja Woods

**Wyoming Pharmacy Association** -
The mission of the Wyoming Pharmacy Association is to advance and promote the practice and profession of pharmacy. Pharmacists and technicians in Wyoming will be recognized as caring and competent individuals who improve the use of medications, assure the safety of drug therapy, and enhance health-related quality of life. All students are eligible for membership to the Wyoming Pharmacy Association, dues are $10.00.

**School of Pharmacy Policy:**

**Professionalism Policy**
The School of Pharmacy, as a community, values and supports the success of all its members. The profession of pharmacy is among those most highly regarded by the public. It is incumbent, therefore, on those parties involved in the education and training of future pharmacists to provide an environment and culture that encourages and demands professional behavior, including integrity and ethical standards, among administrators, faculty, staff, and students.

In order to facilitate and promote professional behavior and harmonious relationships, the following behaviors are expected from all parties, in deed and intent:

- Uphold the highest standards of the profession, including personal responsibility, dignity and altruism;
Demonstrate social awareness, respect, compassion, empathy and an appreciation for cultural diversity;

- Maintain appropriate and professional relationships while maintaining collegiality and respecting confidentiality of student, faculty, staff and patient information; and

- Promote an atmosphere of excellence through participating participation in, and facilitating facilitation of relevant discussion, inquiry and expression.

These behaviors are encouraged and supported by policies contained in course syllabi, the University Of Wyoming Codes Of Conduct, and the School of Pharmacy Student Honor Code and University Regulations.

**Student Policy:**

**The Honor System**

We, the students of the University of Wyoming School of Pharmacy (SOP), acknowledge that pharmacy is among the most highly regarded professions. We also recognize that the profession of pharmacy demands of its members the utmost degree of professional competence, ethical behavior, and integrity. This Honor Code challenges pharmacy students to adopt principles of professional behavior and responsibility within the context of academic honesty, respect, and community standards.

The SOP honor system is designed to be student driven and administered to provide rules and procedures to address the unique needs and management of the professional pharmacy program and is intended to be complementary but subordinate to the University of Wyoming Regulations (UW Regulations) and the Student Code of Conduct. The principles defined in this code will apply to all students enrolled in the professional program. We therefore, accept this Honor Code to set forth minimum standards of scholarship and conduct at the SOP. As students we challenge our faculty and staff to model the principles stated above so that we can have the best opportunity to develop them ourselves.

**Article I. Professional Integrity**

The University of Wyoming SOP believes that within the educational setting, professionalism and integrity can be fostered. Just as we are expected to gain the knowledge that is needed for our profession at the University of Wyoming, we are also expected to obtain the personal attributes that are essential to our future success.

The development of professional integrity is an important goal to the students of the SOP. Not only does it allow us to maintain the purity of the profession, but it obligates us to enhance the profession in a way that will benefit the community.

We will behave in a manner consistent with the following principles of professionalism as we foster and maintain a culture that facilitates professionalism:

- **Honesty and Integrity**
  a) Contribute to a positive image of the pharmacy profession
  b) Respect the rights of patients, staff, faculty, peers, and other health professionals
  c) Safeguard patient confidences and privacy within the constraints of the law
  d) Understand the general principles of ethical behavior and their application to performance expectations of any course of study, examination, or other evaluations
  e) Treat those with whom we interact with respect, trust, and dignity
  f) Refrain from engaging in unwanted, inappropriate, or unprofessional behaviors
  g) Respect rights such as privacy, confidentiality, informed consent, and others
  h) Communicate in a professional manner and do not discriminate on the basis of age, gender, intelligence, medical condition, nationality or ethnic origin, physical or mental disability, race, religion, sexual orientation, or socioeconomic status
  i) Refrain from abusing authority

- **Service**
  a) Participate in and contribute to the betterment of the public health community in a productive manner
  b) Serve the patient and the community needs above our own self-interest and welfare

- **Excellence and Scholarship**
a) Strive to improve ourselves in the integration and transmission of knowledge
b) Collaborate with and assist peers, colleagues, and other health professionals appropriately for the advancement of scientific knowledge and skills
c) Commit to self-directed and lifelong learning

Responsibility and Accountability
a) Foster a culture of responsibility and accountability
b) Maintain patient care and service as our highest priority
c) Be accountable for deadlines and complete assignments/responsibilities in a timely fashion
d) Identify our own limitations and developmental needs and seek approaches for improvement
e) Present ourselves in a professional manner with respect to dress, hygiene, body language, composure, and gestures

Article II: Academic Integrity

We aspire to maintain high academic integrity. This validates our education and allows us to achieve maximum development while in school. Students of the SOP take pride in submitting their own work as well as obtaining the grades that they truly earned.

Article III. The Honor Code Pledge

This pledge shall be signed annually by students as a reminder to the students of their obligations to uphold the Honor Code. After the signing of this pledge, it must be turned into the Manager of Pharmacy Student services at the SOP within one week of receipt to be placed in the student’s file.

“I______________________ (print name) have read, understand, and will uphold the standards of the University of Wyoming School of Pharmacy Honor Code.”

Signature: ____________________________________________
Date: ________________________________________

Year in Program (please circle):  P1   P2   P3   P4

Article IV. The Honor Board

Section A: Role of the Honor Board

The role of the Honor Board is to:
1. Promote awareness of the spirit and intent of the Honor Code among the members of the SOP community.
2. Apply, maintain, and improve the Honor Code, suggesting modifications for review and approval by members of the SOP community.
3. Serve as the initial deliberative body for allegations of Honor Code violations within the SOP.
4. Administer an Honor Code orientation for all incoming students shortly after matriculation in the SOP. Current students will review the Honor Code during the spring of each year along the same time as student elections.

