

Academic Senate
REVISED Agenda for the Meeting of
April 25, 2017
UCB 202A
10:00 - 11:00 am Session

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. April 4, 2017 minutes
3. Open Forum
4. Reports
 - A. Senate President – Khagendra Thapa
 - B. Senate Vice President – Charles Bacon
 - C. Senate Secretary – Melinda Isler
5. Committee Reports
 - A. University Curriculum Committee – Kemi Fadayomi
 - B. General Education Task Force – Clifton Franklund
 - C. Student Government – Josh
6. Conversations with the Senate
 - A. Faculty Qualifications and HLC – Dr. Robbie Teahen
 - B. HLC Quality Initiatives – Jennifer Hegenauer
7. Old Business
 - A. ISI Cybersecurity Certificates – Dr. Fadayomi
8. New Business
 - A. Doctor of Pharmacy Curriculum Revision – Dr. Fadayomi
 - B. Certificate Program in Forensic Accounting – Dr. Fadayomi
 - C. Motion to reconsider APR recommendation for Accountancy Programs – SEC
 - D. NSSE Data Task Force/Committee Proposal – Dr. Fadayomi
 - E. Athletic Team Certificates
9. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Paul Blake
 - C. Senate President – Khagendra Thapa
9. Open Forum

Academic Senate
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Agenda for the Meeting of
April 25, 2017
UCB 202A 11:00 -11:50 am Session

1. Call to Order and Roll Call
2. Open Forum
3. New Business
 - A. Election of Officers for 2017-2018 Academic Year – Senator Drake
4. Open Forum
5. Adjournment

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Report on Faculty Qualifications for the Academic Senate

April 25, 2016

Context

In 2014, the Higher Learning Commission published an early draft of its expectations concerning Faculty Qualifications. (It is important to note that HLC does not consider these new expectations but rather what had previously been expected and that in the past had been spelled out in the General Institutional Requirements.) The preliminary document was presented to the Academic Senate at their retreat in August 2015. Multiple conversations with departments, among deans and department chairs, and in various groups, including some all-college meetings, have ensued through the past two years.

The original guidance from HLC was modified in three significant ways before the final adoption in early 2016: (1) the concept of *Tested Experience* was introduced, to enable institutions to document equivalent qualifications to those stated in the guidance; (2) delaying the implementation date to September 1, 2017; and (3) enabling additional time for dual/concurrent-enrollment faculty. Copies of the final guidelines were disseminated to colleges shortly after their adoption in March 2016 and college leaders began their work of evaluating the status of their faculty's credentials. Find the full HLC document here: http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf

Current Status

Effective September 1, 2017, all faculty teaching (adjunct and regular) for Ferris must meet the stated qualifications for the University to be in compliance with its accreditation requirements. In cases where the credentials (appropriate degrees in the discipline or sub-discipline) do not exist, the University will have an approved exception for Tested Experience. (See below for more on Tested Experience.)

Information about faculty qualifications must be posted on the Ferris website by fall 2017, which includes the degree, the major, the university, and in cases where alternative credentials are a basis in determining an individual to be qualified, a succinct statement of what that tested experience is should be included.

How will qualifications be documented?

One purpose of the acquisition of Digital Measures was to enable documentation of qualifications; another is to be able to produce evidence of scholarship and professional development, other areas of assuring quality in higher education and specified in HLC criteria. Evidence that verifies the qualifications of the faculty will be stored in Digital Measures.

Typically this information will include validated (by official transcript) degrees appropriate to the discipline.

In the limited number of cases where the appropriate degrees may not be held, acceptable equivalents will be provided in Digital Measures as well. Digital Measures templates exist for producing these reports to meet accreditation requirements and will serve as the source of our website information.

Who Will Enter the Data?

Individual faculty members may enter their own credentials, or others responsible for assuring the qualifications (typically department chairs) may arrange to have the minimum data entered.

Who will confirm credentials and/or tested experience?

Qualifications will be determined at a level appropriate within the college. In most cases, it will be department chairs or program coordinators who will recommend appropriate credentials. These determinations will be verified by the dean and constitute a recommendation to the Provost's Office concerning qualifications required or tested experience acceptable as a substitute. This process of approvals will eventually be built into Digital Measures work flow plans – from the department to the dean to the Provost's Office. Until this process is available, forms will be provided to the colleges for this documentation.

What documentation is required?

Official transcripts must be on file for all Ferris faculty and many other Ferris professionals. A blanket statement about which transcripts are required is not possible. As a general rule, official transcripts must be available at Ferris for any coursework that is qualifying an individual for his/her role. Thus, if a person's specialty was developed in an associate degree, that transcript is required; if the specialized disciplinary work (minimum of 18 hours) is in the Masters' degree, then that is a required transcript. **In every case, the transcript for the highest degree should be on file.**

If these transcripts are not currently available, individuals will be asked to supply these.

In its criteria, HLC specifically specifies that "staff members providing student support services, such as tutoring, financial aid advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development. Thus, those fulfilling these roles, as well as all mid-level and above administrative personnel must also have their qualifications documented.

What constitutes tested experience?

HLC defines tested experience in this way: "Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is

equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching.” The guidance also expressly notes that experience teaching in and of itself is insufficient.

Given the specialized nature of many Ferris programs, and the fact that masters’ degrees do not exist in some fields, we anticipate seeing much of the tested experience at Ferris being reflective of years of practice in the profession at a level appropriate to the field in which the individual teaches. Other reasonable rationale may also be presented. As “tested experience” is considered, reviewers should consider two primary factors. First, the experience should be equivalent to a masters’ in a discipline; and, second, the department should acknowledge that this experience sets a new minimum for future faculty hires.

What happens if an individual does not have the credentials or appropriate tested experience?

Individuals who meet neither of these criteria have had the past two years to complete necessary coursework or to gain required experience. As of September 1, 2017, any in this situation are not qualified to teach Ferris courses. Adjunct personnel who fail to meet minimums will likely not be scheduled in the future. Regular personnel may need to be reassigned to positions where they meet minimum qualifications. Given the flexibility of the Tested Experience option and the heightened hiring expectations of the past several years, it is not expected that many, if any, regular personnel will fail to meet the minimums.

How do these expectations relate to dual or concurrent enrollment?

Ferris sought an extension for the dual- and concurrent-enrollment qualifications. Thus, individuals teaching in those areas have a few more years to become qualified. For most, this will include completion of courses in the discipline from a university and at the proper level (typically graduate). HLC has explicitly defined a required minimum of 18 hours at the proper level in the discipline or subdiscipline. Any individuals who are teaching in these high-school-partnership programs and who do not meet the faculty qualifications expectations must have a plan for acquiring the proper credentials by Academic Year 2020-21. Although the Ferris extension for dual enrollment extends until 2022, our expectation is that all of our faculty will be fully qualified at the time of our next comprehensive visit in 2020-21.

What about advertising for current and future positions?

Effective immediately, all job postings must conform to the new faculty requirements and specify these as a minimum. Hires of individuals failing to qualify through either educational credentials and/or tested experience should not be employed. To remain in compliance with our regional accreditor’s standards, all faculty must be fully qualified (except as noted above for dual-enrollment personnel) by September 1, 2017.

The Academic Senate moves to reconsider the motion to support the APR recommendation for the Finance programs of continue with reporting.

The Academic Senate moves to support the recommendation of the APR for the Finance programs to continue with reporting.

The Academic Senate moves to support the continuation of the Finance program.

**Minutes
Ferris State University
April 4, 2017- 10:00 a.m.**

Members in Attendance: Alspach, Bacon, C., Bacon, M., Bajor, Balanda, Baran, Berghoef, Brecken, Bright, Conley, Cronk, Dinardo, Drake, Epps, Fadayomi, Foulk, Fox, Gray, Hancock, Hanna, Ing, Ilser, Lewis, Maike, Piercey, Pisani, Rumpf, Shimko, Stone, Thapa, Todd, VanLent, Wancour
 Members absent with cause: Briggs, Jenerou, Marion
 Members absent: Mattis
 Ex Officio and Guests: Damari, Durst, Eisler, Franklund, Garrison, Nicol, Hawkins, Martin, Venkatesh, Emerick, Dawson, Johnson, M., Schmidt, Zimmer, Haneline

1.	President Thapa called the meeting to order at 10:06 a.m.
2.	Approval of Minutes. Senator Peircey moved to approve the minutes. Senator Stone requested a correction of her comments to include “something that the faculty are eligible for in a second year.” Senator Mary Bacon seconded. The motion passed 96% to 4%.
3.	Open Forum. Senator Fadayomi brought up the idea of a task force to review the data that Cliff Franklund had presented to the senate about factors that lead to retention. Associate provost Johnson said a senate task force could be formed and not organized by Academic Affairs. Senator Fadayomi said she viewed this task force as being able to get the information out to the faculty. General Education Coordinator Cliff Franklund said a group to bring forth data and make recommendations might be a useful group to have for HLC accreditation. Senator Fadayomi said it was not just an HLC issue but a way to close the loop on assessment data. Senator Alspach noted that the 12 th annual Heart-to-Heart basketball game will be happening to raise money for the Special Olympics. Senator Gray noted that there was going to be an expansion of Tot’s Place.
4.	Officer Reports/ President Report President Thapa recognized Senator John Gray who had just been awarded the Distinguished Teacher Ward. Vice-President Bacon asked Senator Stone to give an update on the Graduate Education Task Force. Senator Stone said they continue to work through issues in order to have their work done in April 2018. Issues discussed include a 4-4 teaching load, role of grants and research, organizational structure and other issues. Vice-President Bacon also asked Diversity Committee chair Anil Venkatesh to report on their work. The committee has three recommendations 1) a single calendar for all diversity related events (and one that can be imported into Outlook calendars), 2) raise awareness about the process for appointint members and possibly expanding membership. They said it would have been helpful to have a librarian member and OMSS. 3)Utilize the macroaggression and other training on campus. Secretary Isler had no report.
5.	Committee Reports UCC Chair Kemi Fadayomi discussed with the Senate the number of proposals that are being finished. She pointed out some proposal held for paperwork and encouraged senators to make sure college committees submitted full proposals to reduce delays. She also had a brief discussion on form B’s which recommends that the response form on Biology’s concern (Form B) should also have been directed back to the department as well as the UCC. She also stressed the new requirement of a term-by-term plan for completion. Senator Gray said this did not match the documentation in the manual. Senator Drake presented the election results and noted an election was in process for the open seat in Optometry. General Education Coordinator Cliff Franklund said that he has accepted a renewal of his appointment as coordinator. He mentioned the work on web focus reports and the training site. Senator Zyla asked about the

	<p>issue of general education in associates degrees? Franklund said this was a problem which lead to issues for those students who continue into a bachelors program and they were shaping a program to work with this. He asked where such a process goes for approval? UCC chair Fadayomi suggested the UCC. Associate-Provost Johnson said such a proposal could go directly to the Senate for approval.</p> <p>Student Government President Josh Olszewski reported on recent events including the Leadership conference and the elections process. Senator Alspach asked about the levels of funding provided for Music take Actions and pointed out that students traveling to conferences were capped for funding at \$2000.00. President Olszewski said he would get the precise number but noted that Entertainment Unlimited funding is different from Finance Division and a priority is placed for higher funding for campus based events.</p>
6	<p>Interdisciplinary Task Force on Collaboration.</p> <p>Senator Piercey made a motion to approve the task force recommendations. Senator Gray seconded. He noted there were some changes including the grant funding application process after the previous month's discussion. Senator Lewis raised the question about a recommendation about an appointment for an administrative position which he felt was not within the scope of the academic focus of the Academic Senate. Senator Bajor agreed and added that this appeared to be another layer of bureaucracy that added to an already bloated system. President Thapa reminded the Senate that our recommendations are only advisory. Senator Piercey responded that while there is a program for a single course there are not the processes that allow for interdisciplinary and that was what generated the task force. The coordinator position is designed to be a faculty position backed by a faculty committee. Senator Baran noted that new courses needed to currently be in a college to go through the process. Senator Balanda said the purpose of the recommendations is to prevent it from being a top-down operation. Senator Hanna thanked Piercey for addressing his earlier concerns and recommended that the new director should be able to demonstrate experience be promoted across all colleges. Senator Fadayomi noted that this would support co-teaching. Senator Berghoef said this would help to enforce what is often talked about but never down. The motion passed 70% to 24% with 6% abstaining.</p>
7a	<p>New Degree- AA in Integrative Studies</p> <p>Chair Fadayomi moved to approve the new degree Senator Berghoef seconded. Senator Alspach ask ed how this was different from the AA in Liberal Arts. Senator Piercey noted it this was a more focused version than that degree. Senator Alspach noted it appeared to be a major in career exploration. Motion passed 66% to 30% with 3% abstaining.</p>
7b	<p>New Degree- Associates in Science (Natural Sciences Program</p> <p>Chair Fadayomi moved to approve the new degree. Senator Mary Bacon seconded. Chair Fadayomi noted this was a degree with many paths and that one was selected to fill the term-by-term requirement. Biology Chair Beth Zimmer noted this degree was jointly developed with Physical Sciences. Vice-President Bacon questioned whether or not the degree was so nebulous that it had a real value. Senator Bajor noted that this degree, like some in Business had 300 level classes listed. Motion passed 75% to 22% with 3% abstaining.</p>
7c	<p>New Degree- B.S. in Biochemistry</p> <p>Chair Fadayomi moved to approve the new degree. Senator Balanda seconded. Motion passed 88% to 6% with 6% abstaining. Senator Alspach noted in the previous proposals three different communications courses were listed (103, 121 and 122). And these courses focused on different aspects of the discipline.</p>
7d	<p>New Certificate- ISI Cybersecurity Certificate</p> <p>Chair Fadayomi moved to approve the new degree. Senator Mary Bacon seconded. Senator Foulks noted that the course entitled "Ethical Hacking" was not a proper usage of the word ethical. Senator Hanna noted other courses were also using that term. Because the program representative had to leave. Senator Hanna made a motion to postpone the proposal until the April 25th meeting. Senator Gray seconded. Motion to postpone passed 82% to 18%.</p>
8.	<p>Announcements/Presidents Report.</p> <p>President Eisler said he encouraged all to participate in the Festival of Cultures. He noted some cuts have been made into the budget project and there were some issues including reimbursement at community college rates, which they were working to change. .</p>

	<p>Provost Blake was absent. Vice-Provost Johnson noted that the Provost was at HLC training and would be able to answer questions about faculty credentials at the next meeting.</p> <p>President Thapa thanked the Senators for their support during his years on the Senate.</p>
9.	<p>Open Forum</p> <p>Senator Alspach expressed her appreciation for the standing committee reports and suggested that the recommendations be introduced as motions at a future meeting. Senator Wancour noted the Gifts and Grants committee had recently passed out Merit grants to faculty and staff. Senator Fadayomi said she planned to present a motion at the next motion about the task force. Senator Berghoef thanked the Diversity Committee for their suggestions.</p>
10.	<p>The meeting was adjourned at 11:37a.m.</p>



Summer faculty-led study abroad procedures

1. **Proposal:** All faculty intending to participate in a faculty-led study abroad program are required to submit the following documents:
 - Study Abroad intent form
 - Study Abroad proposal

Colleges are required to submit their faculty's study abroad intent forms to the Office of International Education (OIE) by **September 1st** for programs traveling the following summer. Completed proposals are due to the OIE by **October 15th** however, extensions are possible. The proposal approval process is outlined on the study abroad proposal form.

2. **Program promotion and materials:** Once a program has been approved, the Office of International Education will create tailored flyers for each program in consultation with the lead faculty.

The study abroad fair will take place during the **3rd week of September**. OIE will reserve the event space and provide the tailored flyers for each program. OIE will invite the Office of Financial Aid and Honors Program to participate in the fair, and will also provide information about scholarships. An additional information session will be organized by OIE in **January**.

3. **Student applications:**
 - a.) The study abroad student application will be available once a program has been approved by the President's Office. The application consists of 3 components:
 - Application form
 - Program budget sheet
 - \$100 deposit towards the program cost
 - b.) All study abroad students are required to submit each of these components to the Office of International Education to apply for their program. In the case that the program or the student doesn't travel, deposits will be refunded to the students so long as program expenses have not been accrued by the student.
 - c.) For summer faculty-led study abroad programs, student applications will be accepted until February 25th, though late applications will be accepted on a case-by-case basis.

4. **Final approval:** March 1st is the deadline for programs to meet their minimum required enrollment. Final program approval will be given by the Dean's Office by March 15th. Final course approval is contingent upon the faculty's contractual guidelines. Guidelines may vary within the College.



FERRIS STATE UNIVERSITY
OFFICE OF INTERNATIONAL EDUCATION

5. **Logistical planning:** Once programs have been approved and minimum enrollment has been met, faculty will work with Education Abroad Coordinator (EAC) to organize the travel planning for approved students. Faculty have 3 options for logistical implementation of programs.

1. EAC facilitated – all program expenses are purchased by EAC and charged through his/her corporate card

2. Professional Travel facilitated – faculty leader will organize travel details with the university approved agent, Professional Travel, and billing will be completed by OIE.

c. Third party - faculty will work with in-country preferred vendors. All third party vendors will require an active contract with Ferris State University and per *Section III C. of Business Policy 2012:13 – Contracting Policy*, “The University's General Counsel's Office or Board Counsel, prior to execution, must review all contracts with a foreign entity.”

6. **Financial management:** OIE serves as the FOAP manager for all programs. Prior to travel, faculty and OIE will agree to final budget for the program and this budget will be shared with the sponsoring faculty's Dean's office. The sponsoring faculty's Dean's Office be responsible for any expenses that occur outside of the final budget.

7. **Billing:** All student billing for summer programs will take place on April 15th. Students will be provided with a detailed receipt prior to travel with all program expenses. Faculty will not directly take funds from students for any program expenses. Final costs for the program should be set by the faculty by April 1st to ensure the April 15th billing date.

8. **Faculty travel:** All faculty are expected to abide by *Business Policy 2012:15 - Transportation and Travel Policy*. A copy of this policy will be provided to faculty by OIE at the time of program approval.

9. **Pre-departure:** The Office of International Education will invite all students to participate in a pre-departure orientation meeting during the month of April. Prior to departure, student enrollment will be verified and shared with the sponsoring College. Only students enrolled in pre-approved classes will be permitted to travel.

10. **Crisis Management:** In the event of an emergency, faculty can consult with the Crisis and Risk Management Guide (CRMG) and with OIE.

11. **Non-summer programs:** For faculty-led programs traveling at other times during the academic year, the timeline will be determined in consultation with the faculty and Dean of the sponsoring college and agreed upon during the proposal process.