Section B: Composition and Election of the Honor Board

Part 1. Composition

The Honor Board shall be composed of the following members:
1. Two (one primary and one alternate) Pharm.D. Fourth-year students
2. Two (one primary and one alternate) Pharm.D. Third-year students
3. Two (one primary and one alternate) Pharm.D. Second-year students
4. Two (one primary and one alternate) Pharm.D. First-year students
5. Three faculty members; voting
6. Manager of Pharmacy Student Services; non-voting
7. Associate Dean of Academic and Student Affairs; non-voting
Honor Board Chair: One Board member shall be elected by a majority of the other members of the Honor Board during the spring to serve as Honor Board Chair with preference being granted to a student with previous tenure on the Honor Board. The Chair will not have a vote, unless a member is absent or in the case of a tie. The Chair will call and preside at all Honor Board meetings. The Chair will submit the final report and recommendation of the Honor Board to the Dean of the SOP. The Chair of the Honor Board will serve as the student representative of the Student Affairs Committee (SAC).

The Associate Dean of Academic and Student Affairs serves as the case liaison and meets with the accused, gathers relevant information and presents the case to Honor Board.

The Manager of Student Services shall act as the Honor Code Advisor. The Advisor shall provide support to the Honor Board by facilitating Honor Board activities and ensuring continuity. The Manager of Student Services may attend meetings during which the Honor Board discusses case reports with the “accuser” or the “accused”.

Part 2. Election of the Honor Board Members

1. All student members of the Honor Board shall be duly elected by their classmates.
2. Each Pharm.D. class will hold an election in the spring semester to decide members for the following year; the Pharm.D. first-year class will hold their election in October.
3. Honor Board members who desire to continue serving on the Honor Board must run for re-election by their classmates annually. Elections to fill vacancies shall be held in a timely manner.

Section C: Requirements and Replacement of Honor Board Members

1. Honor Board members shall be in "good academic standing" as defined by the SOP.
2. The rule of absolute confidentiality: Honor Board members (as well as other parties and witnesses involved in allegations or Honor Code cases) are required to refrain from discussion of any information they may become aware of relative to Honor Code allegations and cases with other students, faculty, staff, family members, friends etc. This includes, but is not limited to, discussion of:
   a. The nature of, specific details about, or disposition of allegations and cases.
   b. The identity of any parties involved in allegation and cases.
3. Any Honor Board member who fails to abide by the rule of absolute confidentiality will be subject to dismissal from the Honor Board as well as charged with an Honor Code violation. Any violation of confidentiality will result in the member’s termination from the Honor Board.

Article V. Honor Board Procedures

1. Reports of alleged violations of the Honor Code are made to the Associate Dean of Academic and Student Affairs, who then forwards all necessary materials to the Honor Board.
2. The Honor Board reviews the case.
3. The Honor Board may recommend the following:
   a. "no basis" for the allegations exists; if no basis is found, the report is dropped.
   b. "formal review" by the Honor Board.
4. Formal review of cases by the Honor Board involves separate meetings with:
   a. the accuser and his or her witnesses
   b. the accused and his or her witnesses
5. After formal review of cases, the Honor Board has two ways to conclude a case:
   a. "Dismissal": the majority of voting Honor Board members feel that the evidence and testimony did not meet the standard of "more likely than not" that a violation did occur.
   b. "Violation": the majority of voting Honor Board members feel that the evidence and testimony did meet the standard of "more likely than not" that a violation did occur.
6. In the event of a “dismiss” decision, a report will be made by the Honor Board and shall be filed and maintained by the Manager of Student Services.
7. In the event of a “violation” decision, the Honor Board shall propose a recommended sanction to the Dean of the SOP. A student may appeal the Dean’s final decision to the College of Health Science Student Affairs Committee. See Appendix A for recommended sanctions.
Article VI. Procedures for Reporting a Violation

Suspected Violation

Members of the University Wyoming SOP community who suspect they have observed a violation of the Honor Code are encouraged to speak directly to the student(s) involved in order to provide an opportunity to explain the behavior. If a sufficient answer is not given, the witness is obligated to report the violation to the Honor Board.

Reporting a Violation

Violations should be reported to the Associate Dean of Student Affairs. The reporter should identify himself or herself as a student, a faculty/staff member, or preceptor before explaining necessary information about the witnessed event so that an inquiry may be initiated. The confidentiality of the accuser will be maintained through all stages of the process, but charges will not move forward without the accuser identifying him or herself. All complaints related to student professional misconduct or failure to fulfill obligations must be written and signed by the accuser.

* Teachers’ discretion on Honor Code violations may be more specifically outlined in class syllabi.
+ Conduct violating the University of Wyoming Code of Conduct that is not specifically mentioned still may be subject to disciplinary action.

Formal Review Procedures

• The Board will conduct the hearing and all of its deliberations in a closed and confidential session arranged through the Office of Student Services.
• The hearing will be called to order by the Chairperson who will then identify by name members of the Board Hearing who are present for the record.
• The Chairperson will then identify by name the student charged with the alleged violation of the Code and his/her witnesses and the charging party and his/her witnesses. The Board will meet with each party separately.
• In the event the student charged with the alleged violation of the Code or any of his/her witnesses or the charging party or any of his/her witnesses fail to appear, the Board Hearing shall determine whether or not to proceed based on the witnesses and evidence available.
• The Chairperson will read the charge and poll each member of the Board Hearing to determine if any member has a prior opinion of guilt or innocence.

* Any member of the Board Hearing who has a prior opinion of guilt or innocence will be excused and the alternate member will hear the charge and a prior opinion of guilt or innocence will be determined.
• The presentation of all evidence and witnesses to the Board Hearing and questioning by the members of the Board Hearing will proceed generally as described by the following:
  • The charging party will present his/her evidence and witnesses.
  • The student charged with an alleged violation of the Code will present his/her evidence and witnesses.
  • The members of the Board Hearing Committee will ask questions of all parties to the Board’s satisfaction.
  • The Chairperson may recognize others present to speak if the Chairperson believes that the information provided is needed for the Board Hearing to discharge their duties.
• Following the presentation of all evidence and witnesses to the Board Hearing and questioning by the members of the Board Hearing Committee, all parties will be excused while the Board Hearing deliberates.
• The parties will remain available in the event that they are recalled as described below:
  The Chairperson may recall the parties for further questioning if it is deemed necessary for the Board Hearing to discharge their duty. All parties have the right to be present during further questioning.
  • The Chairperson may grant a recess at the request of members of the Board Hearing or the parties involved to allow time for further preparation.
  • The Chairperson and members of the Board Hearing shall not discuss the evidence or testimony in the presence of the parties.

Article VII. Modification and/or Retirement of the Honor Code

The Honor Code of the SOP is designed to challenge the students to live to a certain standard as future pharmacists. Changes in the Honor Code may arise for a number of reasons: If pharmacy students do not believe that the Honor Code challenges them sufficiently, if they believe that parts are excessive and unnecessary, or feel that there is a need to change the Honor Code, revisions can be proposed.

All suggested changes to the Honor Code must be submitted to the Honor Board for review. If the Honor Board believes that the proposed revision fits the needs of the student body, then the Honor Board will begin the revision process.
Revision Process

   a. All proposed changes to the Honor Code must be submitted in writing to an active member of the Honor Board.
2. The Honor Board in its entirety will meet to review the change and conduct a vote regarding the necessity of the change.
3. The decision made by the Honor Board may be one of the following:
   a. Denial
   b. Acceptance—changes accepted by the Honor Board must be approved by Faculty prior to final implementation.
4. The Honor Board will announce their decision to the individual or group that suggested the change.
5. The amended Honor Code will be approved by students and faculty before the change is finalized.
6. The Dean of the SOP will sign off on all changes.

Appendix A. Honor Code Sanctions:

The following sanctions, alone or in combination, may be imposed for violation of the Code by the Dean of the UW SOP upon recommendation by the Honor Board:

• Reprimand with inclusion of a letter of reprimand that will remain in the student’s file permanently. The student may request removal of the letter of reprimand from his/her file by submitting a request in writing to the Dean of UWSOP.

• Assignment of a grade of "F" in the course in which the violation(s) occurred.

• Assignment of a grade of "F" in the course in which the violation(s) occurred and a notation of "assigned for academic dishonesty" placed in the students file for a designated period of time. It will be the responsibility of the student to request removal of the notation of sanction associated with the assignment of a grade of "F" after the designated time period. Such requests must be submitted in writing to the Dean of UWSOP.

• Disciplinary probation for a stated period of time which will include loss of privilege to represent UWSOP, hold an elected office or appointment to any UW SOP committee or participation in UW SOP's extracurricular activities. A notation of the conditions of probation will be included in the student’s record. A student who fails to abide by the conditions of his or her probation will be subject to further disciplinary action, including suspension or expulsion. It will be the responsibility of the student to request removal of the notation of probation after this sanction has expired. Such requests must be submitted in writing to the Dean of UWSOP.

• Suspension from UW SOP for a stated period of time during which the student will not be allowed to take any courses in UW SOP. Furthermore, UW SOP will not accept credit for any coursework that was completed by the student at the University of Wyoming or any other institution while he/she was suspended from UW SOP. The appropriate notation of "suspension for academic dishonesty" or "suspension for violation of the UW SOP Honor Code" will be placed in the students file. It will be the responsibility of the student to request removal of the notation of suspension after this sanction has expired. Such requests must be submitted in writing to the Dean of UWSOP.

• Expulsion from UW SOP. Expulsion for violation of the UW SOP Honor Code will be noted permanently on the student’s transcript. If a student has been subjected to sanctions for violation of the Code previously, the minimum sanction for the current violation will be suspension. Sanctions that result in an F in the course in questions will then lead to violations of academic standards. Students will then need to follow the petition process to address those violations. Sanctions including probation, suspension and expulsion will apply only to UW SOP and its academic programs.

Cases will be documented and stored in an official Honor Board file located in the Office of the Manager of Student Services. Direct access to these files will be limited to the Associate Dean for Academic and Student Affairs and appointed faculty. Past cases will be reviewed in the event of similar, impending cases. They will serve as a potential resource in determining appropriate sanctions.

Adapted from the Ohio State Medical School Honor Code, Auburn Code of Professional and Ethical Conduct and the University of Minnesota College of Pharmacy Honor System.
Policy and Procedure for Student Grievances

The University of Wyoming (UW) School of Pharmacy (SOP) recognizes the right of students to express differences of opinion in academic status and/or progression and to seek fair and timely resolution of disputes. It has always been the policy of the SOP that disputes shall be settled informally if possible and that all persons have the obligation to participate in good faith in the informal dispute resolution process before resorting to formal grievance procedures. The SOP encourages open communication through the informal processes discussed in this document as well as prompt and efficient review and resolution of disputes.

A. Definition of Student Dispute: A claim may occur when a student considers that any action or inaction by others that affects their academic status and/or progression is unjust, inequitable, contrary to UW Regulations or policies, or is an impediment to effective student performance and learning.

B. University and College of Health Science Policies: The SOP grievance policy complements the existing UW and College of Health Science (CHS) policies and regulations.

C. The Student’s Responsibility and Timeline:
The student must initiate all dispute processes. The student(s) may choose to seek initial guidance from respective academic advisors.

For all levels of an appeal, processes will only progress on business days.

For disputes not involving grades, the process must be initiated at the SOP level no later than 5 business days after the incident occurs. In a situation where the student and instructor are not on speaking terms due to the incident, the process should involve the student, the instructor, and the Associate Dean for Academic and Student Affairs, as appropriate.

For disputes that are related to grades:
For grade grievances reported during the course, the process must be initiated at the SOP level no later than 5 business days after official reporting of the grade(s) by the instructor. Official reporting of grades is defined as grades reported by e-mail communication, or the instructor posting grades either by hardcopy, via the online course platform or by returning of a graded assignment or exam. All initial verbal/email discussions at the instructor and course coordinator levels must have been exhausted before the initiation of the formal process.

For final grades, the process must be initiated at the School level no later than five business days after the grades are due at the Registrar’s office, or, in the case of experiential rotations, no later than five business days after the completion of the rotation or posting of the grade in E*Value.