Process for Study Abroad procedure development

- OIE requested the Senate International Education Committee to authorize OIE to work with faculty on developing faculty-led study abroad procedures, on March 1st.
- The committee approved this request on March 3rd.
- **A total of 30 faculty (from 4 Colleges)** with study abroad experience were initially contacted to participate in reviewing the drafted procedural document
- Director of OIE & Education Abroad Coordinator met with 20 faculty members in 15 **separate meetings** to review procedures and collected feedback.
- A further **6 faculty** provided feedback via email
- Using the feedback from those **26 faculty**, the document was drafted and a first round of voting was established to narrow down the parameters for the dates and deadlines in the document
- Faculty were given access to a living online document with everyone's feedback available for comments. Document can be accessed at: <https://goo.gl/gaKYTu>
- 1st survey – Voting on dates and deadlines (Starting March 28th)
 - **30 faculty** were invited to participate in the 1st phase of voting
 - The first survey had **7 questions**
 - **25 faculty** voted
- 2nd survey – Voting on the final document (Starting April 6th)
 - **30 faculty** were invited to participate in the 2nd phase of voting
 - The second survey had **11 questions**
 - **25 faculty** voted
 - Summary of results (see following pages)

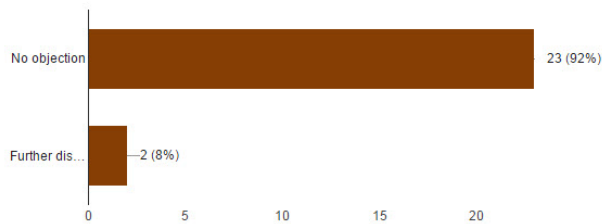


Results of 2nd Survey on Summer faculty-led study abroad procedures:

25 faculty voted on each section

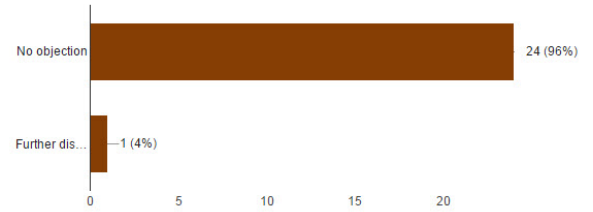
1. Proposal:

Section 1 (25 responses)



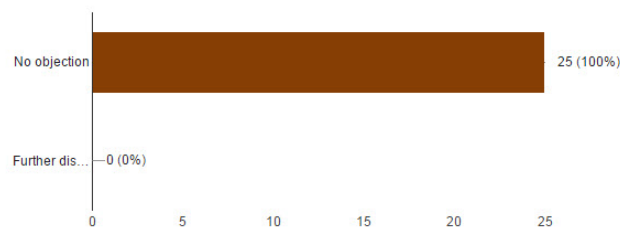
2. Program promotion and materials:

Section 2 (25 responses)



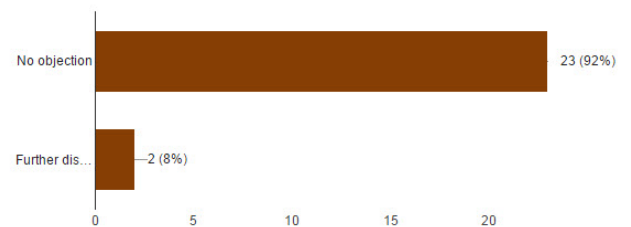
3. Student applications:

Section 3 (25 responses)



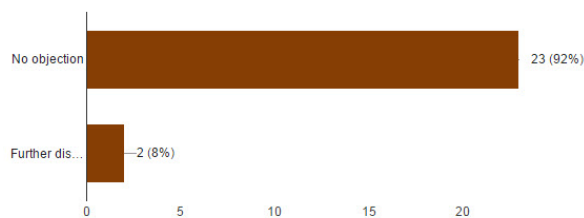
4. Final Approval:

Section 4 (25 responses)



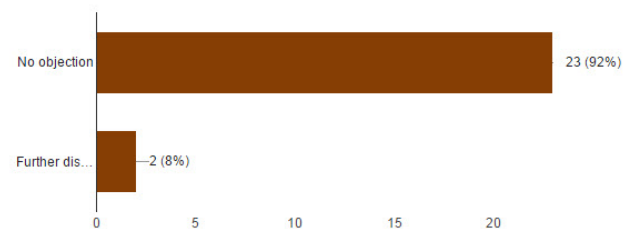
5. Logistical Planning:

Section 5 (25 responses)



6. Financial Management:

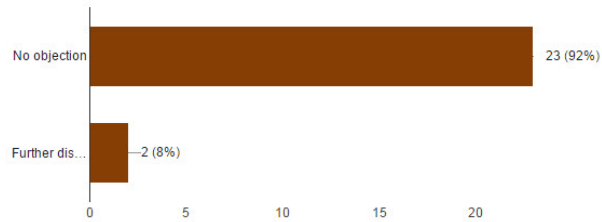
Section 6 (25 responses)





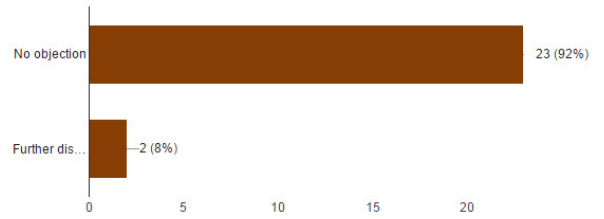
7. Billing:

Section 7 (25 responses)



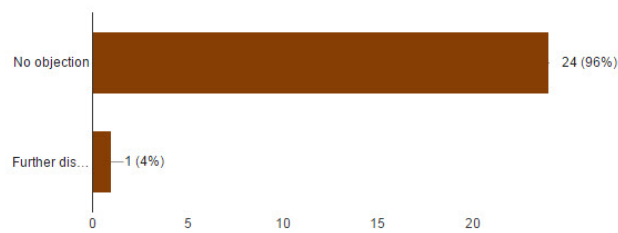
8. Faculty Travel:

Section 8 (25 responses)



9. Pre-departure

Section 9 (25 responses)



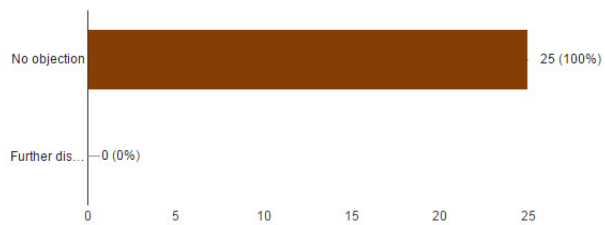
10. Crisis Management:

Section 10 (25 responses)



11. Non-summer programs:

Section 11 (25 responses)



Doctor of Pharmacy Degree
Curriculum Revision Proposal

College of Pharmacy
2017 (Updated 4/5/17 per UCC)

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CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Doctor of Pharmacy Degree Revision

Initiating Individual: Greg Wellman Initiating Department or Unit: College of Pharmacy

Contact Person's Name: Email: Phone: wellmang@ferris.edu; 231-591-2304

NOTE: ALL required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee.	FORM (checkboxes indicate typically required forms specific to the curricular action)						
	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN
PROPOSAL GROUP: See Table B-7 In the UCC Manual for description.							
I-A: New Degree, major, concentration, minor, or redirection of a current offering	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I-B: Deletion of a degree, major, concentration, or minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-A: New Course, modification of a course, deletion of a course Check here if deleting a course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B: Minor Curriculum Clean-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III: Certificate (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit <input type="checkbox"/> New Certificate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Off Campus: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Non-degree Offering : Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count				
Program Representative ** <i>CO-CHAIR CURRICULAR REFORM TEAM</i> <i>PHARMACY PRACT. DEPT VOTE:</i>	<i>GREGORY WELLMAN</i> <i>Gregory Wellman</i>	<i>3/1/17</i>	<i>21-SUPPORT; 0-SUPPORT w/ CONCERN; 0-NOT SUPPORT; 2-ABSTAIN</i>				
Department/School/Faculty Representative Vote **	<i>FACULTY VOTE</i>	<i>2/28/17</i>	<i>30 Support 3 Support with Concerns 1 Not Support 1 Abstain</i>				
<i>2/2/17</i> Department/School Administrator John Jameson	<i>KIM HANCOCK</i> <i>Kim Hancock</i>	<i>3/1/2017</i>	<i>X Support Support with Concerns Not Support Abstain</i>				
College Curriculum Committee/Faculty	<i>GREGORY WELLMAN</i> <i>Gregory Wellman</i>	<i>2/20/17</i>	<i>9 Support 0 Support with Concerns 0 Not Support 0 Abstain</i>				
UCC Representative	<i>GREGORY WELLMAN</i> <i>Gregory Wellman</i>	<i>3/2/17</i>	<i>Support Hold Not Support</i>				
Dean	<i>STEPHEN W. DURSA</i> <i>Stephen W. Dursa</i>	<i>3/2/17</i>	<i>Support Support with Concerns Not Support</i>				
University Curriculum Committee **			<i>Support Support with Concerns Not Support Abstain</i>				
Senate **			<i>Support Support with Concerns Not Support Abstain</i>				
Academic Affairs			<i>Support Hold Not Support</i>				

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

** Number Count must be given for all members present and/or voting.

To be completed by Academic Affairs Date of Implementation: _____

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)

This curriculum proposal originates from a committee formed in 2015 and charged with the responsibility to review and update the Doctor of Pharmacy curriculum to “meet the newly adopted, ability-based, Doctor of Pharmacy curricular outcomes and the updated ACPE Standards (2016).”

Members

The following individuals were appointed to the committee:

- Curtis Smith, Pharm.D., Professor, Pharmacy Practice (Co-Chair)
- Greg Wellman, Ph.D., Professor, Pharmacy Administration
- Tracey Boncher, Ph.D., Professor, Medicinal Chemistry
- David Bright, Pharm.D., Associate Professor, Pharmaceutical Sciences
- Heather Girand, Pharm.D., Professor, Pharmacy Practice
- Kim Hancock, Ph.D., Professor, Pharmaceutics
- Brad Isler, Ph.D., Professor Biology, College of Arts and Sciences
- Lisa Meny, Pharm.D., Associate Professor and Experiential Coordinator, Community
- Anne Ottney, Pharm.D., Associate Professor, Pharmacy Practice
- Lisa Salvati, Pharm.D., Assistant Professor, Pharmaceutical Sciences
- Mandy Seiferlein, M.P.A., Director of Assessment
- Paul Thill, Pharm.D., Professor, Pharmacy Practice
- Uzoma Anyanetu, Student Representative
- Preston Taylor, Pharm.D., Student Representative and Graduate

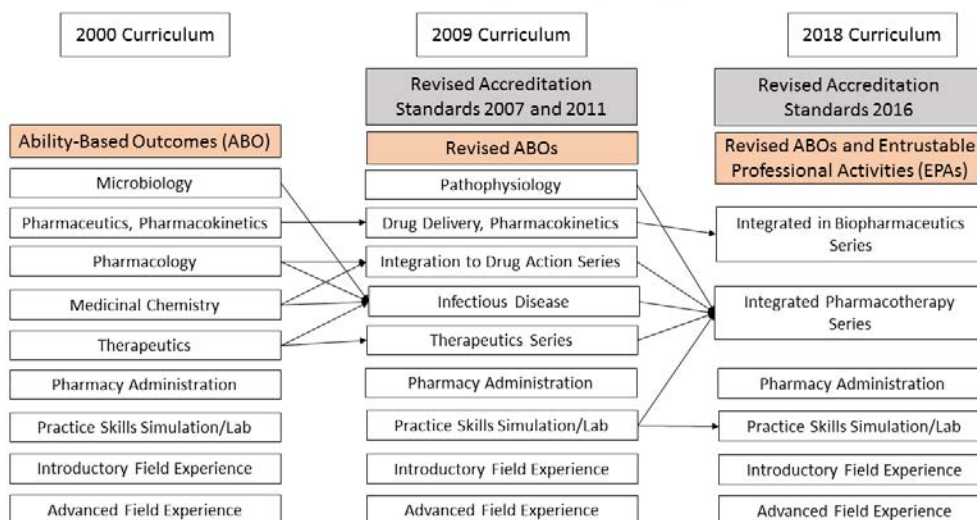
Philosophy of the Curriculum and Rationale

The educational philosophy of the Doctor of Pharmacy program at Ferris State University aligns with the College mission to educate and support professionals who positively influence and impact the health outcomes of the people they serve. Since implementation of the 2009 curriculum the Accreditation Council on Pharmacy Education (ACPE) has made two revisions of the requirements of Doctor of Pharmacy programs (2011 and 2016). In addition, the Center for the Advancement of Pharmacy Education (CAPE), working on the recommendation of the American Association of College of Pharmacy (AACP) and in conjunction with a number of inter-disciplinary health profession associations, revised recommended outcomes for curricular outcomes for Doctor of Pharmacy programs. This curriculum proposal is built from the faculty approved (2014), revised Doctor of Pharmacy ability-based outcomes (ABOs) designed to prepare students with the knowledge, skills and behaviors necessary to meet this mission. These ABOs (see proposed check sheet) are divided into 4 broad domains: foundational knowledge, essentials for practice and care, approach to patient care and personal and professional development. The curriculum provides students with a balanced foundation in the biomedical, pharmaceutical, social and administrative, and clinical sciences. In addition, it incorporates changes already underway in the current curriculum to meet the evolving accreditation standards. It integrates a variety of learning and assessment techniques throughout the program to ensure students’ progressive attainment of the ability-based outcomes.

The Process

The Curricular Rebuild Committee began convening in the summer of 2015, and since then have met formally more than 30 times as part of the development of this proposal. In the early stages, a number of different Doctor of Pharmacy curriculum delivery formats were reviewed, including traditional discipline-specific course structure, modular system-based structure and hybrids. Curriculum from a number of different colleges were reviewed. The decision was made to continue integration of discipline specific content (e.g. pathophysiology, medicinal chemistry, pharmacology, and therapeutics) building on the experiences of similar integration in the 2009 curriculum (see figure below). The over-arching purpose of this integration is to better synchronize delivery of up-to-date pharmacotherapy, reduce duplication of content, and provide a curricular platform for a better fusion of pharmaceutical science and clinical practice in a classroom, active learning and simulation environment for students.

Curricular Changes Concept Map



Curricular Component Summaries

Foundations of Pharmacotherapy Sequence

The purpose of these courses (PHAR 519 & 520) is to bridge the knowledge gap between the pre-pharmacy curriculum (e.g. biochemistry, anatomy and physiology) and the integrated pharmacotherapy sequence that begins in the P2 year.

Dosage Forms and Biopharmaceutics/Pharmacokinetics Sequence

Dosage Forms and Biopharmaceutics (PHAR 523) introduces pharmacy students to pharmaceutical dosage forms, formulation science, routes of administration, biopharmaceutics and introductory pharmacokinetics principles with a focus on solution and suspension dosage forms. Dosage Forms and Pharmacokinetics (PHAR 524), the second course in the series, will emphasize solid dosage forms and more advanced pharmacokinetics.

Pharmacy Skills and Patient Care Lab Sequence

The courses (PHAR 587 & 588) will focus on topics such as: non-sterile compounding, calculations, drug information, physical assessment, and communication skills that fit into the Joint Commission of Pharmacy Practitioners Pharmacists' Patient Care Process. Additional topics include: sterile compounding, calculations, physical assessment, presentation skills, drug literature, medical records, and medication safety.

Introductory and Advance Practice Experience Sequence

The experiential curriculum is designed to focus on specific outcomes to expose students to common contemporary practice models, including inter-professional practice and direct patient care. The introductory pharmacy practice experiences (IPPEs) are structured and sequenced to develop a clear understanding of what constitutes exemplary pharmacy practice. 300 hours of IPPE are required by accreditation, with 150 occurring in each of the community (PHAR 593) and hospital setting (PHAR 693). In PHAR 691 & 791: Direct Patient Care IPPE, students will focus on direct patient care, inter-professional collaboration and cultural sensitivity. The advanced pharmacy practice experiences (APPEs) make up the entirety of the 4th professional year. The proposed curriculum will maintain the same structure of 6, 6-week APPE's making up the 4th professional year of the program. Students will be required to take Ambulatory Care, Inpatient Medicine, Community Pharmacy, and Health System APPE's. Students will continue to have the opportunity for 2 APPE electives.

Pharmacy Administration, Drug Information and Research and Analytical Methods

Pharmacy and Health Care Systems 1 (PHAR 515) and 2 (PHAR 516) is intended to provide students with an overview of pharmacy and health care systems in the US and around the world. The Pharmacy Practice Management 1 and 2 course sequence covers the fundamentals of human resource management, operations management, financial management, project management and leadership/entrepreneurship. It will also cover pharmacoeconomics. Pharmacy Law covers the necessary law for preparation for practice and the board exam. The Drug Information, Informatics and Biostatistics course covers the provisions of contemporary drug information and helps to prepare the student to read and understand the primary medical literature with an understanding of the different analytical methods used.

Integrated Pharmacotherapy Sequence

Integrated Pharmacotherapy (PHAR 619 to 624; PHAR 719 to 724) is designed to combine and streamline the content formerly provided in the pathophysiology, drug action, infectious diseases, pharmacotherapeutics and 2nd and 3rd year laboratory courses. The coursework each week is split among lecture hours, active learning (AL) sessions and laboratory. The final course in the sequence (PHAR 724 - P3 spring semester) is designed as a Pharmacotherapeutic review (spiraling, review, updates, new guidelines, etc.) and for the APPE preparation.

PharmD Seminar

The Doctor of Pharmacy seminar is intended to be a capstone problem solving and presentation experience.

2. Summary of Curricular Action (Check all that apply to this proposal)

- Degree Major Minor Concentration Certificate Course
 New Modification Deletion

Name of Degree, Major, etc.: Doctor of Pharmacy Degree (Pharm.D.)

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix Number Title

New Required Courses (Proposed Curriculum):

PHAR	515	Pharmacy & Health Care System 1 (Page 39)
PHAR	516	Pharmacy & Health Care System 2 (Page 42)
PHAR	519	Foundations of Pharmacotherapy 1 (Page 45)
PHAR	520	Foundations of Pharmacotherapy 2 (Page 48)
PHAR	523	Dosage Forms and Biopharmaceutics (Page 51)
PHAR	524	Dosage Forms and Pharmacokinetics (Page 54)
PHAR	531	Over-the-Counter Pharmacotherapy (Page 57)
PHAR	587	Pharmacy Skills and Patient Care Lab 1 (Page 60)
PHAR	588	Pharmacy Skills and Patient Care Lab 2 (Page 63)
PHAR	593	Medication Distribution Community IPPE (Page 67)
PHAR	619	Integrated Pharmacotherapy 1 (Page 69)
PHAR	620	Integrated Pharmacotherapy 2 (Page 72)
PHAR	621	Integrated Pharmacotherapy 3 (Page 75)
PHAR	622	Integrated Pharmacotherapy 4 (Page 78)
PHAR	623	Integrated Pharmacotherapy 5 (Page 82)
PHAR	624	Integrated Pharmacotherapy 6 (Page 85)
PHAR	630	Pharmacy Practice Management 1 (Page 88)

PHAR	640	Drug Literature, Informatics and Biostatistics (Page 91)
PHAR	691	Direct Patient Care IPPE 1 (Page 95)
PHAR	693	Medication Distribution Health System IPPE (Page 98)
PHAR	719	Integrated Pharmacotherapy 7 (Page 101)
PHAR	720	Integrated Pharmacotherapy 8 (Page 104)
PHAR	721	Integrated Pharmacotherapy 9 (Page 108)
PHAR	722	Integrated Pharmacotherapy 10 (Page 112)
PHAR	723	Integrated Pharmacotherapy 11 (Page 116)
PHAR	724	Integrated Pharmacotherapy Capstone (Page 120)
PHAR	730	Pharmacy Practice Management 2 (Page 124)
PHAR	735	Pharmacy Law (Page 127)
PHAR	791	Direct Patient Care IPPE 2 (Page 130)
PHAR	800	Internal Medicine APPE (Page 133)
PHAR	802	Ambulatory Care APPE (Page 137)
PHAR	810	Institutional APPE (Page 141)
PHAR	811	Community APPE (Page 145)
PHAR	820	Doctoral of Pharmacy Seminar (Page 149)

Electives Courses Being Renumbered:

PHAR	651	Introduction to Public Health (Page 242)
PHAR	652	Institutional Pharmacy (Page 244)
PHAR	653	Topics in Nutritional Biochemistry (Page 247)
PHAR	654	Current Controversies in Health Care (Page 249)
PHAR	656	Introduction to Pharmacy Law & Ethics (Page 251)
PHAR	657	Data Instrumentation and Analysis (Page 253)
PHAR	658	Pharmaceutical Science Seminar (Page 255)
PHAR	659	Botanical Supplements and Alternative Therapies (Page 257)
PHAR	660	Natural Product Toxins (Page 259)
PHAR	664	Research Elective in Medicinal Chemistry (Page 261)
PHAR	665	Selected Topics in Medicinal Chemistry (Page 263)
PHAR	667	Carcinogenesis (Page 265)
PHAR	668	Pharmacy and Geriatric Health (Page 267)
PHAR	669	Toxicology (Page 269)
PHAR	671	Pharmacoepidemiology (Page 271)
PHAR	672	Advanced Compounding (Page 274)
PHAR	750	Managed Care Pharmacy Practice (Page 276)
PHAR	751	Advanced Topics in Infectious Diseases (Page 278)
PHAR	752	Palliative Care (Page 280)
PHAR	753	Complementary and Alternative Medicine for the Clinical (Page 282)
PHAR	754	Special Topics in Community Pharmacy Practice (Page 284)
PHAR	755	Medical Research: Methods and Design (Page 286)
PHAR	756	Interdisciplinary Community Practicum (Page 288)
PHAR	757	Advance Cardiac Life Support (Page 290)
PHAR	758	Elder Care Initiative (Page 292)
PHAR	759	Special Populations: Pediatrics and Geriatrics (Page 294)
PHAR	760	Integrated Team Based Health Care (page 296)
PHAR	850	Academic APPE (Page 298)
PHAR	851	Drug Information APPE (Page 300)
PHAR	852	Prof Organization Manage APPE (Page 303)
PHAR	853	Community Management APPE (Page 305)
PHAR	854	Hospital Pharmacy Administration APPE (Page 308)
PHAR	855	Managed Care APPE (Page 310)
PHAR	856	Special Areas Comm Pharm APPE (Page 312)
PHAR	857	Veterinary Medicine APPE (Page 314)
PHAR	858	Nuclear Medicine APPE (Page 316)
PHAR	859	Special Topics Inpatient Medicine APPE (Page 318)
PHAR	860	Special Topics Ambulatory Care APPE (Page 320)
PHAR	861	Corporate Pharmacy MBA APPE (Page 322)
PHAR	862	Pharmaceutical Industry MBA APPE (Page 324)
PHAR	863	Health Systems Pharmacy MBA APPE (Page 326)
PHAR	864	International Pharmacy APPE (Page 328)
PHAR	865	Research APPE (Page 330)

B. Courses to be Deleted from FSU Catalog

Required Course Deletions (from Current Curriculum)

Prefix	Number	Title
PHAR	311	Medical Biochemistry (Page 154)
PHAR	312	Molecular Biochem and Biotech (Page 156)

PHAR	315	Pathophysiologic Basis of Therapeutics 1 (Page 158)
PHAR	316	Pathophysiologic Basis of Therapeutics 2 (Page 160)
PHAR	318	Drug Delivery 1 (Page 162)
PHAR	319	Drug Delivery 2 (Page 164)
PHAR	328	Pharmaceutical Calculations (Page 166)
PHAR	334	Pharmacy and Health Care in US (Page 168)
PHAR	335	Clinical Communications (Page 170)
PHAR	340	Nonprescription Meds and Self-Care (Page 172)
PHAR	385	Practice Skills Lab 1 (Page 174)
PHAR	386	Practice Skills Lab 2 (Page 176)
PHAR	393	Community Intro Phar Practice Experience (Page 178)
PHAR	411	Drug Action 1 (Page 180)
PHAR	412	Drug Action 2 (Page 182)
PHAR	413	Drug Action 3 (Page 184)
PHAR	414	Drug Action 4 (Page 186)
PHAR	421	Applied Micro/Infect Dis 1 (Page 188)
PHAR	422	Applied Micro Infect Dis 2 (Page 190)
PHAR	425	Pharmacy Practice Management 1 (Page 192)
PHAR	428	Pharmacokinetics (Page 194)
PHAR	485	Practice Skills Lab 3 (Page 196)
PHAR	486	Practice Skills Lab 4 (Page 198)
PHAR	491	Longitudinal Pt-Centered IPPE 1 (Page 200)
PHAR	493	Institutional Introductory Pharmacy Practice Experience (Page 202)
PHAR	511	Pharmacotherapeutics 1 (Page 204)
PHAR	512	Pharmacotherapeutics 2 (Page 206)
PHAR	513	Pharmacotherapeutics 3 (Page 208)
PHAR	514	Pharmacotherapeutics 4 (Page 210)
PHAR	525	Pharmacy Practice Management 2 (Page 212)
PHAR	530	Pharmacy Law (Page 214)
PHAR	535	Sociopharmacy and Professional Ethics (Page 216)
PHAR	540	Drug Info/Clinical Lit Evaluation (Page 218)
PHAR	585	Practice Skills Lab 5 (Page 220)
PHAR	589	Integrated Case Studies (Page 222)
PHAR	591	Longitudinal Pt-Centered IPPE 2 (Page 224)
PHAR	600	Internal Medicine APPE (Page 226)
PHAR	601	Internal Med 2 APPE (Page 228)
PHAR	602	Ambulatory Care 1 APPE (Page 230)
PHAR	603	Ambulatory Care 2 APPE (Page 232)
PHAR	610	Institutional APPE (Page 234)
PHAR	611	Community APPE (Page 236)
PHAR	680	Doctoral Project (Page 238)
Electives Being Renumbered to be Deleted:		
PHAR	450	Introduction to Public Health (Page 322)
PHAR	451	Institutional Pharmacy (Page 334)
PHAR	453	Topics in Nutritional Biochemistry (Page 336)
PHAR	455	Current Controversies in Health Care (Page 338)
PHAR	457	Introduction to Pharmacy Law & Ethics (Page 340)
PHAR	461	Data Instrumentation and Analysis (Page 342)
PHAR	462	Pharmaceutical Science Seminar (Page 344)
PHAR	463	Botanical Supplements and Alternative Therapies (Page 346)
PHAR	464	Natural Product Toxins (Page 348)
PHAR	466	Research Elective in Medicinal Chemistry (Page 350)
PHAR	468	Selected Topics in Medicinal Chemistry (Page 352)
PHAR	469	Carcinogenesis (Page 354)
PHAR	470	Pharmacy and Geriatric Health (Page 356)
PHAR	474	Pharmacoepidemiology (Page 360)
PHAR	475	Advanced Compounding (Page 362)
PHAR	476	Toxicology (Page 358)
PHAR	551	Managed Care Pharmacy Practice (Page 364)
PHAR	552	Advanced Topics in Infectious Diseases (Page 366)
PHAR	553	Palliative Care (Page 368)
PHAR	554	Complementary and Alternative Medicine for the Clinical (Page 370)
PHAR	556	Special Topics in Community Pharmacy Practice (Page 372)
PHAR	558	Medical Research: Methods and Design (Page 374)
PHAR	559	Interdisciplinary Community Practicum (Page 376)

PHAR	560	Advance Cardiac Life Support (Page 378)
PHAR	562	Elder Care Initiative (Page 380)
PHAR	563	Special Populations: Pediatrics and Geriatrics (Page 382)
PHAR	564	Integrated Team Based Health Care (Page 384)
PHAR	605	Academic APPE (Page 386)
PHAR	606	Drug Information APPE (Page 388)
PHAR	609	Prof Organization Manage APPE (Page 390)
PHAR	613	Community Management APPE (Page 392)
PHAR	617	Hospital Pharmacy Administration APPE (Page 394)
PHAR	618	Managed Care APPE (Page 396)
PHAR	625	Special Areas Comm Pharm APPE (Page 398)
PHAR	626	Veterinary Medicine APPE (Page 400)
PHAR	628	Nuclear Medicine APPE (Page 402)
PHAR	650	Special Topics Inpatient Medicine APPE (Page 404)
PHAR	655	Special Topics Ambulatory Care APPE (Page 406)
PHAR	661	Corporate Pharmacy MBA APPE (Page 408)
PHAR	662	Pharmaceutical Industry MBA APPE (Page 410)
PHAR	663	Health Systems Pharmacy MBA APPE (Page 412)
PHAR	666	International Pharmacy APPE (Page 414)
PHAR	670	Research APPE (Page 416)

C. Existing Courses to be Modified

Prefix	Number	Title
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D. Addition of existing FSU courses to program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

E. Removal of existing FSU courses from program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
Form B UGPC			
Form B College of Business			
Form B Biology			
Form C			
Form FIN			

5. Will External Accreditation be sought? (For new programs or certificates only)

Yes No

If yes, name the organization involved with accreditation for this program. [Click here to enter text.](#)

6. Is a PCAF required? Yes No Is the PCAF approved? Yes No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal) **REQUIRED**

Add Course Delete Course Modify Course Change Prerequisite Move from required to elective
 Move from elective to required Change Outcomes and Assessment Plan Change Credit hours

8. List all Checksheets affected by this proposal:

College	Department	Program
Click here to enter text.	Click here to enter text.	Click here to enter text.

Directions: This form should be completed using **11-point font** or larger, and should be no longer than six pages (excluding the signature/comment pages and references). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

Name(s) of proposal initiator(s): [Click here to enter text.](#)

Department(s)/College(s): [College of Pharmacy](#)

Type of curriculum change (check one):

- New minor requiring new courses/resources
- New Concentration in existing degree/program
- Curricular customization of existing program for off-campus cohort group
- New certificate requiring 3 or more new courses and/or new resources
- Existing program redirection or shift in emphasis if 3 or more new courses and/or new

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template: Doctor of Pharmacy
2. Target date for implementation: Fall, 2018
3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization.

Since implementation of the 2009 curriculum the Accreditation Council on Pharmacy Education (ACPE) has made two revision of the requirements of Doctor of Pharmacy programs (2011 and 2016). In addition, the Center for the Advancement of Pharmacy Education (CAPE), working on the recommendation of the American Association of College of Pharmacy (AACP) and in conjunction with a number of inter-disciplinary health profession associations, revised recommended outcomes for curricular outcomes for Doctor of Pharmacy programs. This curriculum proposal is built from the faculty approved (2014), revised Doctor of Pharmacy ability-based outcomes (ABOs) designed to prepare students with the knowledge, skills and behaviors necessary to meet this mission. These ABOs (see proposed check sheet) are divided into 4 broad domains: foundational knowledge, essentials for practice and care, approach to patient care and personal and professional development. The curriculum provides students with a balanced foundation in the biomedical, pharmaceutical, social and administrative, and clinical sciences. In addition, it incorporates changes already underway in the current curriculum to meet the evolving accreditation standards. It integrates a variety of learning and assessment techniques throughout the program to ensure students' progressive attainment of the ability-based outcomes.

4. Are there similar programs at other Michigan universities? If so, where? What is the enrollment in the other programs? Wayne State University: Approximately 90, University of Michigan: Approximately 80

5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established FSU or KCAD programs: None.
6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data.

The Aggregate Demand Index (<http://pharmacymanshipower.com>) provides updated information on supply and demand for pharmacists in each state. Overall, 13 states show moderate demand, 35 states show a balance between supply and demand, and 3 states show moderate surplus. The State of Michigan is rated as a balanced between supply and demand. To meet the requirements for accreditation student to faculty ratios, the college has downsized from 150 to 142 students admitted each year.

7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data.

Improved integration of content related to medicinal chemistry, pharmacology and therapeutics will provide students with less duplication of content and improve application of material to the patient care setting over the 2nd and 3rd professional years of the program.

8. To what extent will this initiative draw new students to FSU or KCAD? To what extent will it draw students from existing programs?

Improvements in the program with greater use of integrated content and active learning modernize the curriculum as compared to curricular construction at other institutions in the State of Michigan.

9. Approximately how many students are expected to enroll? Include rationale for estimates.

The Doctor of Pharmacy program traditional fills its seats based on the application pool. The proposal changes should have no adverse effect on enrollment. Course integration and naming/numbering is also intended to provide the application with a clearer understanding of the overall course content and its flow throughout the curriculum.

10. At which FSU campuses/regional centers or other sites will the initiative be offered?

Big Rapids and Grand Rapids

11. Will Internet or other distance learning technology be used for course/program delivery? Describe. The program will remain an "in-seat" program, but may utilize some distance technologies to accommodate delivery of course content from faculty located around the State of Michigan.

Complete questions 12, 13, 14 in consultation with department administrator and/or dean.

12. Provide a rough estimate of the resources needed to implement the initiative. Please attach a three year budget to include faculty salaries plus benefits, library materials estimate, equipment and classroom materials estimate, and renovation estimate. APPE adjustments in ratios?

Student-to-faculty ratios for Doctor of Pharmacy programs are dictated by accreditation standards. The recently released 2016 standards outlined these ratios with a requirement of all program to move to 10:1 student faculty ratio overall, as well as a 2:1 student to preceptor ratio on the advanced pharmacy practice experiences in the P-4 year. This is a change from the current ratio of 3:1. Separate from this proposal, it was necessary for the College of Pharmacy to work with the university to establish a plan to meet these changes as part of our 2016 accreditation visit. This

included addition of faculty, reduction in the number of students enrolled in the program each year and tuition remodeling. This operational plan has been approved by the Board of Trustees and is undergoing implementation. Monitoring is in place with our accrediting organization who will be visiting Ferris in 2018 to follow up on a number of recommendations.

13. Project the resources that could come from reallocation within the department or college and the new resources that would be required.

This proposal was written with the assumption that the College of Pharmacy would need to implement the revised curriculum with resources identified in #12 above. It is critical that the college maintain the faculty to student ratios required by accreditation. The college has appointed a team to begin the process of implementation when the proposal is approved.

14. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary?

Separate from this proposal, the college has been in the process of implementing physical plant changes on the Big Rapids campus, which should meet the demands of this proposal. Existing facilities at Grand Rapids will meet the demands of this proposal.

15. Is there professional accreditation for the program? Yes. Is it required or voluntary? Required. Will accreditation be sought, and when? What will be the one-time and ongoing costs of accreditation? The Doctor of Pharmacy is currently accredited through 2018. A focused visit is planned to 2018 to follow up on recommendations from the 2016 visit and to determine the status of this curriculum implementation.

16. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback?

A representative of the College of Arts and Sciences has been included on the rebuild team. The curricular revision has also been reviewed by the College of Business as part of the PharmD/MBA program.

Department Faculty's signature: _____ Date _____

Note: Faculty signatories are tenure-track faculty who are involved with initiation of the proposal or who are collaborating with an administrator on the proposal.

Comments: Click here to enter text.

Department Administrator's signature: _____ Date _____

Note: If this is an interdepartmental initiative, include additional Department Administrator signatures

Comments: Click here to enter text.

Dean's signature: _____ Date _____

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For existing programs customized for off-campus delivery to a cohort group, include College

and EIO Deans' signatures

Comments: Click here to enter text.

Provost's Signature: _____ Date _____

Approved - Approval indicates permission to develop the full proposal. It does not assure final approval.

Comments and/or suggestions: Click here to enter text.

Not approved - Explanation: Click here to enter text.

c. Initiator(s)

Department Administrator(s)

Deans' Council

University Curriculum Council

Academic Senate

VPEIO

Provost

FSU Intranet

Current Doctor of Pharmacy Check Sheet

Doctor of Pharmacy (Pharm.D.) CURRENT - 138 Credits**Student Name:** _____**Student CWID:** _____**ADMISSION REQUIREMENTS**

Admission to the Doctor of Pharmacy program is a selective process that considers a variety of factors critical to success as a student and pharmacist. As admission to the program is competitive, completion of pre-pharmacy requirements does not guarantee admission to the College of Pharmacy. Application to the Doctor of Pharmacy program is required to be done through the Pharmacy College Application Service (PharmCAS). Admission criteria include markers of the student's ability to meet the rigors of the professional curriculum as well as the evolving, patient-centered practice of pharmacy:

- Academic achievement in required pre-pharmacy courses. Grades below a C (2.0) are not accepted for any pre-pharmacy course.
- Pharmacy College Admission Test (PCAT).
- Results of an in-person interview, including verbal and written components.
- College of Pharmacy Technical Standards for Admission.
- Course load (e.g. average number of hours/semester, course repeats, withdrawals).
- Letters of recommendation (not more than three) using the PharmCAS electronic forms.
- Results of a criminal background check that demonstrates the applicant does not have convictions identified in Michigan Public Acts 27, 28, and 29; or those which preclude a significant number of College of Pharmacy experiential assignments (See Section: Criminal Background Check below).
- Applicants must have a cumulative grade point average of no less than 2.5 for required pre-pharmacy courses.

Pre-Pharmacy Course Requirements:

General Chemistry (with labs)	8 - 10
Organic Chemistry (with labs)	8 - 10
Biochemistry	3 - 4
General Biology	8
Anatomy and Physiology	7
Microbiology (with lab)	3 - 4
Genetics	3
Physics	4
Calculus for the Life Sciences or Calculus	3 - 4
Statistics	3
English Composition	6
Interpersonal Communication or Principles of Public Speaking	3
Cultural Enrichment (e.g., Humanities) - One course must be at the 200+ level	9
Introduction to Psychology or Introductory Sociology	3
Principles of Economics	3

Doctor of Pharmacy (Pharm.D.) CURRENT - 138 Credits

Required	Course Title (Prerequisites shown in parenthesis)		Crs	Gr
MAJOR REQUIREMENTS – XX Credits Required (these courses ARE used in the core GPA requirement)				
ENGP	321	Advance Composition for Professional Programs (Can also be ENGP 421)	3	
PHAR	311	Medical Biochemistry	3	
PHAR	312	Molecular Biochemistry and Biotechnology	3	
PHAR	315	Pathophysiologic Basis for Therapeutics 1	3	
PHAR	316	Pathophysiologic Basis for Therapeutics 2	3	
PHAR	318	Drug Delivery 1	3	
PHAR	319	Drug Delivery 2	4	
PHAR	328	Pharmaceutical Calculations	1	
PHAR	334	Pharmacy and Health Care in the United States	3	
PHAR	335	Clinical Communications	2	
PHAR	340	Nonprescription Drugs and Self-Care	3	
PHAR	385	Practice Skills Lab 1	1	
PHAR	386	Practice Skills Lab 2	1	
PHAR	393	Community Introductory Pharmacy Practice Experience	2	
PHAR	411	Drug Action 1 (PHAR 311, 312, 315, 316)	4	
PHAR	412	Drug Action 2 (PHAR 311, 312, 315, 316)	4	
PHAR	413	Drug Action 3 (PHAR 411, 412)	4	
PHAR	414	Drug Action 4 (PHAR 411, 412)	4	
PHAR	421	Infectious Disease 1 (PHAR 315, 316)	3	
PHAR	422	Infectious Disease 2 (PHAR 421)	3	
PHAR	425	Pharmacy Practice Management 1 (PHAR 334)	3	
PHAR	428	Pharmacokinetics	3	
PHAR	485	Practice Skills Lab 3 (Co-req: PHAR 411, 412, 428)	1	
PHAR	486	Practice Skills Lab 4 (PHAR 485)	1	
PHAR	491	Longitudinal Patient-Centered Introductory Pharmacy Practice Experience 1 (taken as 0.5 Cr X 2) (PHAR 393)	1	
PHAR	493	Institutional Introductory Pharmacy Practice Experience (PHAR 491)	2	
PHAR	511	Pharmacotherapeutics 1 (PHAR 493)	4	
PHAR	512	Pharmacotherapeutics 2 (PHAR 493)	3	
PHAR	513	Pharmacotherapeutics 3 (PHAR 511, 512)	4	
PHAR	514	Pharmacotherapeutics 4 (PHAR 511, 512)	3	
PHAR	525	Pharmacy Practice Management 2 (PHAR 425)	3	
PHAR	530	Pharmacy Law (PHAR 425)	2	
PHAR	535	Sociopharmacy and Professional Ethics	3	
PHAR	540	Drug Information and Clinical Literature Evaluation (Co-req PHAR 511)	3	
PHAR	585	Practice Skills Lab 5 (Co-req PHAR 511, 512)	1	
PHAR	589	Integrated Case Studies (Co-req PHAR 513, 514)	2	
PHAR	591	Longitudinal Patient-Centered Introductory Pharmacy Practice Experience 2 (taken as 0.5 Cr X 2)	1	
PHAR	680	Clinical Seminar (taken as 0.5 Cr X 2)	1	
PHAR	600	Internal Medicine Advanced Pharmacy Practice Experience (PHAR 514)	6	
PHAR	602	Ambulatory Care Advanced Pharmacy Practice Experience (PHAR 514)	6	
PHAR	610	Institutional Advanced Pharmacy Practice Experience (PHAR 514)	6	
PHAR	611	Community Advanced Pharmacy Practice Experience (PHAR 514)	6	
Required Electives (Count toward GPA)				
PHAR		Pharmacy Didactic Elective (See attached) 400 Level	2	
PHAR		Pharmacy Didactic Elective (See attached) 500 Level	2	
PHAR		Pharmacy APPE Elective (See attached) 600 Level Advanced Pharmacy Practice Experience	6	
PHAR		Pharmacy APPE Elective (See attached) 600 Level Advanced Pharmacy Practice Experience	6	
ADDITIONAL REQUIREMENTS – XX Credits Required (these courses ARE NOT used to calculate the major GPA requirement)				
		A student must have a 2.00 GPA at the end of the 1 st , 2 nd and 3 rd professional years to continue in the program (see student handbook)		
		A student may be dismissed if: 1) They fail 50% or more credits in any semester; 2) Failure in greater than 12 credits in P1 , P2 or P3 year; 3) Failure of any professional pharmacy course twice; 4) Failure of any two APPEs;		
		OR 5) Failure to complete the first three academic professional years in 4 academic years.		
		Co-curricular requirements can be found in the student handbook		

Doctor of Pharmacy (Pharm.D.) CURRENT - 138 Credits**Electives: To Fulfill Pharmacy Didactic Electives (One 400 Level and One 500 Level)**

PHAR 450: Introduction to Public Health
PHAR 451: Institutional Pharmacy
PHAR 453: Topics in Nutritional Biochemistry
PHAR 455: Current Controversies in Health Care
PHAR 457: Introduction to Pharmacy Law & Ethics
PHAR 461: Data Instrumentation and Analysis
PHAR 462: Pharmaceutical Science Seminar
PHAR 463: Botanical Supplements and Alternative Therapies
PHAR 464: Natural Product Toxins
PHAR 465: Biosynthesis of Natural Products
PHAR 466: Research Elective in Medicinal Chemistry
PHAR 468: Selected Topics in Medicinal Chemistry
PHAR 469: Carcinogenesis
PHAR 470: Pharmacy and Geriatric Health
PHAR 474: Pharmacoepidemiology
PHAR 475: Advanced Compounding
PHAR 476: Toxicology
PHAR 551: Managed Care Pharmacy Practice
PHAR 552: Advanced Topics in Infectious Diseases
PHAR 553: Palliative Care
PHAR 554: Complementary and Alternative Medicine for the Clinical
PHAR 556: Special Topics in Community Pharmacy Practice
PHAR 558: Medical Research: Methods and Design
PHAR 559: Interdisciplinary Community Practicum
PHAR 560: Advance Cardiac Life Support
PHAR 562: Elder Care Initiative
PHAR 563: Special Populations: Pediatrics and Geriatrics
PHAR 564: Integrated Team Based Health Care

Electives: To Fulfill Advance Pharmacy Practice Experiences (Two needed)

PHAR 605: Academic APPE**
PHAR 606: Drug Information APPE**
PHAR 609: Prof Organization Manage APPE**
PHAR 613: Community Management APPE**
PHAR 617: Hospital Pharmacy Administration APPE
PHAR 618: Managed Care APPE
PHAR 625: Special Areas Comm Pharm APPE**
PHAR 626: Veterinary Medicine APPE
PHAR 628: Nuclear Medicine APPE
PHAR 650: Special Topics Inpatient Medicine APPE
PHAR 655: Special Topics Ambulatory Care APPE
PHAR 661: Corporate Pharmacy MBA APPE
PHAR 662: Pharmaceutical Industry MBA APPE
PHAR 663: Health Systems Pharmacy MBA APPE
PHAR 666: International Pharmacy APPE
PHAR 670: Research APPE**

Doctor of Pharmacy (Pharm.D.) CURRENT - 138 Credits

DEGREE OUTCOMES

1.0.0 DOMAIN 1 - FOUNDATIONAL KNOWLEDGE

- 1.1.0 Learner (**Learner**) 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.
- 1.1.1 Apply the basic principles, mechanisms, and metabolic sequelae of human disease.
 - 1.1.2 Apply the chemical basis of drug action, with an emphasis on the application of physico-chemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision-making.
 - 1.1.3 Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.
 - 1.1.4 Apply the clinical laboratory data to disease state management, including screening, diagnosis, progression, and treatment evaluation.
 - 1.1.5 Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.
 - 1.1.6 Describe the physico-chemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.
 - 1.1.7 Prepare sterile and non-sterile prescriptions that are pharmaceutically accurate regarding drug product and dose, free from contamination, and appropriately formulated for patient use.
 - 1.1.8 Apply the federal and appropriate state-specific statutes that regulate the practice of pharmacy, along with relevant civil and contract law.
 - 1.1.9 Apply the structure, function and properties of microorganisms (i.e. bacteria, viruses, parasites and fungi) responsible for human disease, and design rational approaches to their containment or eradication.
 - 1.1.10 Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.
 - 1.1.11 Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.
 - 1.1.12 Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.