Depending on the timing of the end of the semester, the dispute process may not be resolved until the following semester; however, the process must be initiated by the student within 5 business days.

In the case of students moving into the P4 year rotations, the dispute will be finalized before the student is to enter these rotations. If the process is not resolved by the beginning of the rotation sequence, the student will be assigned to an “off” month in Rotation #1. In the event that there is no resolution by Rotation #2, the SOP will attempt to make all possible accommodations in scheduling the student’s rotations, however, the student should be aware that they may be delayed in their future rotation schedule, as the SOP does not control some scheduling.

Regarding grade-related disputes during rotations: the nature of grade assignment in the experiential environment is different from the didactic (classroom) environment. Grades assigned by preceptors are based on daily performance and observations in a practice environment, professional behavior and, in some cases, written assignments; therefore, mechanisms to regrade daily performance/observations are unnecessary.

D. Procedures

Instructor Level:
The instructor should listen to the student(s) complaint(s) and provide a timely response. If the dispute is resolved based on discussion and response, no further action is necessary.

SOP Associate Dean of Academic and Student Affairs Level: If the outcome of the previous step does not resolve the dispute, the Grievance Form must be submitted to the Associate Dean for Academic and Student Affairs. Students may also elect to submit a letter documenting their side of the dispute to be kept in the student’s file. The student(s) will be notified by e-mail that the form has been received, and that the appeal will be handled per the Grievance Policy.

If the Associate Dean has a conflict of interest, the Associate Dean should be excused and the appeal moved directly to the Dean of the School of Pharmacy.

The Associate Dean shall meet with the student and the course instructor (and other parties if necessary) to gather information necessary to make a recommendation on the appeal.
The Associate Dean shall send a written recommendation to the student(s) within 5 business days after meeting with all involved parties and reviewing the appeal. A copy of the written recommendation will be placed in the student’s file.

SOP Dean Level: If the outcome of the previous step does not resolve the dispute, the Associate Dean will forward the appeal letter and previous documented responses to the Dean of the School of Pharmacy.

The decision at this level represents the last decision at the School of Pharmacy level.

If the Dean has a conflict of interest, the Dean should be excused and the appeal moved directly to the Associate Dean of Research and Outcomes. A written decision shall be sent to the student no later than 5 business days of receipt of documentation from previous step. A copy of the written decision will be placed in the student’s file.

If the Dean is unavailable, the person designated to fulfill the responsibilities of the Dean during his/her absences shall assume this role in the decision process.

IV. CHS Level: Unsatisfactory resolution of the dispute at the School level will necessitate forwarding copies of all the documentation to the Associate Dean of Student Affairs of the College of Health Sciences for further procedural handling of the dispute.

**Repeating of Courses by Students Re-admitted to the Pharmacy Program**

**Policy**

Students re-admitted to the professional pharmacy program must repeat all coursework. Process for petition for waiver of courses is available through the Student Affairs Committee.

**Guidelines and Procedure to handle petitions for courses previously taken by students re-admitted to the Pharmacy Program**

The student will develop and submit through the academic advisor an initial plan of study for the first 3 years of the pharmacy program, identifying the following:

1. The course(s) to be considered for waiver, accompanied by a complete justification for each course.
2. Note: Courses with previous grades of C, D, or F must be repeated. The final decision will take into account changes to the course contents over time, modifications of course structure, alteration of number of credits, and other pertinent information during the deliberations.
3. Specific electives (course number and title) to replace the credit hours of waived courses (according to the School of Pharmacy Electives Policy).
4. Applicable semesters and years of the School of Pharmacy curriculum that may be affected.
5. It is the advisor’s responsibility to forward the documentation to the Student Services Office, which will bring them to the attention of the Student Affairs Committee.
6. The student’s academic advisor and the Student Affairs Committee will review the proposed plan of study, and a recommendation from the advisor will be provided to the committee, as the first step of the petition process.
7. The Student Affairs Committee will contact each individual faculty member and/or course coordinator(s) for consultation about the waiver of the requirement to repeat a course.
8. The instructor/course coordinator must complete the “Authorization to Waive Pharmacy Coursework Form” (attached), indicate if the petition is accepted or denied, provide a brief statement justifying the decision, sign it, and return it to the committee.
9. Students are not allowed to petition individual faculty members or the Dean of the school for waiver of courses.
10. Faculty members and/or course coordinator will not discuss the petition directly with the student.
11. The plan of study will be reviewed and waiver of courses will be approved on a semester by semester basis.
12. It is the student’s responsibility to submit a revised plan of study every semester for approval, prior to the end of the previous semester, and any time the previously submitted plan becomes inaccurate or obsolete.
13. Should the student receive a grade of D or F during any course taken while in the pharmacy program, the approved plan of study becomes null and void, and the student loses the right to petition for further coursework waiver (all courses must be repeated).
14. The Student Affairs Committee will make a recommendation to the Associate Dean for Student Affairs, who sends a letter to the student informing of the decision.
15. If the student follows the pharmacy curriculum successfully he/she earns the right to petition the Student Affairs Committee for any further coursework not waived through the initial plan of study submitted at the time of re-admission to the program.
ACCREDITATION COUNCIL ON PHARMACEUTICAL EDUCATION (ACPE) Standards, Policies and Procedures on Student Complaints at UW School of Pharmacy

The Accreditation Council on Pharmaceutical Education (ACPE) is required to demonstrate to the U.S. Secretary of Education its expectations regarding a program’s recording and handling of student complaints. In addition, ACPE must demonstrate a link between its review of complaints and its evaluation of a program in the accreditation process.

According to ACPE Standard 20:

“The college or school must produce and make available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards.”

- Guideline 20.1
  The college or school must include information about the complaint policy during student orientation and should reinforce its availability periodically during the professional degree program.

- Guideline 20.2
  The college or school must maintain a chronological record of student complaints related to matters covered by the accreditation standards and allow inspection of the records during on-site evaluation visits by ACPE.

- Guideline 20.3
  The college or school must inform ACPE during an on-site evaluation if any of the student complaints related to the accreditation standards have led to legal proceedings, and the outcomes of such proceedings.