2.0.0 DOMAIN 2 - ESSENTIALS FOR PRACTICE AND CARE

- 2.1.0 Patient-centered care (**Caregiver**) - Provide patient-centered care as the medication expert (e.g. collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).
- 2.1.1 Collect subjective and objective evidence (including socioeconomic, cultural) related to patient, medications, allergies/adverse reactions, and disease.
 - 2.1.2 Interpret relevant medical evidence and patient data.
 - 2.1.3 Prioritize patient needs.
 - 2.1.4 Formulate evidence-based care plans, and care transitions with consideration of the unique needs of the patient while emphasizing the need for patients to take responsibility for the control of their health.
 - 2.1.5 Implement patient-centered care plans.
 - 2.1.6 Monitor the patient and adjust care plan as needed.
 - 2.1.7 Document patient care related activities.
 - 2.1.8 Appropriately triage patients to the proper health care provider and assist them in navigating the healthcare system.
- 2.2.0 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.
- 2.2.1 Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).
 - 2.2.2 Utilize informatics to optimize the medication use system.
 - 2.2.3 Utilize human, financial, and physical resources to optimize the medication use system.
 - 2.2.4 Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.
 - 2.2.5 Utilize continuous quality improvement techniques in the medication use process.
- 2.3.0 Health and wellness (**Promoter**) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
- 2.3.1 Design systematic preventative care, using risk assessment, risk reduction, screening, education, and immunizations to improve health and wellness.
 - 2.3.2 Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.
- 2.4.0 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.
- 2.4.1 Assess the healthcare status and needs of a targeted patient population.

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- 2.4.2 Develop and provide an evidence-based approach to population health management that considers the cost, care, access, and satisfaction needs of a targeted patient population.
- 3.0.0 DOMAIN 3 - APPROACH TO PRACTICE AND CARE**
- 3.1.0 Problem Solving (**Problem Solver**) - Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
- 3.1.1 Identify and define the relevant problems.
- 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.
- 3.2.0 Educator (**Educator**) - Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
- 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 Develop or 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 Deliver and obtain feedback to assess learning and promote goal setting and goal attainment for the intended audience.
- 3.3.0 Inter-professional collaboration (**Collaborator**) - Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
- 3.3.1 Establish a climate of shared values and mutual respect among healthcare team members to meet patient care needs.
- 3.3.2 Define clear roles and responsibilities for healthcare team members to optimize outcomes for specific patient care encounters.
- 3.3.3 Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.
- 3.3.4 Perform effectively as a member of an inter-professional functioning team (one that includes the patient, family, and community).
- 3.4.0 Cultural sensitivity (**Includer**) - Recognize social determinants of health to diminish disparities and inequities in access to quality care.
- 3.4.1 Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).
- 3.4.2 Demonstrate an attitude that is respectful of different cultures.
- 3.4.3 Assess a patient's health literacy and modify communication strategies to meet the patient's needs.
- 3.4.4 Consider cultural issues in all aspects of practice to reduce health disparities.
- 3.5.0 Communication (**Communicator**) - Effectively communicate verbally and nonverbally when interacting with an individual, group or organization.
- 3.5.1 Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.
- 3.5.2 Actively listen and ask appropriate open and closed-ended questions to gather information.
- 3.5.3 Use available technology and other media to effectively communicate and document.
- 3.5.4 Use effective interpersonal skills to establish rapport and build trusting relationships.
- 3.5.5 Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.
- 3.5.6 Demonstrate empathy when interacting with others.
- 4.0.0 DOMAIN 4 - PERSONAL AND PROFESSIONAL DEVELOPMENT**
- 4.1.0 Self-awareness (**Self-aware**) - Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- 4.1.1 Self-assess understanding and abilities and engage in help seeking behaviors and adapt learning strategies accordingly.
- 4.1.2 Identify, create, implement, evaluate and modify plans for personal and professional development for the purpose of individual growth.
- 4.1.3 Demonstrate engagement, confidence, self-direction, ownership, flexibility, and accountability in all learning and professional situations.

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- 4.1.4 Develop engagement in activities that promote professional citizenship.
- 4.1.5 Identify constructive strategies to detect, and manage personal and professional stress that impact pharmacy practice and personal health.
- 4.2.0 Leadership (**Leader**) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.
 - 4.2.1 Demonstrate the ability to lead a project, organization, team or event.
 - 4.2.2 Exhibit the ability to effectively communicate expectations, affect change, build consensus, appropriately utilize personnel and resources, and develop a shared set of goals.
 - 4.2.3 Effectively function in a team or group to achieve or enhance goals and objectives.
- 4.3.0 Innovation and Entrepreneurship (**Innovator**) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
 - 4.3.1 Demonstrate creative design, decision making, and solutions when confronted with novel problems, challenges or unmet needs.
 - 4.3.2 Develop a plan for a pharmacy service which includes organization, risk assessment and mitigation and resource identification and feasibility.
- 4.4.0 Professionalism (**Professional**) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.
 - 4.4.1 Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.
 - 4.4.2 Deliver patient-centered care in a manner that is legal, ethical, and compassionate.

References:

Citation (pending): Medina MS, PlazaCM, Stowe CD, et.al. Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes. Am J Pharm Educ. 2013; in press.

Accreditation Council for Pharmacy Education. Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree (Draft Standards 2016). Released 2/3/2014.

Proposed Doctor of Pharmacy Check Sheet

Doctor of Pharmacy (Pharm.D.) - 137 Credits**Student Name:** _____**Student CWID:** _____**ADMISSION REQUIREMENTS**

Admission to the Doctor of Pharmacy program is a selective process that considers a variety of factors critical to success as a student and pharmacist. As admission to the program is competitive, completion of pre-pharmacy requirements does not guarantee admission to the College of Pharmacy. Application to the Doctor of Pharmacy program is required to be done through the Pharmacy College Application Service (PharmCAS). Admission criteria include markers of the student's ability to meet the rigors of the professional curriculum as well as the evolving, patient-centered practice of pharmacy:

- Academic achievement in required pre-pharmacy courses. Grades below a C (2.0) are not accepted for any pre-pharmacy course.
- Pharmacy College Admission Test (PCAT).
- Results of an in-person interview, including verbal and written components.
- College of Pharmacy Technical Standards for Admission.
- Course load (e.g. average number of hours/semester, course repeats, withdrawals).
- Letters of recommendation (not more than three) using the PharmCAS electronic forms.
- Results of a criminal background check that demonstrates the applicant does not have convictions identified in Michigan Public Acts 27, 28, and 29; or those which preclude a significant number of College of Pharmacy experiential assignments (See Section: Criminal Background Check below).
- Applicants must have a cumulative grade point average of no less than 2.5 for required pre-pharmacy courses.

Pre-Pharmacy Requirements:

General Chemistry	8 - 10
Organic Chemistry	8 - 10
Biochemistry	3 - 4
General Biology	8
Anatomy and Physiology c	7
Microbiology with lab	3 - 4
Genetics	3
Physics	4
Calculus for the Life Sciences or Calculus	3 - 4
Statistics	3
English Composition	9*
Interpersonal Communication or Principles of Public Speaking	3
Cultural Enrichment (e.g., Humanities) - One course must be at the 200+ level	9
Introduction to Psychology or Introductory Sociology	3
Principles of Economics	3

*Effective Fall 2018. Students who have already completed this requirement entering in Fall 2017 will have fulfilled this requirement of the Doctor of Pharmacy degree program.

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Required		Course Title (Prerequisites shown in parenthesis)	Crs	Gr
MAJOR REQUIREMENTS – XX Credits Required (these courses ARE used in the core GPA requirement)				
PHAR	515	Pharmacy & Health Care System 1	3	
PHAR	516	Pharmacy & Health Care System 2	3	
PHAR	519	Foundations of Pharmacotherapy 1	3	
PHAR	520	Foundations of Pharmacotherapy 2	3	
PHAR	523	Dosage Forms and Biopharmaceutics	4	
PHAR	524	Dosage Forms and Pharmacokinetics	4	
PHAR	531	Over-the-Counter Pharmacotherapy	3	
PHAR	587	Pharmacy Skills and Patient Care Lab 1	3	
PHAR	588	Pharmacy Skills and Patient Care Lab 2	2	
PHAR	593	Medication Distribution Community IPPE	2	
PHAR	619	Integrated Pharmacotherapy 1 (PHAR 520)	4	
PHAR	620	Integrated Pharmacotherapy 2 (PHAR 520)	4	
PHAR	621	Integrated Pharmacotherapy 3 (PHAR 520)	4	
PHAR	622	Integrated Pharmacotherapy 4 (PHAR 621)	4	
PHAR	623	Integrated Pharmacotherapy 5 (PHAR 621)	4	
PHAR	624	Integrated Pharmacotherapy 6 (PHAR 621)	4	
PHAR	630	Pharmacy Practice Management 1 (PHAR 516)	3	
PHAR	640	Drug Literature, Informatics and Biostatistics (PHAR 622 Co-Requisite)	3	
PHAR	691	Direct Patient Care IPPE 1 (Required X 2) (PHAR 593)	1	
PHAR	693	Medication Distribution Health System IPPE (PHAR 624)	2	
PHAR	719	Integrated Pharmacotherapy 7 (PHAR 624)	4	
PHAR	720	Integrated Pharmacotherapy 8 (PHAR 624)	4	
PHAR	721	Integrated Pharmacotherapy 9 (PHAR 624)	4	
PHAR	722	Integrated Pharmacotherapy 10 (PHAR 721)	4	
PHAR	723	Integrated Pharmacotherapy 11 (PHAR 721)	4	
PHAR	724	Integrated Pharmacotherapy Capstone (PHAR 721)	5	
PHAR	730	Pharmacy Practice Management 2 (PHAR 630)	3	
PHAR	735	Pharmacy Law (PHAR 630)	2	
PHAR	791	Direct Patient Care IPPE 2 (Required X 2) (PHAR 624)	1	
PHAR	800	Internal Medicine APPE (PHAR 724)	6	
PHAR	802	Ambulatory Care APPE (PHAR 724)	6	
PHAR	810	Institutional APPE (PHAR 724)	6	
PHAR	811	Community APPE (PHAR 724)	6	
PHAR	820	Doctor of Pharmacy Seminar (Required X 2)	1	
Required Electives				
PHAR		Pharmacy Didactic Elective (See attached)	2	
PHAR		Pharmacy Didactic Elective (See attached)	2	
PHAR		Pharmacy Didactic Elective (See attached)	2	
PHAR		Pharmacy APPE Elective (See attached) 800 Level Advanced Pharmacy Practice Experience	6	
PHAR		Pharmacy APPE Elective (See attached) 800 Level Advanced Pharmacy Practice Experience	6	
Total			137	

ADDITIONAL REQUIREMENTS				
		A student must have a 2.00 GPA at the end of the 1 st , 2 nd and 3 rd professional years to continue in the program (see student handbook)		
		Additional dismissal rules can be found in the student handbook.		
		Co-curricular requirements can be found in the student handbook		

Doctor of Pharmacy (Pharm.D.) - 137 Credits**ELECTIVE:**

Didactic Electives		
PHAR	651	Introduction to Public Health
PHAR	652	Institutional Pharmacy
PHAR	653	Topics in Nutrition Biochemistry
PHAR	654	Current Controversies Health Care
PHAR	656	Intro to Pharmacy Law & Ethics
PHAR	657	Data Instrument and Analysis
PHAR	658	Pharmaceutical Science Seminar
PHAR	659	Botanical Supple - Alt Therapy
PHAR	660	Natural Product Toxins
PHAR	664	Medicinal Chemistry Research
PHAR	665	Selected Topics in Medicinal Chemistry
PHAR	667	Carcinogenesis
PHAR	668	Pharmacy and Geriatric Health
PHAR	669	Toxicology
PHAR	671	Pharmacoepidemiology
PHAR	672	Advanced Compounding
PHAR	750	Managed Care Pharmacy Practice
PHAR	751	Advanced Topics in Infect Diseases
PHAR	752	Palliative Care
PHAR	753	Complementary & Alternative Medicine for Clinical Pharmacy
PHAR	754	Special Topics in Community Pharmacy Practice
PHAR	755	Medical Research: Methods and Design
PHAR	756	Interdisciplinary Community Practicum
PHAR	757	Advance Card Life Support
PHAR	758	Elder Care Initiative
PHAR	759	Special Populations: Pediatrics and Geriatrics
PHAR	760	Integrated Team-Based Health Care
APPE Electives		
PHAR	850	Academic APPE
PHAR	851	Drug Information APPE
PHAR	852	Prof Organization Manage APPE
PHAR	853	Community Management APPE
PHAR	854	Hospital Pharmacy Admin APPE
PHAR	855	Managed Care APPE
PHAR	856	Specialty Community Practice APPE
PHAR	857	Veterinary Medicine APPE
PHAR	858	Nuclear Pharmacy APPE
PHAR	859	Special Topics in Inpatient Medicine APPE
PHAR	860	Special Topics in Ambulatory Care APPE
PHAR	861	Corporate Pharmacy MBA APPE
PHAR	862	Pharmaceutical Industry MBA APPE
PHAR	863	Health Systems Pharmacy MBA APPE
PHAR	864	International Pharmacy APPE
PHAR	865	Research APPE

Doctor of Pharmacy (Pharm.D.) - 137 Credits

DEGREE OUTCOMES

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- 1.1.0 Learner (**Learner**) 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.
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 - 1.1.12 Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.

2.0.0 DOMAIN 2 - ESSENTIALS FOR PRACTICE AND CARE

- 2.1.0 Patient-centered care (**Caregiver**) - Provide patient-centered care as the medication expert (e.g. collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).
- 2.1.1 Collect subjective and objective evidence (including socioeconomic, cultural) related to patient, medications, allergies/adverse reactions, and disease.
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 - 2.4.2 Develop and provide an evidence-based approach to population health management that considers the cost, care, access, and satisfaction needs of a targeted patient population.

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3.0.0 DOMAIN 3 - APPROACH TO PRACTICE AND CARE

- 3.1.0 Problem Solving (**Problem Solver**) - Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
- 3.1.1 Identify and define the relevant problems.
 - 3.1.2 Define goals and alternative goals.
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 - 3.1.4 Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.
 - 3.1.5 ~~Implement~~ **Recommend** the most viable solution, including monitoring parameters, to measure intended and unintended consequences.
 - 3.1.6 Reflect on the solution ~~implemented~~ **recommended** and its effects to improve future performance.
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- 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).
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 - 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.
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 - 3.3.2 Define clear roles and responsibilities for healthcare team members to optimize outcomes for specific patient care encounters.
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 - 3.3.4 Perform effectively **and ethically** as a member of an inter-professional functioning team (one that includes the patient, family, and community).
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 - 3.5.5 Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.
 - 3.5.6 Demonstrate empathy when interacting with others.
- ### 4.0.0 DOMAIN 4 - PERSONAL AND PROFESSIONAL DEVELOPMENT
- 4.1.0 Self-awareness (**Self-aware**) - Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- 4.1.1 Self-assess understanding and abilities and engage in help seeking behaviors and adapt learning strategies accordingly.
 - 4.1.2 Identify, create, implement, evaluate and modify plans for personal and professional development for the purpose of individual growth.
 - 4.1.3 Demonstrate engagement, confidence, self-direction, ownership, flexibility, and accountability in all learning and professional situations.
 - 4.1.4 Develop engagement in activities that promote professional citizenship.

Doctor of Pharmacy (Pharm.D.) - 137 Credits

- 4.1.5 Identify constructive strategies to detect, and manage personal and professional stress that impact pharmacy practice and personal health.
- 4.2.0 Leadership (**Leader**) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.
 - 4.2.1 Demonstrate the ability to lead a project, organization, team or event.
 - 4.2.2 Exhibit the ability to effectively communicate expectations, affect change, build consensus, appropriately utilize personnel and resources, and develop a shared set of goals.
 - 4.2.3 Effectively function in a team or group to achieve or enhance goals and objectives.
- 4.3.0 Innovation and Entrepreneurship (**Innovator**) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
 - 4.3.1 Demonstrate creative design, decision-making, and solutions when confronted with novel problems, challenges or unmet needs.
 - 4.3.2 Develop a plan for a pharmacy service, which includes organization, risk assessment and mitigation and resource identification and feasibility.
- 4.4.0 Professionalism (**Professional**) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.
 - 4.4.1 Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.
 - 4.4.2 Deliver patient-centered care in a manner that is legal, ethical, and compassionate.

References:

Citation (pending): Medina MS, Plaza CM, Stowe CD, et.al. Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes. Am J Pharm Educ. 2013; in press.

Accreditation Council for Pharmacy Education. Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree (Draft Standards 2016). Released 2/3/2014.

Doctor of Pharmacy (Pharm.D.) - 137 Credits

COURSE COMPLETION SCHEDULE

FALL 1 ST PROFESSIONAL YEAR			SPRING 1 ST PROFESSIONAL YEAR		
PHAR 515	Pharmacy and Health Care Systems 1	3	PHAR 516	Pharmacy and Health Care Systems 2	3
PHAR 519	Foundations of Pharmacotherapy 1	3	PHAR 531	Over-the-Counter Pharmacotherapy	3
PHAR 523	Dosage Forms and Biopharmaceutics	4	PHAR 520	Foundations of Pharmacotherapy 2	3
PHAR 587	Pharmacy Skills and Patient Care Lab 1	3	PHAR 524	Dosage Forms and Pharmacokinetics	4
			PHAR 588	Pharmacy Skills and Patient Care Lab 2	2
	Total Semester Credit Hours	13.0		Total Semester Credit Hours	15.0
SUMMER 1 ST PROFESSIONAL YEAR					
PHAR 593	Medication Distribution-Community IPPE (3 week)	2			
FALL 2 ND PROFESSIONAL YEAR			SPRING 2 ND PROFESSIONAL YEAR		
PHAR 619	Integrated Pharmacotherapy 1	4	PHAR 622	Integrated Pharmacotherapy 4	4
PHAR 620	Integrated Pharmacotherapy 2	4	PHAR 623	Integrated Pharmacotherapy 5	4
PHAR 621	Integrated Pharmacotherapy 3	4	PHAR 624	Integrated Pharmacotherapy 6	4
PHAR 630	Pharm Practice Management 1	3	PHAR 640	Drug Literature, Informatics, and Biostatistics	3
PHAR 691	Direct Patient Care IPPE 1(Fall or Spring)	0.5	PHAR 691	Direct Patient Care IPPE 1(Fall or Spring)	0.5
	Total Semester Credit Hours	15.5		Total Semester Credit Hours	15.5
SUMMER 2 ND PROFESSIONAL YEAR					
PHAR 693	Medication Distribution-Health System IPPE (3 week)	2			
FALL 3 RD PROFESSIONAL YEAR			SPRING 3 RD PROFESSIONAL YEAR		
PHAR 719	Integrated Pharmacotherapy 7	4	PHAR 722	Integrated Pharmacotherapy 10	4
PHAR 720	Integrated Pharmacotherapy 8	4	PHAR 723	Integrated Pharmacotherapy 11	4
PHAR 721	Integrated Pharmacotherapy 9	4	PHAR 724	Integrated Pharmacotherapy Capstone	5
PHAR 730	Pharm Practice Management 2	3	PHAR 735	Pharmacy Law	2
PHAR 791	Direct Patient Care IPPE 2(Fall or Spring)	0.5	PHAR 791	Direct Patient Care IPPE 2(Fall or Spring)	0.5
	Total Semester Credit Hours	15.5		Total Semester Credit Hours	15.5
	Didactic Electives (Three 2-credit courses required)	6			
4 TH PROFESSIONAL YEAR					
PHAR 800	Inpatient Medicine APPE	6			
PHAR 802	Ambulatory Medicine APPE	6			
PHAR 810	Institutional APPE	6			
PHAR 811	Community APPE	6			
PHAR 8XX	Elective	6			
PHAR 8XX	Elective	6			
PHAR 820	Doctor of Pharmacy Seminar (0.5 X 2)	1			
	Total Academic Year Credit Hours	37			
	TOTAL HOURS	137			

Curricular Ability-Based Outcomes and Entrustable Professional Activities Mapping by Course

ABO #	515 PHCS1	516 PHCS2	519 FPT1	520 FPT2	523 DFB	524 DFP	531 OTC	587 PCL1	588 PCL2	593 CIPPE	619 IPT1	620 IPT2	621 IPT3	622 IPT4	623 IPT5	624 IPT6	630 PPM1	640 DRGLT	691 DIPP1	693 HIPPE	719 IPT7	720 IPT8	721 IPT9	722 IPT10	723 IPT11	724 IPT12	730 PPM2	735 LAW	791 DIPP2	800 MAPP	802 AAPP	810 HAPP	811 CAPP	820 SEM	Grand Total			
1.1.1			2	4			1				1	1	1	1	1	1		2			1	1	1	1	1											20		
1.1.2			4	5			1				1	1	1	1	1	1		2			1	1	1	1	1											23		
1.1.3			1	2	1	1					1	1	1	1	1	1		1			1	1	1	1	1											17		
1.1.4							1				1	1	1	1	1	1		1			1	1	1	1	1											13		
1.1.5					2	2		1	1		1	1	1	1	1	1		2			1	1	1	1	1											19		
1.1.6					8	8												1																			17	
1.1.7								1	1																												2	
1.1.8	3							1	1									1										2									8	
1.1.9														1	1																						2	
1.1.10							1				1	1	1	1	1	1		3			1	1	1	1	1												15	
1.1.11			5					1	1		1	1	1	1	1	1		4			1	1	1	1	1		1								1	24		
1.1.12	1						1				1	1	1	1	1	1		3			1	1	1	1	1										1	17		
2.1.1								1	1										1									1	1	1	1						7	
2.1.2											1	1	1	1	1	1		1	1		1	1	1	1	1				1	1	1					16		
2.1.3																			1								1		1	1	1						5	
2.1.4																											1		1	1	1						5	
2.1.5																														1	1						2	
2.1.6																														1	1						2	
2.1.7								1	1											1									1	1	1						6	
2.1.8																																					2	
2.2.1	5							2	2	1							3			1								2					1	1		18		
2.2.2								1	1	1										1								1								7		
2.2.3									1								3											1	1							8		
2.2.4									1	1							2	2		1									2								11	
2.2.5										1							1			1																	5	
2.3.1			2																								1									3		
2.3.2	2	1																									1	1								5		
2.4.1																																					1	
2.4.2		1																1									1	1									4	
3.1.1											1	1	1	1	1	1	1	1			1	1	1	1	1											15		
3.1.2											1	1	1	1	1	1	1	1			1	1	1	1	1											14		
3.1.3											1	1	1	1	1	1	1	1			1	1	1	1	1											14		
3.1.4											1	1	1	1	1	1	1	1			1	1	1	1	1		1	1								17		
3.1.5																	1										1										4	
3.1.6																	1										1										4	
3.2.1																											1										2	
3.2.2										1																	1										3	
3.2.3																											1										3	
3.2.4																			1								1		1	1							7	
3.2.5																				1							1		1	1							7	
3.2.6								1	1																	1			1	1	1	1						7
3.3.2	1																											1									2	
3.3.3																				1									1	1	1	1					5	
3.3.4																	1																				3	
3.4.1		1																									1		1								5	
3.4.2																												1	1	1							4	
3.4.3			1															1	1									1	1	1							6	
3.4.4			3																	1								1		1							6	
3.5.1								1	1																		1		1	1							6	
3.5.2								1	2																		1		1	1	1	1					8	
3.5.3									1																		1		1	1							6	
3.5.4									1																		1		1	1							5	
3.5.5							1	2	2		1	1	1	1	1	1	1	1			1	1	1	1	1			1	1	2	2	1			24			
3.5.6																											1		1	1	1	1					5	
4.1.1											1									1									1	1	1	1					7	
4.1.2								1																													1	
4.1.3											1										1									1	1	1	1	1			7	
4.2.1																													2								2	
4.2.2																												1									1	
4.2.3																																					1	
4.3.1																													2						1	1	4	
4.3.2																												1	1								2	
4.4.1								1	1	1								1		1																	10	
4.4.2										1																											12	
Grand Total	13	16	7	11	11	11	6	16	21	8	14	14	14	15	15	14	15	30	12	8	14	14	14	14	14	21	12	14	12	24	26	25	30	8	513			

EPA Number	EPA	515 PHCS	516 PHCS	519 Four	520 Four	523 DFB	524 DFP	531 OTC	587 PCL1	588 PCL2	593 CIPP	619 INTP	620 INTP	621 INTP	622 INTP	623 INTP	624 INTP	630 PPM	640 DRU	691 DIPP	693 HIPP	719 INTP	
1	Collect information to identify a patient's medication related problems and health-related needs.								DS-SIM	DS-SIM											DS		
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).											DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM				DS		DS-SIM
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.								DS-SIM	DS-SIM		DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM				DS		DS-SIM
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.											DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM				DS		DS-SIM
5	Follow-up and monitor a care plan.											DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM				DS		DS-SIM
6	Collaborate as a member of an interprofessional team.																				DS		
7	Identify patients at risk for prevalent diseases in a population.								DS-SIM	DS-SIM		DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM						DS-SIM
8	Minimize adverse events and medication errors																					O	
9	Maximize the appropriate use of medications in a population.																					O	
10	Ensure that patients have been immunized against vaccine-preventable diseases																						
11	Educate patients and professional colleagues regarding the appropriate use of medications.								DS-SIM	DS-SIM		DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM				DS		DS-SIM
12	Use evidence-based information to advance patient care.											DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM		DS-SIM		O		DS-SIM
13	Oversee the pharmacy operations for an assigned work shift.										DS								DS-SIM			DS	
14	Fulfill a medication order.								DS-SIM	DS-SIM	DS											DS	
15	Create a written plan for continuous professional development.																						
16	Leadership EPA								DS														
	Level of Supervision																						
1	Observe																						
2	Direct Supervision																						
3	Reactive Supervision																						
4	Intermittent Supervision																						
5	General Direction																						

EPA Number	EPA	720 INTP	721 INTP	722 INTP	723 INTP	724 INTP	730 PPM	735 LAW	791 DIPP	800 MAP	802 AAP	810 HAP	811 CAP	820 PRO	PORTFOL	EPA Number
1	Collect information to identify a patient's medication related problems and health-related needs.					DS-SIM			DS	RS	RS	RS	RS			1
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM			DS	RS	RS	RS	RS			2
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM			DS	RS	RS	RS	RS			3
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM			DS	RS	RS					4
5	Follow-up and monitor a care plan.	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM			DS	RS	RS					5
6	Collaborate as a member of an interprofessional team.								DS	RS	RS					6
7	Identify patients at risk for prevalent diseases in a population.	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM							RS			7
8	Minimize adverse events and medication errors											RS				8
9	Maximize the appropriate use of medications in a population.											RS				9
10	Ensure that patients have been immunized against vaccine-preventable diseases														RS-SIM	10
11	Educate patients and professional colleagues regarding the appropriate use of medications.	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM			DS	RS	RS	RS	RS			11
12	Use evidence-based information to advance patient care.	DS-SIM	DS-SIM	DS-SIM	DS-SIM	DS-SIM			O	RS	RS					12
13	Oversee the pharmacy operations for an assigned work shift.						DS-SIM					RS	RS			13
14	Fulfill a medication order.											RS	RS			14
15	Create a written plan for continuous professional development.													RS		15
16	Leadership EPA													RS		16
	Level of Supervision															
1	Observe															
2	Direct Supervision															
3	Reactive Supervision															
4	Intermittent Supervision															
5	General Direction															

Curriculum Consultation Forms

Form B and Form C

FORM B - Graduate

Effective Fall 2016

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title: Doctor of Pharmacy Degree Curricular Revision

Initiator(s): Gregory Wellman, R.Ph., Ph.D., Professor of Pharmacy

Proposal Contact: Greg Wellman **Date Sent:** 2/7/17

Department: Biology c/o Joe Lipar, Ph.D., Chair, Biology Department
(Please type)

Campus Address: ASC 204

Based upon department faculty review on (Date) we:

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

Responding Department:

Administrator: Date Received: Date Returned:

Signature:

FORM B - Graduate

Effective Fall 2016

To be completed by each department affected by the proposed change addition or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to ensure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title: Doctor of Pharmacy Degree Curricular Revision

Initiator(s): Greg Wellman, R.Ph., Ph.D., Professor of Pharmacy

Proposal Contact: Greg Wellman Date Sent: 2/7/17

**Department: Business/MBA c/o Shannon Yost, Campus Address: BUS 212B
(Please type)**

Based upon department faculty review on February 8, 2017 (Date) we:

Management Department
Support

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. [Click here to enter text.](#)

Responding Department: Management Department

Administrator: Gayle Lopez Date Received: February 7, 2017 Date Returned: February 9, 2017

Signature:

Gayle Lopez

UGPCFORM B - Graduate

Effective Fall 2016

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title: Doctor of Pharmacy Curricular Revision

Initiator(s): Gregory Wellman, R.Ph., Ph.D., Professor of Pharmacy

Proposal Contact: Gregory Wellman, R.Ph., Ph.D. **Date Sent:** 2/7/17

Department: Liza Ing, Ed.D., University Graduate Professional Council
(Please type)

Campus Address:

Based upon department faculty review on 2-14-17 (Date) we:

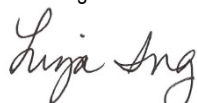
- Support the above proposal. Pending College approval.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

Responding Department: UGPC

Administrator: Liza Ing **Date Received:** 2-7-17 **Date Returned:** 2-14-17

Signature:





FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Doctor of Pharmacy Degree Curricular Revision

Projected number of students per year affected by proposed change: Click here to enter text.

Initiator(s): Greg Wellman, R.Ph., Ph.D., Professor of Pharmacy	
Proposal Contact: Greg Wellman	Date Sent: 2/7/17
Department: Library, Alison Konieczny Campus Address: FLITE 208 (Please type)	
Liaison Librarian Signature: 	Date Received: 2/7/2017
Dean of FLITE Signature: 	Date Returned: 2/13/17

Based upon our review on 2/10/2017, FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$ Click here to enter text..
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary.

It does not appear that the proposed curricular revision will significantly alter the collection development needs of the College of Pharmacy.

Curriculum Form EF's for New Courses

PHAR 515 PHCS1 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 515 Pharmacy & Health Care System 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	515	3	3		
Title:						Title: Pharmacy & Health Care System 1					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						Covers the health care delivery systems of the United States with comparisons to relevant systems in other parts of the world. Reviews the professional roles of the pharmacist in historical and contemporary practice. The fundamentals of reimbursement models from the governmental and private perspective will be covered; as well as the legal and professional basis for pharmacy practice.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 3

F. Maximum Credit Hours: 3

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

PHAR 515 PHCS1 Form EF Course Information Form (formerly Form E and Form F)

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe the basic role and function of prescription benefit plans including relevant federal (e.g. Medicare, Medicaid) and state plans.	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Examination-formative, case studies
	2.3.2: Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.	2.3: Health and Wellness	Examination-formative, case studies
Describe the basic structure and function of the U.S. health care system, and currently available medication distribution systems.	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Examination-formative, case studies
Describe the different roles and responsibilities of professional and technical personnel in different type of pharmacy operations.	3.3.2: Define clear roles and responsibilities for healthcare team members to optimize outcomes for specific patient care encounters.	3.4: Interprofessional Collaboration	Examination-formative, case studies
Describe the fundamentals of jurisprudence related to the U.S. legal system.	1.1.8: Apply the federal and appropriate state-specific statutes that regulate the practice of pharmacy, along with relevant civil and contract law.	1.1: Foundational Knowledge	Examination-formative
	4.4.2: Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4: Professionalism	Examination-formative
Describe the important laws enacted at the federal and state level that influence the use of prescription and non-prescription drugs in the U.S.	1.1.8: Apply the federal and appropriate state-specific statutes that regulate the practice of pharmacy, along with relevant civil and contract law.	1.1: Foundational Knowledge	Examination-formative, case studies

PHAR 515 PHCS1 Form EF Course Information Form (formerly Form E and Form F)

Describe the process by which prescription and non-prescription drugs are distributed for use in the United States and compare to process used in some other developed countries.	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Examination-formative, case studies
Describe the rationale for the shift in practice from product to patient-centered care.	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examination-formative, case studies
Interpret principles of jurisprudence in the context of exposure to pharmacy practice settings in the experiential.	1.1.8: Apply the federal and appropriate state-specific statutes that regulate the practice of pharmacy, along with relevant civil and contract law.	1.1: Foundational Knowledge	Examination-formative, case studies
List the advantages and disadvantages of relevant health care and drug distribution system for the management of a specific patient (e.g., pediatric, geriatric) or therapeutic problem.	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Examination-formative
List the important historical events and milestones that have contributed to the evolution of pharmacy practice in the U.S.	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Examination-formative, case studies
List the site and patient specific characteristics that dictate the role of the pharmacist in health delivery systems.	2.3.2: Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.	2.3: Health and Wellness	Examination-formative, case studies

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	HOURS
Introduction to the class	1
Academic professionalism	1
Introduction to the US healthcare system and distribution of pharmaceuticals	3
The role of public and private insurers, pharmaceutical industry, and managed care on the pharmaceutical supply chain in the United States	3
Reimbursement for pharmacy services under Medicare, Medicaid and private prescription benefit managers	3
Prescription benefit management and third party administration	6
History of Pharmacy and Introduction to laws relevant to pharmacy practice	3
The pharmaceutical industry and drug approval process	3
Pharmacy as a profession and professional organizations	4
Roles and function of the pharmacist and pharmacy services in contemporary health care systems	14
Research in Medical Practice	2
Exams	2
TOTAL	45

PHAR 516 PHCS2 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 516 Pharmacy & Health Care System 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	516	3	3		
Title:						Title: Pharmacy & Health Care System 2					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
3						3					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						Covers humanistic health outcomes and examines how social, linguistic and cultural factors play a role in pharmacy care. Involves the application of behavioral science principles to provide public education and/or promote public awareness of disease prevention with an eye toward cultural influences and global burden of disease. The course introduces students to the concepts and methods of pharmacoepidemiology. In addition, the principles of bioethics are covered and applied to relevant issues in pharmacy practice to broaden the students understanding of professional behavior. Throughout the course, an emphasis is placed on assessing and interpreting socio-economic and cultural factors and identifying ways to integrate them into the delivery of patient-centered services.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 3

F. Maximum Credit Hours: 3

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

PHAR 516 PHCS2 Form EF Course Information Form (formerly Form E and Form F)

- Standard Letter Grading
- Credit/No Credit

- J. Does the proposed course replace an equivalent course?
- No
 - Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

- K. Term(s) Offered: Spring
- L. Max Section Enrollment:
- Lecture: 160
- Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Assess the health literacy and cultural influences for a patient seeking pharmacy services and appropriately interpret how to adjust delivery of services based on that assessment.	3.4.3: Assess a patient’s health literacy and modify communication strategies to meet the patient’s needs.	3.5: Cultural Sensitivity	Examination-formative, case studies
	3.4.4: Consider cultural issues in all aspects of practice to reduce health disparities.	3.5: Cultural Sensitivity	Examination-formative, case studies
Discuss issues of bias and confounding, and assess validity of the medical evidence.	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examination-formative, case studies
	2.4.2: Develop and provide an evidence-based approach to population health management that considers the cost, care, access, and satisfaction needs of a targeted patient population.	2.4: Population-Based Care	Examination-formative, case studies
Explain how differences in approach to social, cultural, linguistic, political and scientific issues among people can affect behaviors related to disease management and health policy.	3.4.1: Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).	3.5: Cultural Sensitivity	Examination-formative, case studies
	3.4.4: Consider cultural issues in all aspects of practice to reduce health disparities.	3.5: Cultural Sensitivity	Examination-formative, case studies
Identify or critique programs to provide public education and/or promote public awareness of disease prevention and health collaboratively with others.	2.3.1: Design systematic preventative care, using risk assessment, risk reduction, screening, education, and immunizations to improve health and wellness.	2.3: Health and Wellness	Examination-formative, case studies
Identify the general purposes of epidemiologic research and principles of study design.	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examination-formative, case studies

PHAR 516 PHCS2 Form EF Course Information Form (formerly Form E and Form F)

Identify the social, personal and cultural influences on substance abuse in patients and professional colleagues.	2.3.2: Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.	2.3: Health and Wellness	Examination-formative, case studies
Identify the specific programs that a patient would access for indigent care programs given the necessary patient-specific parameters (personal, social, cultural, economic).	4.4.2: Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4: Professionalism	Examination-formative, case studies
Interpret HRQOL information from the primary literature in pharmacy and medicine.	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examination-formative, case studies
Make decisions regarding complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, and ethical issues.	3.4.4: Consider cultural issues in all aspects of practice to reduce health disparities.	3.5: Cultural Sensitivity	Examination-formative, case studies
Outline an array of ethical principles, professional codes of conduct and personal values as part of a systematic decision making process to resolve ethical dilemmas within complex personal, societal, and professional situations.	4.4.2: Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4: Professionalism	Examination-formative, case studies
Outline the important services that can be provided by a pharmacy that are designed to screen, prevent, and/or detect various disease or pathologic conditions.	2.3.1: Design systematic preventative care, using risk assessment, risk reduction, screening, education, and immunizations to improve health and wellness.	2.3: Health and Wellness	Examination-formative, case studies
Search and find an appropriate HRQOL instrument for use in evaluating the impact of a therapeutic intervention.	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examination-formative, case studies
Describe commonly used measures of association between exposure and outcomes.	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examination-formative, case studies

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	HOURS
Introduction to the course	1
Principles of ethical decision making in health care	5
Patient-centered and unique patient dilemmas in ethical decision making (considering ethical, social, legal and cultural influences)	4
Cultural competency and diversity in the provision of contemporary pharmacy services (how social, cultural, linguistic, literacy and political issues influence health behaviors)	6
Public health promotion and disease prevention (behavior modification, screening)	9
Patient reported outcomes and health related quality-of-life (validity and reliability)	6
Introduction to pharmacoepidemiology (study designs, bias/confounding)	5
Interpreting and applying pharmacoepidemiology (sample sizes, hypothesis testing, p-values, health risk measures)	7
Exams (Not including the final exam)	2
TOTAL	45

PHAR 519 Found1 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 519 Foundations of Pharmacotherapy 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	519	3	3		
Title:						Title: Foundations of Pharmacotherapy 1					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						Considers the physicochemical properties of biological molecules, describes bioenergetics, and details enzyme structure, function, kinetics, and regulation. Metabolic pathways involving the various categories of biomolecules (carbohydrates, lipids, and proteins) are covered in depth with emphasis placed upon the interrelationships particularly as they pertain to the human system.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 3

F. Maximum Credit Hours: 3

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

PHAR 519 Found1 Form EF Course Information Form (formerly Form E and Form F)

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe the major enzymatic steps, metabolites, and points of regulation for carbohydrate metabolism (i.e. glycolysis, gluconeogenesis, TCA cycle, pentose phosphate, electron transport, glycogenolysis). Relate medical concepts of carbohydrate metabolism to drugs and drug targets in a patient-specific disease management plan.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Describe the major enzymatic steps, metabolites, and points of regulation for lipid metabolism (i.e. beta oxidation, fatty acid synthesis, triacylglycerol cycling, and cholesterol metabolism). Relate concepts of lipid metabolism to drugs and drug targets in a patient-specific disease management plan.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Analyze and apply information concerning absorption, distribution, metabolism, and excretion on the role of a drug for developing a patient-specific treatment plan.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physico-chemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Describe how physicochemical properties of a drug, including solubility, ionization, buffering, and salts impact absorption and distribution.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physico-chemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Describe the chemical properties of a drug, including bioisosteres and pharmacophores to analyze drug structure activity relationships.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physico-chemical properties, structure-	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies

PHAR 519 Found1 Form EF Course Information Form (formerly Form E and Form F)

	activity relationships, receptor binding, and metabolism to therapeutic decision making.		
List the important structural properties of proteins and apply enzyme kinetics principles to drug metabolism.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physico-chemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Describe and apply the enzymatic mechanisms involved in drug metabolism.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	HOURS
Properties of Water, Acids, Bases, and Buffers	2
Amino Acids	1
Characteristics of Peptide Bonds	1
Proteins and Levels of Protein Organization	2
Fibrous and Globular Proteins	1
Models of Protein and Enzyme Function	1
Enzyme Mechanisms	2
Enzyme Kinetics	2
Lipid Classifications	1
Lipid Aggregation	1
Carbohydrates Classifications	1
Glycoproteins	1
Thermodynamic Principles and Equilibria	1
Introduction to Metabolic Pathways	1
Carbohydrate Metabolism- Glycolysis and the cori cycle, glycogen metabolism	7
Aerobic Metabolism - Citric Acid Cycle, Electron Transport and Oxidative Phosphorylation	6
Lipid Metabolism - Lipid digestion, absorption, and transport, beta-oxidation, ketone bodies, lipid biosynthesis (cholesterol synthesis, prostaglandin synthesis and functions, leukotriene synthesis and functions)	7
Amino Acid Metabolism – Transamination, urea cycle, amino acid breakdown and gluconeogenesis, biosynthesis from amino acid precursors	4
Exams	3
TOTAL	45

PHAR 520 Found2 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 520 Foundations of Pharmacotherapy 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	520	3	3		
Title:						Title: Foundations of Pharmacotherapy 2					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						Considers extracellular and intracellular signaling (autocrine, paracrine, and endocrine systems). Considers cholinergic, dopaminergic, hallucinogenic, sympathomimetic, sedative-hypnotic, Considers replication, transcription and translation of genetic material. The scientific fundamentals of recombinant drugs (e.g. monoclonal antibodies, RNAi drugs), pharmacogenetics, and pharmacogenomics in clinical practice and outcomes on patient care are also considered.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 3

F. Maximum Credit Hours: 3

G. Hours may be repeated for additional credit: No

No

PHAR 520 Found2 Form EF Course Information Form (formerly Form E and Form F)

Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
 Graduate
 Professional

I. Grade Method:

- Standard Letter Grading
 Credit/No Credit

J. Does the proposed course replace an equivalent course?

- No
 Yes – If yes, enter equivalent course:

Course Prefix, Number – Course Title

K. Term(s) Offered: Spring

L. Max Section Enrollment:

Lecture: 160
 Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe the metabolic pathways for lipid signaling molecules and predict the pathological consequences of blockages in these pathways.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Describe the processes involved in replication, transcription, and translation of genetic information.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Describe the synthesis of neurotransmitters and their role in neurotransmission.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Predict and interpret the role of pharmacogenetics and pharmacogenomics interactions on patient-specific drug treatments.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Analyze and interpret the role of extracellular and intracellular receptors in binding of drugs and pharmacodynamic action.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physio-chemical properties,	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies

PHAR 520 Found2 Form EF Course Information Form (formerly Form E and Form F)

	structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.		
Describe the role of intracellular and extracellular receptors in binding of drugs and pharmacodynamic action.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physio-chemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Describe the role of recombinant technology and the role that monoclonal antibodies play as targeted therapeutic agents.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physio-chemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Describe the synthesis of neurotransmitters and their role in neurotransmission.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physio-chemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Predict and interpret the role of pharmacogenetics and pharmacogenomics interactions on patient-specific drug treatments.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physio-chemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Describe the metabolic pathways for lipid signaling molecules and predict the pathological consequences of blockages in these pathways.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies
Predict and interpret the role of pharmacogenetics and pharmacogenomics interactions on patient-specific drug treatments.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies

Course Outline including Time Allocation (proposed): (See table below)

TOPIC	HOURS
Extracellular receptors-G protein-coupled receptors, tyrosine kinase-based signaling, phosphoinositide cascade, ion channels and their role in drug binding and drug action	5
Drug receptor theories (rate, occupational)	2
Dose response curves (experimental design, variability): case-based learning examples	3
Arachidonate synthesis and introduction to signaling molecules	2
Steroid hormone synthesis and introduction to signaling molecules	2
Synthesis of neurotransmitters and important drug targets	2
Neurotransmitter receptors	2
Toxicology and introduction to toxidromes-anticholinergic, dopaminergic, hallucinogenic, sympathomimetic, sedative-hypnotic, serotonergic, cholinergic: case-based learning examples	3
Nucleotide metabolism	1
DNA replication	1
DNA Repair (homologous recombination)	1
RNA transcription	1
Amino acid synthesis (selected medically-relevant examples): case-based learning examples	1
Peptide Translation	2
Introduction to Drug Discovery Process	1
Introduction to monoclonal antibodies and drug action	4
Pharmacogenetics and pharmacogenomics drug interactions and outcomes on personalized therapy; case-based learning examples	8
Exams	3
TOTAL	45

PHAR 523 DFB Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 523 Dosage Forms and Biopharmaceutics

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	523	4	4		
Title:						Title: Dosage Forms and Biopharmaceutics					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						4					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will cover the physicochemical properties of drugs, excipients and dosage forms. Physicochemical properties including drug dissolution, drug partitioning, ionic equilibria, and rheology will be related primarily to sterile and non-sterile solution and suspension dosage forms. The manufacturing/compounding and quality attributes of each type of dosage form will also be covered. Biopharmaceutics and pharmacokinetic principles will be introduced as they become relevant.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – If yes, enter equivalent course:

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Evaluate the potential risk for drugs to interact and determine the pharmacokinetic mechanism for a given drug interaction.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz
Differentiate between linear and non-linear pharmacokinetics and calculate non-linear, dose-dependent pharmacokinetic parameters.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz, Calculation
Select the appropriate pharmacokinetic model and calculate pharmacokinetics parameters for a given drug and route of administration	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz, Calculation
Describe how first pass effect, route of administration and physical form of the dosage form influence how much drug may reach the systemic circulation.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz, Calculation
Describe how the physicochemical properties of the drug influence drug release from a dosage form and absorption.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz
Describe manufacturing methods of non-sterile and sterile products.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz

Describe optimal storage of commercial dosage forms.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz, Calculation
Describe unique administration issues associated with different types of dosage forms (extended release, transdermal, Do Not Crush, etc.)	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz, Calculation
Interpret how pharmacokinetic parameters influence a drug's behavior in the body.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz
List common excipients and describe their potential issues in pharmaceutical dosage forms.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz
Select the best route of administration and dosage form combination for a given patient population.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Topic	Hrs
Introduction to Dosage Forms	6
Solubility, Dissolution and Partitioning	6
Absorption of Drugs - Physiological/Routes	2
Introduction to Biopharmaceutics/Pharmacokinetics	9
Formulation Factors/Dosage Form Design	3
Kinetics of Drug Degradation	3
Physical Forms of Common Dosage Forms	6
Parenteral Drug Delivery	11
Intravenous Bolus One Compartment Model	6
Nasal Drug Delivery	3
Intravenous Infusion Model	2
Exams	3
Total Hours	60

PHAR 524 DFP Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 524 Dosage Forms and Pharmacokinetics

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	524	4	4		
Title:						Title: Dosage Forms and Pharmacokinetics					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						4					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will cover the application of physicochemical properties to pharmaceutical dosage forms and drug delivery. Formulation, biopharmaceutical and pharmacokinetic principles of dosage forms used to deliver drugs oral, rectal, vaginal, intrauterine, ophthalmic, topical and pulmonary routes will be discussed. The manufacturing/compounding and quality attributes of each type of dosage form will also be covered. Pharmacokinetic principles and models introduced in this course will be built on to include more advanced principles and models.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate

PHAR 524 DFP Form EF Course Information Form (formerly Form E and Form F)

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Spring

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Evaluate the potential risk for drugs to interact and determine the pharmacokinetic mechanism for a given drug interaction.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz
Differentiate between linear and nonlinear pharmacokinetics and calculate non-linear, dose-dependent pharmacokinetic parameters.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz, Calculation
Select the appropriate pharmacokinetic model and calculate pharmacokinetics parameters for a given drug and route of administration	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz, Calculation
Describe how first pass effect, route of administration and physical form of the dosage form influence how much drug may reach the systemic circulation.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz, Calculation
Describe how the physicochemical properties of the drug influence drug release from a dosage form and absorption.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz
Describe manufacturing methods of non-sterile and sterile products.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz

PHAR 524 DFP Form EF Course Information Form (formerly Form E and Form F)

Describe optimal storage of commercial dosage forms.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz
Describe unique administration issues associated with different types of dosage forms (extended release, transdermal, Do Not Crush, etc.)	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz
Interpret how pharmacokinetic parameters influence a drug's behavior in the body.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz
List common excipients and describe their potential issues in pharmaceutical dosage forms.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz
Select the best route of administration and dosage form combination for a given patient population.	1.1.6: Describe the physicochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case studies, Quiz

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 4 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (60 hours, assuming 4 contact hours per week, Percentages (100 percent)

Topic	Hrs
Oral Drug Delivery	20
Pharmacokinetics of Drug Elimination	3
Rectal Drug Delivery	1
Vaginal/Intrauterine Drug Delivery	1
Percutaneous Drug Delivery	3
Ophthalmic Drug Delivery	2
Pulmonary Drug Delivery	3
"Topical" Drug Delivery	1
Drug Delivery Devices	2
Emerging Drug Delivery Technologies	1
Plasma Protein Binding	2
Intravenous Bolus Multiple Dosing Model	3
Intravenous Bolus Multiple Intermittent IV Infusion	3
Extravascular Single Dose Model	3
Extravascular Multiple Dose Model	2
Nonlinear Pharmacokinetics	2
Intravenous-Bolus 2 Compartment Model	3
Pharmacokinetics of Drug Distribution	2
Exams	3
Total Hours	60

PHAR 531 OTC Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 531 Over-the-Counter Pharmacotherapy

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	531	3	3		
Title:						Title: Over-the-Counter Pharmacotherapy					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will serve as an introduction to non-prescription medications, dietary supplements, home testing and monitoring devices, and their use in self-care and/or remedies to common illnesses. Students will begin to recognize differences in patient's clinical needs as well as how to determine whether a patient is appropriate for self-care approaches. By the end of the course, students will be able to assist patients in determining a reasonable therapeutic plan related to self-care.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 3

F. Maximum Credit Hours: 3

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

PHAR 531 OTC Form EF Course Information Form (formerly Form E and Form F)

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

- No
- Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Spring

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Identify and describe the relevant etiology, pathophysiology, and clinical presentation associated with selected human diseases using appropriate scientific and medical terminology.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative
Identify the chemical and pharmacological class to which a medication belongs and outline and prioritize pharmacologic similarities and differences for inter- and intra-class medication selection as it pertains to a specific patient.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physico-chemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative
Identify and interpret appropriate laboratory parameters used to assess and monitor selected human disease and/or the efficacy and toxicity of a pharmacotherapeutic regimen.	1.1.4: Apply the clinical laboratory data to disease state management, including screening, diagnosis, progression, and treatment evaluation.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative
Develop an evidence-based pharmacotherapeutic plan for the treatment and monitoring of the disease states discussed in the course, accounting for any specific patient factors.	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative
	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative
Develop strategies for patient counseling regarding the necessary and relevant information that pertains to a	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and	3.6: Communication	Examinations-formative,

PHAR 531 OTC Form EF Course Information Form (formerly Form E and Form F)

patient's medications and/or health conditions using appropriate patient-friendly terminology.	written form commensurate with professional practice setting.		Examination-summative
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Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	HOURS
Introduction, law related to over-the-counter and non-prescription products	2
GI-related medications/conditions	4
Medical devices	3
Smoking cessation	3
Pain and sports medicine	4
Insomnia, drowsiness, fatigue, and OTC drugs of abuse	2
Genital, anal, menstrual, and reproductive medications	3
Complimentary and integrative medicine	8
Otics and ophthalmics	2
Respiratory	2
Dermatologic	5
Clinical process case review	3
Exams	4
TOTAL	45

PHAR 587 PCL1 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 587 Pharmacy Skills and Patient Care Lab 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	587	4	2	2	
Title:						Title: Pharmacy Skills and Patient Care Lab 1					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
3						3					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will provide students an opportunity to develop foundational skills necessary for modern practice as a pharmacist. Students will be introduced to non-sterile compounding, clinical calculations, and basic physical assessment. An overview of the JCPP Patient Care Process, with emphasis on the communication-focused aspects of the process, will take place. The course will focus on community pharmacy practice and will involve discussion of the top 200 prescription medications.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 3

F. Maximum Credit Hours: 3

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

PHAR 587 PCL1 Form EF Course Information Form (formerly Form E and Form F)

J. Does the proposed course replace an equivalent course?

No

Yes – If yes, enter equivalent course:

K. Term(s) Offered: Fall

L. Max Section Enrollment:

Lecture:

Lab: 36

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Calculate dosages, drug regimens, and other calculations necessary for contemporary pharmacy practice.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination - formative, Examination - summative, Calculation
Prepare and dispense medications and non-sterile compounds accurately and safely	1.1.7: Prepare sterile and non-sterile prescriptions that are pharmaceutically accurate regarding drug product and dose, free from contamination, and appropriately formulated for patient use.	1.1: Foundational Knowledge	In class exercises and/or OSCE
Interpret basic federal and state rules and regulations that influence pharmacy practice.	1.1.8: Apply the federal and appropriate state-specific statutes that regulate the practice of pharmacy, along with relevant civil and contract law.	1.1: Foundational Knowledge	Examinations-formative, Examinations-summative, OSCE-summative
Describe practical characteristics of common medications relevant to outpatient pharmacy practice	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examinations-formative, Examinations-summative
Obtain relevant objective and subjective information about a patient using basic physical assessment and other appropriate testing/monitoring	2.1.1: Collect subjective and objective evidence (including socioeconomic, cultural) related to patient, medications, allergies/adverse reactions, and disease.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Simulation, OSCE-summative
Document elements of a patient encounter in a health record	2.1.7: Document patient care related activities.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Written assignment, Simulation, OSCE - summative
Describe the roles and responsibilities of pharmacists in community and ambulatory care pharmacy settings.	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Examinations-formative, Examinations-summative
Prepare and dispense medications and non-sterile compounds accurately and safely	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Simulation, OSCE-summative
Identify and effectively use pharmacy-related drug information resources	2.2.2: Utilize informatics to optimize the medication use system.	2.2: Medication System Use	Simulation, OSCE-summative

PHAR 587 PCL1 Form EF Course Information Form (formerly Form E and Form F)

Constructively evaluate written and/or oral communication of a peer	3.2.6: Deliver and obtain feedback to assess learning and promote goal setting and goal attainment for the intended audience.	3.2: Education	Simulation
Obtain appropriate information from a patient relevant to a medical encounter	3.5.1: Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.	3.6: Communication	Simulation, OSCE-summative
Demonstrate effective counseling techniques to a variety of patient populations	3.5.2: Actively listen and ask appropriate open and closed-ended questions to gather information.	3.6: Communication	Simulation, OSCE-summative
	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Simulation, OSCE-summative
Construct a verbal and/or written recommendation to a health care professional	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Written assignment, Simulation, OSCE - summative
Develop a personal development plan associated with learning styles, personality types, and conflict management strategies	4.1.2: Identify, create, implement, evaluate and modify plans for personal and professional development for the purpose of individual growth.	4.1: Self-Awareness	Reflection
Display professionalism at all times	4.4.1: Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.	4.4: Professionalism	Direct observations, OSCE-summative

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
1	Collect information to identify a patient's medication related problems and health-related needs.	Direct Supervision (Simulation)
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
14	Fulfill a medication order.	Direct Supervision (Simulation)

Course Outline including Time Allocation:

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent) ***Table below will be simplified in final drafting of the Form E for submission; more expansive detail exists here for internal discussion of laboratory content.***

Week	Lecture 1 (1 hour)	Lab (2 hours)	Lecture 2 (1 hour)
1	Intro - Communication in Pharmacy/Personality Styles	Communication Intro Lab - Personality	Conflict Management and learning styles
2	Labor Day	Conflict and Learning Styles Lab	StrengthsFinder
3	What do RPh do in the community (integrate with HCUS community pharmacy topics?)	Drug Info Lab 1	Calc lecture 1
4	Calc lecture 2	Drug Info Lab 2 (Pharmacy Day at the Capitol - Arrangements PRN)	Calc lecture 3
5	Nonsterile compounding lecture 1/top 50 drugs	Prescription processing/Nonsterile compounding 1	Calc lecture 4
6	Nonsterile compounding lecture 2/top 50 drugs	Nonsterile compounding 2	Calc lecture 5
7	Nonsterile compounding lecture 3/top 50 drugs	Nonsterile compounding 3	Calc Lecture 6
8	Nonsterile compounding lecture 4/top 50 drugs	Nonsterile compounding 4	Calc Exam 1
9	Patient care process/health histories	Health history lab	Calc Lecture 7
10	Medication histories	Med history lab	Calc Lecture 8
11	Physical assessment basics (BP, pulse, RR)	Health/med history + physical assessment basics	Clinical recommendations/communicating with other HCP (intro to interprofessionalism)
12	SOAP notes, clinical documentation	Documentation lab/written recommendations/MTM forms-process	Calc Lecture 9
13	Patient counseling/OBRA '90 general	OBRA '90 counseling lab 1	Community pharmacy law - noncontrolled substances
14	Patient counseling/sensitive topics	OBRA '90 counseling lab 2	Community pharmacy law - controlled substances
15	Motivational interviewing	OSCE - nonsterile compounding + communication	Motivational interviewing active learning cases
Finals	Calc final (exam 2)/general lab final/including checking prescriptions electronically		

PHAR 588 PCL2 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 588 Pharmacy Skills and Patient Care Lab 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	588	3	1	2	
Title:						Title: Pharmacy Skills and Patient Care Lab 2					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will provide students an opportunity to develop foundational skills necessary for modern practice as a pharmacist. Students will be introduced to sterile compounding, clinical calculations, and basic physical assessment. An overview of the JCPP Patient Care Process, with emphasis on the documentation-focused aspects of the process, will take place. The course will focus on health system pharmacy practice and will involve discussion of the top 200 prescription medications.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 2

F. Maximum Credit Hours: 2

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

PHAR 588 PCL2 Form EF Course Information Form (formerly Form E and Form F)

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

- No
- Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Spring

L. Max Section Enrollment:

Lecture:
Lab: 36

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Calculate dosages, drug regimens, and other calculations necessary for contemporary pharmacy practice.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Calculation
Prepare and dispense medications and non-sterile compounds accurately and safely	1.1.7: Prepare sterile and non-sterile prescriptions that are pharmaceutically accurate regarding drug product and dose, free from contamination, and appropriately formulated for patient use.	1.1: Foundational Knowledge	Simulation, OSCE-summative
	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Simulation, OSCE-summative
Interpret basic federal and state rules and regulations that influence pharmacy practice.	1.1.8: Apply the federal and appropriate state-specific statutes that regulate the practice of pharmacy, along with relevant civil and contract law.	1.1: Foundational Knowledge	Examinations-formative, Examinations-summative, OSCE-summative
Describe practical characteristics of common medications relevant to outpatient pharmacy practice	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examination-formative, Examination-summative
Obtain relevant objective and subjective information about a patient using basic physical assessment and other appropriate testing/monitoring	2.1.1: Collect subjective and objective evidence (including socioeconomic, cultural) related to patient, medications, allergies/adverse reactions, and disease.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Simulation, OSCE-summative
Document elements of a patient encounter in a health record	2.1.7: Document patient care related activities.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Written assignment, Simulation, OSCE - summative

PHAR 588 PCL2 Form EF Course Information Form (formerly Form E and Form F)

Describe the roles and responsibilities of pharmacists in community and ambulatory care pharmacy settings.	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Examination-formative, Examination-summative
Identify and effectively use pharmacy-related drug information resources	2.2.2: Utilize informatics to optimize the medication use system.	2.2: Medication System Use	Simulation, OSCE-summative
Identify and effectively use pharmacy-related technology resources	2.2.3: Utilize human, financial, and physical resources to optimize the medication use system.	2.2: Medication System Use	Simulation, OSCE-summative
	3.5.3: Use available technology and other media to effectively communicate and document.	3.6: Communication	Simulation, OSCE-summative
Describe procedures for identifying, preventing and evaluating medication related problems and medication errors.	2.2.4: Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.	2.2: Medication System Use	Examination-formative, Examination-summative
Develop a presentation to effectively communicate drug and/or device information to the appropriate audience	3.2.2: Develop or select the most effective techniques/strategies to achieve learning objectives.	3.2: Education	Presentation
Constructively evaluate written and/or oral communication of a peer	3.2.6: Deliver and obtain feedback to assess learning and promote goal setting and goal attainment for the intended audience.	3.2: Education	Simulation
Obtain appropriate information from a patient relevant to a medical encounter	3.5.1: Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.	3.6: Communication	Simulation, OSCE-summative
	3.5.2: Actively listen and ask appropriate open and closed-ended questions to gather information.	3.6: Communication	Simulation, OSCE-summative
	3.5.4: Use effective interpersonal skills to establish rapport and build trusting relationships.	3.6: Communication	Simulation, OSCE-summative
Demonstrate effective counseling techniques to a variety of patient populations	3.5.2: Actively listen and ask appropriate open and closed-ended questions to gather information.	3.6: Communication	Simulation, OSCE-summative
	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Simulation, OSCE-summative
Construct a verbal and/or written recommendation to a health care professional	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Written assignment, Simulation, OSCE - summative
Display professionalism at all times	4.4.1: Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.	4.4: Professionalism	Direct observations, OSCE-summative