University of Wyoming School of Pharmacy Student Access, Posting and Communication of Policy

A copy of ACPE standards, policies and procedures and a copy of the School of Pharmacy policy on student complaints are available in the School of Pharmacy Learning Resource Center. It is available for review by any student enrolled in the School of Pharmacy, and should not be removed from the School’s Learning Resource Center. A discussion on this policy takes place during the orientation process for first professional year students and at the annual School of Pharmacy Town Hall Meeting planned by the Associate Dean for Academic and Student Affairs and the Manager of Pharmacy Student Services through the Student Services Office.

- The ACPE standards, policies and procedures are also available through the ACPE web site (www.acpe-accredit.org) and UW School of Pharmacy website (www.uwyo.edu/Pharmacy/).

- A copy of the School of Pharmacy policy is available on the school’s website.

Procedure for Student Complaints:

1. The complaint procedure for students requires a formal written complaint directed to the Associate Dean of Student Affairs describing the specific violation of ACPE standards, policies or procedures, a summary of the case, and supporting documentation.

2. All documentation shall be delivered to the Student Services Office. Upon receipt of a written complaint the Associate Dean, Academic and Student Affairs, the Student Affairs Committee and its student representative (when appropriate) will convene to review the complaint. If necessary, faculty may be consulted or an ad-hoc committee may be appointed by the Associate Dean to re-evaluate the complaint, contact parties involved, clear issues, etc. Upon consensus, a recommendation by the Student Affairs Committee will be issued to the Associate Dean of Student Affairs, who will send a formal written reply to the student(s), including an evaluation of the complaint, a description of violation(s), and a proposal for necessary corrective action(s). This process shall usually take no longer than 30 school days during an academic semester, depending on when the grievance is submitted. Grievances shall not be handled during official holidays and summer session. Decisions that are unacceptable to the student(s), who perceive them as arbitrary, capricious, and/or unfair, may be appealed to the Dean of the School of Pharmacy, then to the College of Health Sciences Student Affairs Committee, and, as a final step, to the University Dean of Students Office. This process is the sole avenue for students’ complaints regarding ACPE standards, policies and procedures in the School of Pharmacy at the University of Wyoming.

Documentation of students’ complaints and written records of the procedures and outcomes related to each case shall be maintained in the School of Pharmacy Office of the Dean with a copy in the Student Services Office, and shall be available for review by ACPE or its representatives, upon written request or in the process of an on-site evaluation visit.
FERPA Family Educational Rights and Privacy Act (PL-380) (copied from General Bulletin)

General Statement

The University of Wyoming has the responsibility for effectively supervising any access to and/or release of official data/information about its students. Certain items of information about individual students are fundamental to the educational process and must be recorded. This recorded information concerning students must be used only for clearly-defined purposes, must be safeguarded and controlled to avoid violations of personal privacy, and must be appropriately disposed of when the justification for its collection and retention no longer exists.

In this regard, the university is committed to protecting, to the maximum extent possible, the right of privacy of all individuals about whom it holds information, records and files. Access to, and release of, such records is restricted to the student concerned, to parents of dependent students, to others with the student’s written consent, to officials within the university, to a court of competent jurisdiction, and otherwise pursuant to law.

Access

All official information collected and maintained in the university identifiable with an individual student will be made available for inspection and review at the written request of that student subject to certain exceptions.

For purposes of access to records at the University of Wyoming, students enrolled (or formerly enrolled) for academic credit or audit at the university shall have access to official records concerning themselves.

A request for general access to all official records, files and data maintained by the university, must be made in writing to the registrar or to other person(s) as designated by the university officer in charge of the unit maintaining records. A request for access to official data maintained in a particular office may be made to the administrative head of the office.

When students (or former students) appear at a given office and request access to the university record about themselves:

1. The student must provide proper identification verifying that he or she is the person whose record is being accessed.
2. The designated staff person(s) must supervise the review of the contents of the record with the student.
3. Inspection and review shall be permitted within a period not to exceed 45 days from the date of the student’s request.
4. Students will be free to make notes concerning the contents, but no material will be removed from the record at the time.

Record keeping personnel and members of the faculty and staff with administrative assignment may have access to records and files for internal educational purposes as well as for routinely necessary clerical, administrative and statistical purposes as required by the duties of their jobs. The name and position of the official responsible for the maintenance of each type of educational record may be obtained from the registrar of the university.

Any other access allowed by law must be recorded showing the legitimate educational or other purpose and the signature of the person gaining access. The student concerned shall be entitled to review this information.

Release of Information

No personally identifiable information shall be disclosed to any individual (including parents, spouse, or other students) or organization except as follows:

1. Disclosure is authorized in writing by the student.
2. Disclosure is to university officers or employees who need to know so as to accomplish legitimate university purposes related to their functions.
3. Disclosure is to a governmental agency, educational organization, parent of a dependent student, or other entity as described by federal regulations or otherwise required by state or federal law. Custodians of records should obtain interpretations whenever third parties request personally identifiable information.
4. When disclosure of any personally identifiable data/information from university records about a student is demanded pursuant to court order or lawfully issued subpoena, the staff member receiving such order shall, if possible, immediately notify the student concerned in writing prior to compliance with such order or subpoena. (NOTE: In fulfillment of its responsibilities to monitor certain state benefit and entitlement programs, the Wyoming state auditor may issue to the university from time to time an administrative subpoena for a listing of currently enrolled full-time students, the student’s social security numbers, and information relating to the nature and amount of any educational financial aid being received by such students. Upon being served with such a subpoena, the university will provide the information requested without further notice.)
5. Data/information from university records about students will be released for approved research purposes only if the identity of the student involved is fully protected, or if the research is related to official university business and not publicly disseminated.
6. Information from university records may be released to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons.
The university officer responsible for the records from which information is released shall maintain with the student's record a listing of disclosures of personally identifiable information, except disclosures in accordance with items 1 and 2 above for which no record need be kept. The listing shall identify the parties who requested or obtained information and the legitimate interests these parties had in making the request.

Public Information

The following items are considered public data/information and may be disclosed by the university in response to inquiries concerning individual students, whether the inquiries are in person, in writing or over the telephone:

1. Name;
2. Affirmation of whether currently enrolled;
3. Campus location.

Unless students have officially filed a written request with the university registrar within ten working days after the first day of the semester or classes that disclosure not be made without their written permission, the following items, in addition to those above, are considered public/directory information; may be included in appropriate university/campus directories and publications; and may be disclosed by designated staff members in response to inquiries concerning individual students, whether the inquiries are in person, in writing, or over the telephone:

1. School, college, department, major or division;
2. Dates of enrollment;
3. Degrees received;
4. Honors received;
5. Local address and phone number;
6. Home address (permanent);
7. Email address;
8. Participation in officially recognized activities and sports;
9. Weight and height of members of athletic teams;
10. Full-time or part-time enrollment.

Letters of Appraisal/Recommendation

Candid appraisals and evaluations of performance and potential are an essential part of the educational process. Clearly, the providing of such information to prospective employers, to other educational institutions, or to other legitimately concerned outside individuals and agencies is necessary and in the interest of the particular student.

Data/information which was part of university records prior to January 1, 1975 and which was collected and maintained as confidential information will not be disclosed to students. Should a student desire access to a confidential letter of appraisal received prior to January 1, 1975, the student shall be advised to have the writer of that appraisal notify, in writing, the concerned records custodian of the decision as to whether or not the writer is willing to have the appraisal made available for the student's review. Unless a written response is received approving a change of status in the letter, the treatment of the letter as a confidential document shall continue.

Documents of appraisal relating to students and collected by the university or any department or office of the university on or after January 1, 1975, will be maintained confidentially only if a waiver of the right of access has been executed by the student. In the absence of such a waiver, all such documents will be available for the student's inspection and review.

If a student files a written waiver with the department or office concerned, letters of appraisal received pursuant to that waiver will be maintained confidentially. Forms will be available for this purpose.

Challenges to the Record

All students shall have the opportunity to challenge any item in their file which they consider to be inaccurate, misleading or otherwise inappropriate. A student shall initiate a challenge by submitting a request in writing for the deletion or correction of the particular item. The request shall be made to the custodian of the particular record in question.

If the custodian and the student involved are unable to resolve the matter to the satisfaction of both parties, the written request for deletion or correction shall be submitted by the student to such person as designated by the president of the university who shall serve as the hearing officer. The student shall be given the opportunity for a hearing at which the student may present oral or written justification for the request for deletion or correction. The hearing officer may obtain such other information as he or she deems appropriate for use in the hearing and shall give the student a written decision on the matter within 30 days from the conclusion of the hearing. If the decision of the hearing officer is to deny the deletion or correction of an item in the student's file, the student shall be entitled to submit a written statement presenting the student's position with regard to
the item to the hearing officer. Both the written decision of the hearing officer and the statement submitted by the student shall be inserted in the student’s file. The decision of the hearing officer shall be final.

Grades may be challenged under this procedure only on the basis of the accuracy of their transcription or posting.

Exception to the Policy
It is the position of the university that certain data/information maintained in various offices of the university is not subject to the provisions of this policy with regard to inspection, review, challenge, correction or deletion. Exceptions to "educational records" include: alumni records, employment records, law enforcement records, medical records, sole possession records, and university disciplinary records.

1. Statements submitted by parent(s)/guardian or spouse in support of financial aid or residency determinations are considered to be confidential between those persons and the university, and are not subject to the provisions of this policy except with the written consent of the persons involved. Such documents are not regarded as part of the student’s official record.

2. University employment records of students are not included in this policy, except as provided under Section 9-9-103(d) (iii) Wyoming Statutes 1977 (Supp. 1982).

3. With regard to general health data, only that data/information which is used by the university in making a decision regarding the student’s status is subject to review by the student under this policy. Written psychiatric or psychological case notes which form the basis for diagnoses, recommendations, or treatment plans remain privileged information not accessible to the student. Such case notes are not considered to be part of official university records. To ensure the availability of correct and helpful interpretations of any psychological test scores, notes or other evaluative or medical materials, the contents of these files for an individual student may be reviewed by that student only in consultation with a professional staff member of the specific department involved.

4. Records relating to a continuing or active criminal investigation by the University of Wyoming Police Department, or records of said office not relating to the student’s status with the university are not subject to this policy.

5. No student is entitled to see information or records that pertain to another student, to parents, or to other third parties. A student is entitled to review only that portion of an official record or file that pertains to him or her.

6. The personal files of members of the faculty and staff which concern students, including private correspondence, and notes which refer to students, are not regarded as official records of the university. This includes notes intended for the personal use of the faculty and never intended to be official records of the university. In order to be sole possession records, they cannot be shared with anyone else.

Rights of Students
Students are hereby notified that controlling provisions of federal law are contained in Sec. 438, Pub. L.90-247, Title IV, as amended, 88 Stat. 571-574 (U.S.C. 1232g) and regulations set forth in the code of Federal Regulations, 34 C.F.R. sections 99.1 to 99.67 (1981). Complaints of institutional noncompliance may be made to the Department of Education as provided in the regulations.

General Campus Resources
University Counseling Center
UCC offers individual counseling, group counseling, outreach programming, and graduate training programs.

All primary status enrolled UW students are eligible for free counseling, regardless of age, ethnicity, gender, ability, race, religion, sexual orientation, veteran status, political belief or progress toward academic degree. UCC is a Safe Zone for all students seeking services.

How do I get started?
Come to 341 Knight Hall during our WALK-IN Hours for a brief initial interview session with a counselor. (READ MORE) and/or (Initial paperwork)

"What if I have a crisis?"
Crisis intervention services are also offered during regular clinic hours (8:00am - 5:00pm) for students with urgent problems. Please call or walk-in and inform our receptionist you have an urgent crisis. For after-hours crises, call 766-8989 and ask for the on-call counselor. If you are experiencing an emergency, call 911.