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
1	Collect information to identify a patient's medication related problems and health-related needs.	Direct Supervision (Simulation)
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
14	Fulfill a medication order.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent) ***Table below will be simplified in final drafting of the Form E for submission; more expansive detail exists here for internal discussion of laboratory content.***

PHAR 588 PCL2 Form EF Course Information Form (formerly Form E and Form F)

Week	Lecture (1 hour)	Lab (2 hours)
1	Professional presentations/learning objectives/citing sources - OTC presentation	Citations, learning objectives, presentation drafting/drug information
2	Physical assessment part 2: height/weight/glucose, review BP/HR/RR (online Ted talk length review prework video - given MLK day)	Physical assessment lab
3	EBM 101/drug lit (top 200 cont.)	OTC presentations
4	What do hospital RPh do (top 200 cont.)	Intro to sterile compounding (no hood required)
5	USP797-Environmental Controls (top 200 cont.)	Sterile compounding in hood
6	USP797- Regulatory considerations (top 200 cont.)	Sterile compounding in hood
7	IV calculation review (former calc lecture 10) (top 200 cont.)	Sterile compounding
8	Diluent compatibility (top 200 cont.)	Sterile compounding
9	Hazardous Medication USP800 (top 200 cont.)	Biological safety cabinet, Closed transfer devices
10	P&T process (top 200 cont.)	Mock P&T (assume aligning this week with Easter break)
11	Nutrition (former calc lecture 11) (top 200 cont.)	Sterile compounding
12	Health System Technology (top 200 cont.)	Med rec lab
13	Intro to Medical Record (top 200 cont.)	Paper chart navigation
14	Med safety - Mary Burkhardt (ensure coordination with pharm ad coursework)	Lab practical
15	Med safety active learning cases/Medwatch/VAERS	OSCE
Finals	Lab written final exam	

PHAR 593 CIPPE Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 593 Medication Distribution Community IPPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	593	40			
Title:						Title: Medication Distribution Community IPPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						The Medication Distribution Community Introductory Pharmacy Practice Experience course is designed to integrate skills learned in the classroom with foundational medication use process functions of a community pharmacist. This includes dispensing, interpersonal communication, calculations and application of non-prescription medicines and self-care. Students will begin to apply standards, guidelines, best practices, and established processes for safe and effective medication use in the community setting. It is expected that this introductory course will begin to prepare the student with the foundational elements necessary to practice patient-centered pharmacy care in the community setting.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See Below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See Below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 2

F. Maximum Credit Hours: 2

G. Hours may be repeated for additional credit: No

No

Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

Undergraduate

Graduate

Professional

I. Grade Method:

PHAR 593 CIPPE Form EF Course Information Form (formerly Form E and Form F)

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

- No
- Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall, Spring, Summer

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan

Course Outcomes	Programmatic Ability-Based Outcomes	ACPE Educational Standards	Means of Assessment
Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Rubric; Direct Observation
Utilize informatics to optimize the medication use system.	2.2.2: Utilize informatics to optimize the medication use system.	2.2: Medication System Use	Rubric; Direct Observation
Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.	2.2.4: Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.	2.2: Medication System Use	Rubric; Direct Observation
Utilize continuous quality improvement techniques in the medication use process.	2.2.5: Utilize continuous quality improvement techniques in the medication use process.	2.2: Medication System Use	Rubric; Direct Observation
Self-assess understanding and abilities and engage in help seeking behaviors and adapt learning strategies accordingly.	4.1.1: Self-assess understanding and abilities and engage in help seeking behaviors and adapt learning strategies accordingly.	4.1: Self-Awareness	Rubric; Direct Observation
Demonstrate engagement, confidence, self-direction, ownership, flexibility, and accountability in all learning and professional situations.	4.1.3: Demonstrate engagement, confidence, self-direction, ownership, flexibility, and accountability in all learning and professional situations.	4.1: Self-Awareness	Rubric; Direct Observation
Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.	4.4.1: Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.	4.4: Professionalism	Rubric; Direct Observation
Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4.2: Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4: Professionalism	Rubric; Direct Observation

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
13	Oversee the pharmacy operations for an assigned work shift.	Direct Supervision
14	Fulfill a medication order.	Direct Supervision

Course Outline:

Topic	Time (Hrs)
Experiential rotation placement (40 hours per week)	120

PHAR 619 INTPH1 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 619 Integrated Pharmacotherapy 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	619	5	3	2	
Title:						Title: Integrated Pharmacotherapy 1					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						4		PHAR 520			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will consist of extensive discussion of the pathophysiology, pharmacology, medicinal chemistry, and therapeutics associated with commonly encountered disease states so that students can design and manage drug-related care plans for patients with those disease states. Emphasis will be placed on development of a clinical understanding of the disease process, the role of pharmacological intervention in the patient-specific and/or population-based disease management plan and the development of an appropriate therapeutic regimen.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit: No

No

Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

Undergraduate

Graduate

Professional

I. Grade Method:

Standard Letter Grading

PHAR 619 INTPHTH1 Form EF Course Information Form (formerly Form E and Form F)

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – If yes, enter equivalent course:

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe and apply appropriate pharmacokinetic principles and parameters in the design of a pharmacotherapeutic regimen.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case Studies (periodic)
Develop an evidence-based pharmacotherapeutic plan for the treatment and monitoring of the disease states discussed in the course, accounting for any specific patient factors.	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Effectively counsel a patient regarding the necessary and relevant information that pertains to a patient's medications and/or health conditions using appropriate patient-friendly terminology.	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Presentation, Simulation, OSCEs- formative, OSCEs-summative (periodic)
Identify and describe the relevant etiology, pathophysiology, and clinical presentation associated with selected human diseases using appropriate scientific and medical terminology.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Identify and interpret appropriate laboratory parameters used to assess and monitor selected human disease and/or the efficacy and toxicity of a pharmacotherapeutic regimen.	1.1.4: Apply the clinical laboratory data to disease state management, including screening, diagnosis, progression, and treatment evaluation.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

PHAR 619 INTPHTH1 Form EF Course Information Form (formerly Form E and Form F)

Identify the chemical and pharmacological class to which a medication belongs and outline and prioritize pharmacologic similarities and differences for inter- and intra-class medication selection as it pertains to a specific patient.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physiochemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Predict, prevent or eliminate drug-drug interactions, drug-food interactions, drug interactions/implications with complementary and integrative medicine, and drug side effects and toxicities by applying knowledge of pharmacology, pharmacokinetics and structural properties.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Direct Supervision (Simulation)
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision (Simulation)
5	Follow-up and monitor a care plan.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
12	Use evidence-based information to advance patient care.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	LECTURE	LAB
Cardiovascular pathophysiology	2	
Cardiovascular drug action	22	2
Intro to lab, review SOAP, patient counseling, motivational interviewing, other basic communication concepts		2
Introduction to the electronic health record		4
BP, HR, RR, edema		2
Pathophysiology and pharmacotherapy of hypertension	3	4
Pathophysiology and pharmacotherapy of hyperlipidemia	1	2
Heart/lung sounds, EKGs		2
POCT - cholestech/INR		2
Pathophysiology of ACS, stroke, arrhythmias and heart failure	2	2
Skill review, OSCE, case studies, landmark literature	3	4
Exams	9	
Open (2 labs due to Labor Day)	3	4
TOTAL	45	30

PHAR 620 INTPH2 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 620 Integrated Pharmacotherapy 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	620	5	3	2	
Title:						Title: Integrated Pharmacotherapy 2					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						4		PHAR 520			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will consist of extensive discussion of the pathophysiology, pharmacology, medicinal chemistry, and therapeutics associated with commonly encountered disease states so that students can design and manage drug-related care plans for patients with those disease states. Emphasis will be placed on development of a clinical understanding of the disease process, the role of pharmacological intervention in the patient-specific and/or population-based disease management plan and the development of an appropriate therapeutic regimen.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

PHAR 620 INTPHTH2 Form EF Course Information Form (formerly Form E and Form F)

J. Does the proposed course replace an equivalent course?

No

Yes – If yes, enter equivalent course:

K. Term(s) Offered: Fall

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date: _____

Academic Affairs Approval Signature & Date: _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADEL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe and apply appropriate pharmacokinetic principles and parameters in the design of a pharmacotherapeutic regimen.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case Studies (periodic)
Develop an evidence-based pharmacotherapeutic plan for the treatment and monitoring of the disease states discussed in the course, accounting for any specific patient factors.	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Effectively counsel a patient regarding the necessary and relevant information that pertains to a patient's medications and/or health conditions using appropriate patient-friendly terminology.	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Presentation, Simulation, OSCEs- formative, OSCEs-summative (periodic)
Identify and describe the relevant etiology, pathophysiology, and clinical presentation associated with selected human diseases using appropriate scientific and medical terminology.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Identify and interpret appropriate laboratory parameters used to assess and monitor selected human disease and/or the efficacy and toxicity of a pharmacotherapeutic regimen.	1.1.4: Apply the clinical laboratory data to disease state management, including screening, diagnosis, progression, and treatment evaluation.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

PHAR 620 INTPHTH2 Form EF Course Information Form (formerly Form E and Form F)

Identify the chemical and pharmacological class to which a medication belongs and outline and prioritize pharmacologic similarities and differences for inter- and intra-class medication selection as it pertains to a specific patient.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physicochemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Predict, prevent or eliminate drug-drug interactions, drug-food interactions, drug interactions/implications with complementary and integrative medicine, and drug side effects and toxicities by applying knowledge of pharmacology, pharmacokinetics and structural properties.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Direct Supervision (Simulation)
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision (Simulation)
5	Follow-up and monitor a care plan.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
12	Use evidence-based information to advance patient care.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	LECTURE	LAB
Cardiovascular drug action	8	
Stress tests, caths, stents, echos, CABGs		2
EKG, AICDs, pacemakers, ACLS background		2
BLS review, FAST Stroke assessment		2
ACS/angina and Stroke therapeutics	2	2
Congestive Heart Failure therapeutics	2	2
IPE comp		2
Atrial fibrillation therapeutics	2	2
Pathophysiology of venous thromboembolism	2	
DVT/PE therapeutics	2	2
Pathophysiology of respiratory diseases (including pulmonary hypertension)	4	
Inhalers, peak flow, nebulizers, spacers		2
Respiratory drug action	7	
Smoking cessation		2
Oxygen delivery, Bipap, obstructive sleep apnea; steroid tapering		2
Heart/lung/EKG		2
Pulmonary hypertension	1	
Skill review, OSCE, case studies, landmark literature	3	6
Exams	9	
Open	3	
TOTAL	45	30

PHAR 621 INTPH3 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 621 Integrated Pharmacotherapy 3

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	621	5	3	2	
Title:						Title: Integrated Pharmacotherapy 3					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
4		PHAR 520				4		PHAR 520			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will consist of extensive discussion of the pathophysiology, pharmacology, medicinal chemistry, and therapeutics associated with commonly encountered disease states so that students can design and manage drug-related care plans for patients with those disease states. Emphasis will be placed on development of a clinical understanding of the disease process, the role of pharmacological intervention in the patient-specific and/or population-based disease management plan and the development of an appropriate therapeutic regimen.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit: No

No

Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

Undergraduate

Graduate

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

PHAR 621 INTPH3 Form EF Course Information Form (formerly Form E and Form F)

No

Yes – If yes, enter equivalent course:

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe and apply appropriate pharmacokinetic principles and parameters in the design of a pharmacotherapeutic regimen.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case Studies (periodic)
Develop an evidence-based pharmacotherapeutic plan for the treatment and monitoring of the disease states discussed in the course, accounting for any specific patient factors.	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Effectively counsel a patient regarding the necessary and relevant information that pertains to a patient's medications and/or health conditions using appropriate patient-friendly terminology.	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Presentation, Simulation, OSCEs- formative, OSCEs-summative (periodic)
Identify and describe the relevant etiology, pathophysiology, and clinical presentation associated with selected human diseases using appropriate scientific and medical terminology.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Identify and interpret appropriate laboratory parameters used to assess and monitor selected human disease and/or the efficacy and toxicity of a pharmacotherapeutic regimen.	1.1.4: Apply the clinical laboratory data to disease state management, including screening, diagnosis, progression, and treatment evaluation.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

PHAR 621 INTPHTH3 Form EF Course Information Form (formerly Form E and Form F)

Identify the chemical and pharmacological class to which a medication belongs and outline and prioritize pharmacologic similarities and differences for inter- and intra-class medication selection as it pertains to a specific patient.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physicochemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Predict, prevent or eliminate drug-drug interactions, drug-food interactions, drug interactions/implications with complementary and integrative medicine, and drug side effects and toxicities by applying knowledge of pharmacology, pharmacokinetics and structural properties.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Direct Supervision (Simulation)
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision (Simulation)
5	Follow-up and monitor a care plan.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
12	Use evidence-based information to advance patient care.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	LECTURE	LAB
COPD and asthma therapeutics	3	2
Pre-OSCE mock patient encounter topic wrap-up/review		2
Respiratory drug action	2	
Allergic rhinitis and cough and cold therapeutics	1	2
Pathophysiology of diabetes and complications	4	
Diabetes drug action	7	4
Insulin dosing, SubQ injections, monofilament		2
Insulin pumps/carb counting		2
Diabetes Therapeutics	6	6
Pathophysiology of thyroid disorders	1	
Thyroid drug action	2	
Thyroid Therapeutics		2
Glucometers/A1C		2
Dermatology pathophysiology	1	
Dermatology drug action	1	
Dermatology therapeutics	1	2
Exams	6	
Open (3 lectures/2 labs due to Thanksgiving break)	10	4
TOTAL	45	30

PHAR 622 INTPH4 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 622 Integrated Pharmacotherapy 4

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	622	5	3	2	
Title:						Title: Integrated Pharmacotherapy 4					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
4		PHAR 621				4		PHAR 621			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will consist of extensive discussion of the pathophysiology, pharmacology, medicinal chemistry, and therapeutics associated with commonly encountered disease states so that students can design and manage drug-related care plans for patients with those disease states. Emphasis will be placed on development of a clinical understanding of the disease process, the role of pharmacological intervention in the patient-specific and/or population-based disease management plan and the development of an appropriate therapeutic regimen.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

PHAR 622 INTPHTH4 Form EF Course Information Form (formerly Form E and Form F)

No

Yes – If yes, enter equivalent course:

Course Prefix, Number – Course Title

K. Term(s) Offered: Spring

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe and apply appropriate pharmacokinetic principles and parameters in the design of a pharmacotherapeutic regimen.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case Studies (periodic)
Develop an evidence-based pharmacotherapeutic plan for the treatment and monitoring of the disease states discussed in the course, accounting for any specific patient factors.	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Effectively counsel a patient regarding the necessary and relevant information that pertains to a patient's medications and/or health conditions using appropriate patient-friendly terminology.	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Presentation, Simulation, OSCEs- formative, OSCEs-summative (periodic)
Identify and describe the relevant etiology, pathophysiology, and clinical presentation associated with selected human diseases using appropriate scientific and medical terminology.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Identify and interpret appropriate laboratory parameters used to assess and monitor selected human disease and/or the efficacy and toxicity of a pharmacotherapeutic regimen.	1.1.4: Apply the clinical laboratory data to disease state management, including screening, diagnosis, progression, and treatment evaluation.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

PHAR 622 INTPH4 Form EF Course Information Form (formerly Form E and Form F)

Identify the chemical and pharmacological class to which a medication belongs and outline and prioritize pharmacologic similarities and differences for inter- and intra-class medication selection as it pertains to a specific patient.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physicochemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Apply the structure, function and properties of microorganisms (i.e. bacteria, viruses, parasites and fungi) responsible for human disease, and design rational approaches to their containment or eradication.	1.1.9: Apply the structure, function and properties of microorganisms (i.e. bacteria, viruses, parasites and fungi) responsible for human disease, and design rational approaches to their containment or eradication.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Predict, prevent or eliminate drug-drug interactions, drug-food interactions, drug interactions/implications with complementary and integrative medicine, and drug side effects and toxicities by applying knowledge of pharmacology, pharmacokinetics and structural properties.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Direct Supervision (Simulation)
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision (Simulation)
5	Follow-up and monitor a care plan.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
12	Use evidence-based information to advance patient care.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	LECTURE	LAB
Principles of Infectious Disease - MIC, SBT, Stewardship	2	
Pharmacokinetics/Pharmacodynamics in Infectious Diseases	1	
Learning objectives/presentation skills overview for patient-focused presentations		2
Resistance Mechanisms	2	
Pathogenic Organisms	5	
Clinical Microbiology Issues (Gram stain, Susceptibility testing, etc.)		2
IPE Comp		2
Antimicrobial drug action	13	
Antibiotic Pharmacokinetics		4
SSTI/Bone/Joint Infections	2	2
CABSI/Gram + Bacteremias/Sepsis/Endocarditis	2	2
Urinary Tract Infections	1	2
Sexually Transmitted Diseases	1	2
Antibiotic patient counseling		2

PHAR 622 INTPH4 Form EF Course Information Form (formerly Form E and Form F)

Antibiogram/bugs/drugs lab		2
Skill review, OSCE, case studies, landmark literature	3	4
Exams	9	
Open (2 labs due to MLK Day)	4	4
TOTAL	45	30

PHAR 623 INTPH5 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 623 Integrated Pharmacotherapy 5

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	623	5	3	2	
Title:						Title: Integrated Pharmacotherapy 5					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
4		PHAR 621				4		PHAR 621			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will consist of extensive discussion of the pathophysiology, pharmacology, medicinal chemistry, and therapeutics associated with commonly encountered disease states so that students can design and manage drug-related care plans for patients with those disease states. Emphasis will be placed on development of a clinical understanding of the disease process, the role of pharmacological intervention in the patient-specific and/or population-based disease management plan and the development of an appropriate therapeutic regimen.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

PHAR 623 INTPHTH5 Form EF Course Information Form (formerly Form E and Form F)

No

Yes – If yes, enter equivalent course:

K. Term(s) Offered: Spring

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date: _____

Academic Affairs Approval Signature & Date: _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe and apply appropriate pharmacokinetic principles and parameters in the design of a pharmacotherapeutic regimen.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case Studies (periodic)
Develop an evidence-based pharmacotherapeutic plan for the treatment and monitoring of the disease states discussed in the course, accounting for any specific patient factors.	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Effectively counsel a patient regarding the necessary and relevant information that pertains to a patient's medications and/or health conditions using appropriate patient-friendly terminology.	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Presentation, Simulation, OSCEs- formative, OSCEs-summative (periodic)
Identify and describe the relevant etiology, pathophysiology, and clinical presentation associated with selected human diseases using appropriate scientific and medical terminology.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Identify and interpret appropriate laboratory parameters used to assess and monitor selected human disease and/or the efficacy and toxicity of a pharmacotherapeutic regimen.	1.1.4: Apply the clinical laboratory data to disease state management, including screening, diagnosis, progression, and treatment evaluation.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Identify the chemical and pharmacological class to which a medication belongs and outline and prioritize pharmacologic similarities and differences for inter- and intra-class medication selection as it pertains to a specific patient.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physiochemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Apply the structure, function and properties of microorganisms (i.e. bacteria, viruses, parasites and fungi) responsible for human disease, and design rational approaches to their containment or eradication.	1.1.9: Apply the structure, function and properties of microorganisms (i.e. bacteria, viruses, parasites and fungi) responsible for human disease, and design rational approaches to their containment or eradication.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

PHAR 623 INTPHTH5 Form EF Course Information Form (formerly Form E and Form F)

Predict, prevent or eliminate drug-drug interactions, drug-food interactions, drug interactions/implications with complementary and integrative medicine, and drug side effects and toxicities by applying knowledge of pharmacology, pharmacokinetics and structural properties.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Direct Supervision (Simulation)
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision (Simulation)
5	Follow-up and monitor a care plan.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
12	Use evidence-based information to advance patient care.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	LECTURE	LAB
Diabetic Foot Infections	1	
Intra-abdominal Infections / Clostridium difficile	2	2
Landmark literature discussion groups: antibiotic stewardship		2
Pathogenic Organisms	8	
Lower Respiratory Infections	2	2
Upper Respiratory Infections with Peds Considerations	2	2
Parasitic Infections	1	
Antimicrobial drug action	7	
Mycobacteria infections	1	2
CNS Infections	1	2
Rapid Diagnostics		2
Hepatitis infections	1	2
Influenza infections		2
Vaccinations		2
HIV infections	1	2
Fungal infections	1	2
Opportunistic Infections	3	
Patient-focused immunization presentations		2
Skill review, OSCE, case studies, landmark literature	3	4
Exams	9	
Open	2	
TOTAL	45	30

PHAR 624 INTPH6 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 624 Integrated Pharmacotherapy 6

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	624	5	3	2	
Title:						Title: Integrated Pharmacotherapy 6					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
4		PHAR 621				4		PHAR 621			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will consist of extensive discussion of the pathophysiology, pharmacology, medicinal chemistry, and therapeutics associated with commonly encountered disease states so that students can design and manage drug-related care plans for patients with those disease states. Emphasis will be placed on development of a clinical understanding of the disease process, the role of pharmacological intervention in the patient-specific and/or population-based disease management plan and the development of an appropriate therapeutic regimen.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit: No