WyoWeb
WyoWeb is the University of Wyoming portal system. It is designed to put several functions at your fingertips. As the security of your information is very important, you are required to enter a username and password to access WyoWeb. It is the same username and password you use to access computers on the main UW campus.

Besides a brief outline of what is contained within WyoWeb, the login page will also contain important instructions concerning how you can get help in resolving issues with logging into or using WyoWeb.

Once logged into the WyoWeb portal, students will have a wealth of information available to them automatically. This information is organized into tabs (much like a filing cabinet) that contain related information. Some tabs will come pre-populated with information, but you will also have the ability to create your own tabs and organize much of WyoWeb's information in the way that works best for you. On each tab are channels (the boxes in the sample page). These channels provide specific kinds of information (like lists of your classes, grades, financial aid status, computer help, library information, access to online classes, email, calendar, and campus announcements) and many can be moved between columns within a tab and between tabs to suit the way you want WyoWeb to look. Some channels, those containing critical information, will always be in a particular place within WyoWeb, but other channels can be moved or removed and there will be an increasing number of channels that you can add to suit your interests.

A student email system, based on the Microsoft Exchange platform and a calendar are also accessible both through channels and through buttons in the top-right corner of the screen. Additionally, WyoWeb will allow you to become a member of student organizations and other campus groups, providing the ability to share information and participate in on-line chats and threaded discussions on topics that are of interest to you.

WyoWeb is flexible and can be configured by each person to meet their specific needs and allow them to receive only information that is applicable to them. WyoWeb is the center of electronic information sharing on campus and a useful tool as you proceed through your experience at the University of Wyoming.

E-mail

All pharmacy students will need to use the University of Wyoming e-mail system. Students should note that the school will use the official UW email address only. Please refer to the IT website for further information.

Student Campus Express ID Cards

28 Knight Hall, (307) 766-5267  https://uwadmnweb.uwyo.edu/idoffice/default.asp

After you have confirmed your acceptance to University of Wyoming, we welcome you to come by the WyoOne ID office to obtain your ID card.

The card will not start working until the semester you are enrolled for begins. Please bring another form of photo ID, such as your driver’s license, passport, or military id when you come for your first ID. Your first card is included in your orientation fees, a replacement card is $15. New cards are not issued each year, so please keep track of your card from year to year.

Printing

- Each semester all enrolled students who have domain accounts are given $7.50 print credit by the Central Student Fee Committee. Faculty and staff do not receive a print allotment, but can purchase print credit.

- The $7.50 credit is provided the Friday before the start of classes for the Fall and Spring semesters. Summer credit is applied once a week for all users who enroll for classes. Since summer registration occurs throughout the summer months the deposit is applied once a week for newly enrolled students.

- If the student does not use the entire $7.50 during that semester, any amount remaining will be rolled over to the next semester and added on to the quota.

- The $7.50 received each semester for printing is not actually money that is deposited into any account. It is the monetary representation of 150 free black and white pages provided to enrolled students each semester. Since money is not deposited, no refunds are provided, and the credit cannot be transferred from one student account to another.

- If the student uses the entire amount and needs to continue to print, the student is able to pay for additional print quota through the Print Quota Increase utility (http://microlab/printquota.htm) or go to the pay station located in the Information Technology Center.

- The prices for printing are:

  - Black & White laser printing: $.05 per side

  - When using duplex printing to print on both sides of the page, additional pages are charged at a reduced rate, which averages 7 cents per page. Below is a matrix that shows the cost for duplex print jobs:

<table>
<thead>
<tr>
<th># of pgs</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0.05</td>
</tr>
</tbody>
</table>
Color laser printing: $0.25 per side
Transparency printing: $1.25 per sheet
Large format printing: $0.25 per square foot

- There is a spool size limit (usually greater than the file size) of 100mb for any single print job.
- All staffed labs are equipped with a black & white laser printer. Some labs have access to specialized printing.
- Color laser printing is located:
  - AS 228
  - BS 37
  - Coe
  - HO 207
  - ITC 101
- Transparency printing is located:
  - BS 37
  - Coe
  - ITC 101
- Large format printing is located:
  - FA 118

**Student Health Service**

The Student Health Service (SHS) is located in the Student Health/Cheney International Center, the second building east of Old Main on the south side of Prexy’s Pasture.

**Schedules:**

- **Fall and spring semesters**
  - Monday, Tuesday, Wednesday and Friday 8:00 AM - 5:00 PM
  - Thursday 9:00 AM - 5:00 PM
- **Christmas and Spring Breaks**
  - Monday through Friday 8:00 AM - Noon, 1:00 PM - 5:00 PM
- **Summer Hours**
  - Monday through Friday 7:30 AM - Noon, 1:00 PM - 4:30 PM

Student Health Service is closed during holidays, winter closure and on weekends. These hours are subject to change depending upon the needs of the university. Only urgent needs are seen after 4:30 pm. Valid urgent needs are seen whenever SHS is open.

**After hours - Nights and Weekends**

- Ivinson Memorial Hospital 742-2142 ext. 2222
- Campus Police Department 766-5179
- After Hours Nurse Advice Line 766-2130

Please call (766-2130) as far ahead as possible to make an appointment. Also, arrive at SHS 10 minutes before your scheduled appointment. If you are late for an appointment, you may be required to reschedule. Pharmacy Phone Number: 766-6602

**Medical Excuses**
Provision of medical excuses from the Student Health Service is determined by Academic Policy, 6-713 Student Absence Policy. Briefly, this UW Regulation sets forth two reasons for issuance of a medical excuse by the Student Health Service:

- Medical illness requiring treatment and recuperation in a hospital or at home
- Illness or injury requiring restricted activity (e.g., injury requiring casting so student cannot participate in athletic activity).

Medical excuses are NOT given for routine illnesses (e.g., colds, sore throats) and health care appointments (e.g., physicals) at the Student Health Service. In addition, the Student Health Service will NOT give a retroactive excuse if we did not evaluate the student. Students issued a medical excuse will be given a note on Student Health Service stationery. This form will be written, dated and signed by a Student Health Service medical clinician. Under the provisions of UW Regulation 6-713, a medical excuse is an authorized absence that gives the student the opportunity to make up missed work and does not excuse the student from the work required.

Please direct any questions to studenthealth@uwyo.edu.

**Student Medical Insurance**
(307)766-3025

WHAT - Automatic enrollment and billing for a comprehensive health insurance program every Fall and Spring semester. Spring semester coverage includes the summer months (June, July, and August). Plus, those students who are part time (6 hours or more-undergrad, 4.5 hours or more-grad) are also charged for a part-time benefit package.

WHO - University of Wyoming Students-All Full Time Undergraduates and Graduate Students, Part time students taking at least 6 hours (undergrad) or 4.5 hours (graduate), interns and outreach students.

WHY - The University of Wyoming Board of Trustees elected to offer a program which had the least impact on the students, yet maintained a comprehensive program at a reasonable cost.

WHEN - Each Fall and Spring semester, all eligible students must make an insurance selection "yes" or "no" when they register for classes using WyoWeb.

**Residency**
[http://www.uwyo.edu/admissions/residency/](http://www.uwyo.edu/admissions/residency/)

The following Trustee regulations govern the classification of students at the University of Wyoming as resident or non-resident for tuition purposes, and shall be administered by the Associate Vice President for Enrollment Management and Director of Admission. (Trustee Regulation, Chapter VIII, Section 3.)

**Student Classification for Fee Purposes**

The University of Wyoming assesses tuition for Wyoming residents at the in-state rate; non-residents are charged out-of-state tuition. The Associate Vice President shall administer the following guidelines for Enrollment Management and Director of Admission to govern University of Wyoming students for purposes of in-state or out-of-state tuition assessment for courses of study offered at the University. University-sponsored courses of study arranged with institutions outside Wyoming may have different residency requirements.

1. The following students are Wyoming residents:
   a. Individuals who are financial dependents or under the age of 24 with a parent, guardian or spouse who lives in the State of Wyoming.
   b. Individuals who are recipients of Wyoming high school credentials.
   c. Active Wyoming National Guard members and U.S. Armed Forces members stationed in Wyoming, and their dependents.
   d. Individuals with a permanent home in Wyoming and who have resided in the State for at least one full year. To determine if a permanent Wyoming home has been established, the following factors are considered:
      - Evidence that any former home has been abandoned
      - Full-time employment performed or contracted for in Wyoming for one continuous year
      - Ownership of home or property in Wyoming
      - One year of continual presence in Wyoming
      - Former Wyoming residency and maintaining state ties
      - Reliance on Wyoming resources for significant financial support
- Wyoming vehicle registration
- Wyoming address on most recent federal income tax form
- A valid Wyoming driver's license
- Wyoming voter registration
- Residing in Wyoming primarily as a student will not support a claim for resident status.

2. The following students are non-residents:
   a. Individuals who do not qualify for Section 1 above;
   b. Individuals who are not U.S. citizens or permanent residents except as provided by Section 1b. above.

3. Reduced tuition rates calculated at one hundred fifty percent (150%) of resident tuition are available to the following non-residents.
   a. Graduates of the University of Wyoming and their spouses;
   b. Children, and their spouses of University of Wyoming graduates who are life members of the University of Wyoming Alumni Association.

4. Change of residence classification shall be governed by the following process:
   a. An initially assigned non-resident classification may be reviewed by the Associate Vice President for Enrollment Management and Director of Admission when a request and accompanying documentation is provided on or before the first day of classes. A decision on reclassification by the Associate Vice President may be appealed to the Residence Classification Committee within twenty (20) calendar days of the date of the Associate Vice President’s decision. No reclassification will be retroactive to previous terms.
   b. Individuals may be reclassified for the following term when facts indicate that a change in residency has occurred since the time of original residence classification.
   c. The Associate Vice President for Enrollment Management and Director of Admission is responsible for the administration of this procedure.

5. There shall be a Residence Classification Committee consisting of three members appointed by the President, chaired by the Associate vice President for Enrollment Management and director of Admission who shall not vote. The duties of this Committee shall be as follows:
   a. To render interpretations and rulings at the request of the Associate Vice President for Enrollment management and director of Admission;
   b. To serve as an appeals committee for students who wish to appeal the decision of the Associate Vice President for Enrollment Management and Director of Admissions;
   c. To consider University policies in the area of residence classification and make recommendations to the Trustees of the University of Wyoming.

Petition Practices and Procedures
Petitioner’s Responsibility
Petitioners should read the entire petition before completing it. For questions about resident tuition status, please call the UW Admissions Office at (307) 766-5160 or (800) 342-5996 and ask to speak with an admission officer.

Before submitting the Petition:
1. Answer all pertinent questions.
2. Complete the Personal Statement of Petitioner section.
3. Petitioner’s Signature must be notarized.
4. Supply supportive documentation, i.e., copy of driver’s license, vehicle registration, voter registration, first page of state or federal tax return, employment verification, proof of property ownership, etc.

When to Petition:
A petition submitted without complete documentation may not be reviewed, so before filing, make sure that all appropriate supporting documents are included. The petition and document copies become the property of the University of Wyoming and will not be returned to the petitioner. Call the UW Admissions Office if you are uncertain about which document copies to include.

Petition review for Wyoming resident tuition status will not take place for new or reenrolling students until an offer of admission has been granted. The petition with adequate documentation must be on file in the Admissions Office on or before the first day of classes for the term in question.

The petition decision may be appealed to the Residence Classification Committee provided the appeal is made in writing to the UW Admissions Office within twenty (20) calendar days of the date of the petition decision. No reclassification will be retroactive to the previous terms. The decision of the Residence Classification Committee is final. No further appeal process within the University structure is available. However, a student may petition for a future semester after he or she has established, in a timely manner, more of the factors considered in a residency determination.

Please contact the University Of Wyoming Office Of Admissions for more information and questions.