No

Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

Undergraduate

Graduate

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

PHAR 624 INTPHTH6 Form EF Course Information Form (formerly Form E and Form F)

No

Yes – If yes, enter equivalent course:

Course Prefix, Number – Course Title

K. Term(s) Offered: Spring

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date: _____

Academic Affairs Approval Signature & Date: _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe and apply appropriate pharmacokinetic principles and parameters in the design of a pharmacotherapeutic regimen.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case Studies (periodic)
Develop an evidence-based pharmacotherapeutic plan for the treatment and monitoring of the disease states discussed in the course, accounting for any specific patient factors.	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Effectively counsel a patient regarding the necessary and relevant information that pertains to a patient's medications and/or health conditions using appropriate patient-friendly terminology.	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Presentation, Simulation, OSCEs- formative, OSCEs-summative (periodic)
Identify and describe the relevant etiology, pathophysiology, and clinical presentation associated with selected human diseases using appropriate scientific and medical terminology.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Identify and interpret appropriate laboratory parameters used to assess and monitor selected human disease and/or the efficacy and toxicity of a pharmacotherapeutic regimen.	1.1.4: Apply the clinical laboratory data to disease state management, including screening, diagnosis, progression, and treatment evaluation.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

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Identify the chemical and pharmacological class to which a medication belongs and outline and prioritize pharmacologic similarities and differences for inter- and intra-class medication selection as it pertains to a specific patient.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physicochemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Predict, prevent or eliminate drug-drug interactions, drug-food interactions, drug interactions/implications with complementary and integrative medicine, and drug side effects and toxicities by applying knowledge of pharmacology, pharmacokinetics and structural properties.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Direct Supervision (Simulation)
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision (Simulation)
5	Follow-up and monitor a care plan.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
12	Use evidence-based information to advance patient care.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	LECTURE	LAB
Gastrointestinal pathophysiology	3	
Gastrointestinal drug action	4	
GI Patho/Pcol and Diagnostics/Upper and Lower Scopes		2
PUD/SUP/GERD/ IBD/IBS	2	2
Bowel sounds, spiral: lung sounds and BP/pulse, recording in S/O section of SOAP, clinical recommendations		2
OTC product selection and counseling (GI focus)		2
Pancreatitis/PK in hepatic disease/Cirrhosis	2	2
Nausea/Vomiting	1	
IPE debrief		2
Anemia pathophysiology and therapy	3	2
Electrolyte Disorders / Acid base	5	4
Acute kidney injury	1	
Chronic kidney disease pathophysiology, drug action and therapy	6	2
Otic/ophthalmic agents		4
Pharmacokinetic considerations in renal disease	2	
Renal replacement therapy		2
Nutrition	3	2
Exams	6	
Open (3 lectures/1 lab due to Mid-semester break)	7	2
TOTAL	45	30

PHAR 630 PPM1 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 630 Pharmacy Practice Management 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	630	3	3		
Title:						Title: Pharmacy Practice Management 1					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
3		PHAR 516				3		PHAR 516			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						Covers the fundamental managerial functions necessary to support the supervision of medication delivery systems in the institutional and community settings. This course includes marketing principles and strategic planning for a contemporary pharmacy operation or customer services; and principles of organizational behavior and human resource management that are relevant to professional and technical staff. The course also covers the safe design, quality assurance and management of drug delivery systems in different practice settings; as well as the function and management of different medication therapy management programs.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 3

F. Maximum Credit Hours: 3

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

PHAR 630 PPM1 Form EF Course Information Form (formerly Form E and Form F)

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

- No
- Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Critique a surge/disaster preparedness plan for both natural and/or man-made disasters.	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Examination-formative, case studies
Critique the role of medication use systems in different health delivery systems; and select the appropriate medication use system depending on health care setting.	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Examination-formative, case studies
Identify and critique the role and function of the pharmacist in health delivery systems.	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Examination-formative, case studies
Recommend managerial interventions to address issues in human resource, and logistics management with consideration of the unique characteristics of the practice setting.	2.2.3: Utilize human, financial, and physical resources to optimize the medication use system.	2.2: Medication System Use	Examination-formative, case studies
Use conflict resolution when managing human resources.	2.2.3: Utilize human, financial, and physical resources to optimize the medication use system.	2.2: Medication System Use	Examination-formative, case studies
Using marketing principles, develop and implement a plan for a contemporary pharmacy operation or service with consideration of segments of the market including payers, patients and other providers.	2.2.3: Utilize human, financial, and physical resources to optimize the medication use system.	2.2: Medication System Use	Examination-formative, case studies
Critique contemporary pharmacy service delivery systems for the appropriate use of logistics (supply chain management) and human resource utilization.	2.2.4: Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.	2.2: Medication System Use	Examination-formative, case studies

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Propose contemporary pharmacy distribution systems for improvements in design related to the safety and efficiency of prescription dispensing, and optimal utilization of human resources (including the use of automated technologies).	2.2.4: Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.	2.2: Medication System Use	Examination-formative, case studies
Using risk management principles, develop a plan to minimize medication errors for a particular practice setting with consideration of predicting and preventing drug-related problems and medical errors.	2.2.5: Utilize continuous quality improvement techniques in the medication use process.	2.2: Medication System Use	Examination-formative, case studies
Identify and define relevant problems in the operation of medication use systems	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Examination-formative, case studies
Define key goals to achieve optimal utilization of resources in a medication use system.	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Examination-formative, case studies
Anticipate outcomes associated with alternatives when resolving problems in medication use systems.	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Examination-formative, case studies
Recommend the most viable solution when resolving identified problems in medication use systems.	3.1.5: Recommend the most viable solution, including monitoring parameters, to measure intended and unintended consequences.	3.1: Problem-Solving	Examination-formative, case studies
Recommend monitoring parameters to help ensure improvements following recommended changes in a medication use system.	3.1.6: Reflect on the solution recommended and its effects to improve future performance.	3.1: Problem-Solving	Examination-formative, case studies
Identify and critique the role and function of the pharmacist in health delivery systems.	3.3.4: Perform effectively and ethically as a member of an inter-professional functioning team (one that includes the patient, family, and community).	3.4: Inter-professional Collaboration	Examination-formative, case studies

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
13	Oversee the pharmacy operations for an assigned work shift.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	HOURS
Marketing principles and marketing of pharmacy services	6
Principles that influence the distribution of pharmaceutical products and services	3
Organizational behavior	3
Managing professional and technical staff and programs	4
Labor laws	3
Medication distribution systems in the United States and other developed nations (including macro and micro-systems)	4
Medication errors: Human and system causes	5
Principles of operations management and quality and safety assurance in medication use systems, as well as distribution, central tendency, and variance	4
Managing and improving medication use systems in different practice settings (e.g. community, hospital, hospice, central fill, VA, etc.) and continuity of care between systems	3
Advanced pharmacy practice settings	3
Selecting and managing technology and automation in pharmacy practice	3
Bioterrorism, disaster preparedness and management	2
Exam	2
TOTAL	45

PHAR 640 DRUGLIT Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 640 Drug Literature, Informatics and Biostatistics

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	640	3	3		
Title:						Title: Drug Literature, Informatics and Biostatistics					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3				PHAR 622	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course covers the concepts and practical considerations necessary to enable students to evaluate the medical literature, including study design and statistical techniques used in clinical research, and apply that information in the clinical setting. It also covers evidence-based medicine techniques involved in caring for patients and answering drug information questions. Finally, the course will cover medical informatics related to pharmacy practice.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 3

F. Maximum Credit Hours: 3

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading

PHAR 640 DRUGLIT Form EF Course Information Form (formerly Form E and Form F)

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Spring

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Assess ways to identify, monitor, report, and prevent adverse events	1.1.8: Apply the federal and appropriate state-specific statutes that regulate the practice of pharmacy, along with relevant civil and contract law.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
Classify common drug and disease oriented resources by type (e.g. primary, secondary, tertiary) and by category (e.g. adverse reaction, pregnancy and lactation, therapeutics)	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
Define the role of health informatics in the delivery of pharmacy services and health care	2.2.4: Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.	2.2: Medication System Use	Examination-formative, Examination-summative, Quiz, Written Assignment
Describe health informatics tools that are relevant to the delivery of patient-centered pharmacy services	2.2.4: Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.	2.2: Medication System Use	Examination-formative, Examination-summative, Quiz, Written Assignment
Describe the nature, classification, and specific aspects of a drug information request	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
Develop appropriate responses to patient-specific and population drug information questions based on the best available evidence	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Written assignment
	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physiochemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision-making.	1.1: Foundational Knowledge	Written assignment
	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Written assignment
	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Written assignment

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	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Written assignment
	2.4.2: Develop and provide an evidence-based approach to population health management that considers the cost, care, access, and satisfaction needs of a targeted patient population.	2.4: Population-Based Care	Written assignment
Develop solutions to problems posed by peers, other healthcare professionals, and patients	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Written assignment
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Written assignment
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Written assignment
Develop strategies for addressing perceptions created by direct to consumer advertisements and sale representatives	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
Develop written communications that effectively convey information in language appropriate for the audience	3.4.3: Assess a patient's health literacy and modify communication strategies to meet the patient's needs.	3.5: Cultural Sensitivity	Written assignment
	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Written assignment
	4.4.1: Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.	4.4: Professionalism	Written assignment
Discuss the results of the primary literature to expanded patient populations	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
Discuss ways to obtain useful information from the pharmaceutical companies	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
Evaluate the results of primary literature within the context of an individual patient or patient population	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
Retrieve and analyze scientific literature and medical information to 1) communicate drug information effectively to patients and 2) make evidence-based therapeutic decisions	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physiochemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
	1.1.4: Apply the clinical laboratory data to disease state management, including screening, diagnosis, progression, and treatment evaluation.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment

PHAR 640 DRUGLIT Form EF Course Information Form (formerly Form E and Form F)

	1.1.6: Describe the physiochemical properties and formulation of drugs in various sterile and non-sterile dosage forms when selecting drug product for the patient.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment
	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Quiz, Written Assignment

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
12	Use evidence-based information to advance patient care.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Topic	Time (Hrs)
Statistical Analysis	19
Study Design	4.5
Drug Information & Orientation	12
Informatics	7.5
Exams	2
Total Hours (not including final exam)	45

PHAR 691 DIPPE1 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 691 Direct Patient Care IPPE 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	691	2			
Title:						Title: Direct Patient Care IPPE 1					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						0.5		PHAR 593			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						The Direct Patient Care Introductory Pharmacy Practice Experience course is designed for students to expand upon skills learned in the classroom and the medication distribution IPPE. This experience will provide students with the opportunity to work directly with patients in a healthcare setting as a caregiver, educator, and collaborator. Skills emphasized will be effective communication, gathering of patient data, documentation, active listening, interprofessional practice, and cultural sensitivity. It is expected that this introductory course will begin to prepare students to provide patient-centered care as the medication expert.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See Below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See Below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 0.5

F. Maximum Credit Hours: 0.5

G. Hours may be repeated for additional credit: Yes

No

X Yes – If yes, max times repeated: 1 OR max credits awarded:

H. Levels:

Undergraduate

Graduate

PHAR 691 DIPPE1 Form EF Course Information Form (formerly Form E and Form F)

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall, Spring, Summer

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan:

Course Outcomes	Programmatic Ability-Based Outcomes	ACPE Educational Standards	Means of Assessment
Collect subjective and objective evidence (including socioeconomic, cultural) related to patient, medications, allergies/adverse reactions, and disease.	2.1.1: Collect subjective and objective evidence (including socioeconomic, cultural) related to patient, medications, allergies/adverse reactions, and disease.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric; Direct Observation
Interpret relevant medical evidence and patient data.	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric; Direct Observation
Prioritize patient needs.	2.1.3: Prioritize patient needs.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric; Direct Observation
Formulate evidence-based care plans, and care transitions with consideration of the unique needs of the patient while emphasizing the need for patients to take responsibility for the control of their health.	2.1.4: Formulate evidence-based care plans, and care transitions with consideration of the unique needs of the patient while emphasizing the need for patients to take responsibility for the control of their health.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric; Direct Observation
Document patient care related activities.	2.1.7: Document patient care related activities.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric; Direct Observation
Ensure instructional content contains the most current information relevant for the intended audience.	3.2.4: Ensure instructional content contains the most current information relevant for the intended audience.	3.2: Education	Rubric; Direct Observation

PHAR 691 DIPPE1 Form EF Course Information Form (formerly Form E and Form F)

Adapt instruction and deliver to the intended audience.	3.2.5: Adapt instruction and deliver to the intended audience.	3.2: Education	Rubric; Direct Observation
Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.	3.3.3: Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.	3.4: Interprofessional Collaboration	Rubric; Direct Observation
Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping)	3.4.1: Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).	3.5: Cultural Sensitivity	Rubric; Direct Observation
Demonstrate an attitude that is respectful of different cultures.	3.4.2: Demonstrate an attitude that is respectful of different cultures.	3.5: Cultural Sensitivity	Rubric; Direct Observation
Assess a patient's health literacy and modify communication strategies to meet the patient's needs.	3.4.3: Assess a patient's health literacy and modify communication strategies to meet the patient's needs.	3.5: Cultural Sensitivity	Rubric; Direct Observation
Consider cultural issues in all aspects of practice to reduce health disparities.	3.4.4: Consider cultural issues in all aspects of practice to reduce health disparities.	3.5: Cultural Sensitivity	Rubric; Direct Observation

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
1	Collect information to identify a patient's medication related problems and health-related needs.	Direct Supervision
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Direct Supervision
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision
5	Follow-up and monitor a care plan.	Direct Supervision
6	Collaborate as a member of an interprofessional team.	Direct Supervision
11	Educate patients and professional colleagues regarding the appropriate use of medications.	
12	Use evidence-based information to advance patient care.	Observe

Course Outline:

Topic	Time
Experiential rotation placement (2 hours per week)	30

PHAR 693 HIPPE Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 693 Medication Distribution Health System IPPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	693	40			
Title:						Title: Medication Distribution Health System IPPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2		PHAR 624			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						The Medication Distribution Health System Introductory Pharmacy Practice Experience course is designed to integrate skills learned in the classroom with foundational medication use process functions of a health system pharmacist. This includes dispensing, interpersonal communication and calculations. Students will begin to apply standards, guidelines, best practices, and established processes for safe and effective medication use in the health system setting. It is expected that this introductory course will begin to prepare the student with foundational elements necessary to practice patient-centered care in the health system setting.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See Below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See Below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 2

F. Maximum Credit Hours: 2

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

PHAR 693 HIPPE Form EF Course Information Form (formerly Form E and Form F)

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

- No
- Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall, Spring, Summer

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan:

Course Outcomes	Programmatic Ability-Based Outcomes	ACPE Educational Standards	Means of Assessment
Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Rubric; Direct Observation
Utilize informatics to optimize the medication use system.	2.2.2: Utilize informatics to optimize the medication use system.	2.2: Medication System Use	Rubric; Direct Observation
Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.	2.2.4: Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.	2.2: Medication System Use	Rubric; Direct Observation
Utilize continuous quality improvement techniques in the medication use process.	2.2.5: Utilize continuous quality improvement techniques in the medication use process.	2.2: Medication System Use	Rubric; Direct Observation
Self-assess understanding and abilities and engage in help seeking behaviors and adapt learning strategies accordingly.	4.1.1: Self-assess understanding and abilities and engage in help seeking behaviors and adapt learning strategies accordingly.	4.1: Self-Awareness	Rubric; Direct Observation
Demonstrate engagement, confidence, self-direction, ownership, flexibility, and accountability in all learning and professional situations.	4.1.3: Demonstrate engagement, confidence, self-direction, ownership, flexibility, and accountability in all learning and professional situations.	4.1: Self-Awareness	Rubric; Direct Observation
Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.	4.4.1: Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.	4.4: Professionalism	Rubric; Direct Observation

PHAR 693 HIPPE Form EF Course Information Form (formerly Form E and Form F)

Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4.2: Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4: Professionalism	Rubric; Direct Observation
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Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
8	Minimize adverse events and medication errors	Observe
9	Maximize the appropriate use of medications in a population.	Observe
13	Oversee the pharmacy operations for an assigned work shift.	Direct Supervision
14	Fulfill a medication order.	Direct Supervision

Course Outline

Topic	Time (Hrs)
Experiential rotation placement (40 hours per week)	120

PHAR 719 INTPH7 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 719 Integrated Pharmacotherapy 7

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	719	5	3	2	
Title:						Title: Integrated Pharmacotherapy 7					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
4		PHAR 624				4		PHAR 624			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will consist of extensive discussion of the pathophysiology, pharmacology, medicinal chemistry, and therapeutics associated with commonly encountered disease states so that students can design and manage drug-related care plans for patients with those disease states. Emphasis will be placed on development of a clinical understanding of the disease process, the role of pharmacological intervention in the patient-specific and/or population-based disease management plan and the development of an appropriate therapeutic regimen.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit: No

No

Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

Undergraduate

Graduate

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

PHAR 719 INTPHTH7 Form EF Course Information Form (formerly Form E and Form F)

J. Does the proposed course replace an equivalent course?

No

Yes – If yes, enter equivalent course:

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe and apply appropriate pharmacokinetic principles and parameters in the design of a pharmacotherapeutic regimen.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case Studies (periodic)
Develop an evidence-based pharmacotherapeutic plan for the treatment and monitoring of the disease states discussed in the course, accounting for any specific patient factors.	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Effectively counsel a patient regarding the necessary and relevant information that pertains to a patient's medications and/or health conditions using appropriate patient-friendly terminology.	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Presentation, Simulation, OSCEs- formative, OSCEs-summative (periodic)
Identify and describe the relevant etiology, pathophysiology, and clinical presentation associated with selected human diseases using appropriate scientific and medical terminology.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Identify and interpret appropriate laboratory parameters used to assess and monitor selected human disease and/or the efficacy and toxicity of a pharmacotherapeutic regimen.	1.1.4: Apply the clinical laboratory data to disease state management, including screening, diagnosis, progression, and treatment evaluation.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

PHAR 719 INTPHTH7 Form EF Course Information Form (formerly Form E and Form F)

Identify the chemical and pharmacological class to which a medication belongs and outline and prioritize pharmacologic similarities and differences for inter- and intra-class medication selection as it pertains to a specific patient.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physiochemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Predict, prevent or eliminate drug-drug interactions, drug-food interactions, drug interactions/implications with complementary and integrative medicine, and drug side effects and toxicities by applying knowledge of pharmacology, pharmacokinetics and structural properties.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Direct Supervision (Simulation)
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision (Simulation)
5	Follow-up and monitor a care plan.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
12	Use evidence-based information to advance patient care.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	LECTURE	LAB
Epilepsy Pathophysiology	2	
Antiepileptic drug action	3	2
Motivational Interviewing		2
Epilepsy Pharmacotherapy	1	2
Multiple sclerosis pathophysiology, drug action and pharmacotherapy	3	2
Pain and Headache Pathophysiology	3	
Opioid and Migraine Drug action	5	
Pain and Headache Pharmacotherapy	4	8
Substance abuse	3	
Motivational Interviewing and Smoking/Alcohol Cessation		2
Teaching techniques	3	
MAPS reporting cases		2
Skill review, OSCE, case studies, landmark literature	6	6
Exams	6	
Open (2 labs due to Labor Day)	6	4
TOTAL	45	30

PHAR 720 INTPH8 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 720 Integrated Pharmacotherapy 8

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	720	5	3	2	
Title:						Title: Integrated Pharmacotherapy 8					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						4		PHAR 624			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will consist of extensive discussion of the pathophysiology, pharmacology, medicinal chemistry, and therapeutics associated with commonly encountered disease states so that students can design and manage drug-related care plans for patients with those disease states. Emphasis will be placed on development of a clinical understanding of the disease process, the role of pharmacological intervention in the patient-specific and/or population-based disease management plan and the development of an appropriate therapeutic regimen.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate

PHAR 720 INTPH8 Form EF Course Information Form (formerly Form E and Form F)

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe and apply appropriate pharmacokinetic principles and parameters in the design of a pharmacotherapeutic regimen.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case Studies (periodic)
Develop an evidence-based pharmacotherapeutic plan for the treatment and monitoring of the disease states discussed in the course, accounting for any specific patient factors.	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Effectively counsel a patient regarding the necessary and relevant information that pertains to a patient's medications and/or health conditions using appropriate patient-friendly terminology.	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Presentation, Simulation, OSCEs- formative, OSCEs-summative (periodic)

PHAR 720 INTPHTH8 Form EF Course Information Form (formerly Form E and Form F)

Identify and describe the relevant etiology, pathophysiology, and clinical presentation associated with selected human diseases using appropriate scientific and medical terminology.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Identify and interpret appropriate laboratory parameters used to assess and monitor selected human disease and/or the efficacy and toxicity of a pharmacotherapeutic regimen.	1.1.4: Apply the clinical laboratory data to disease state management, including screening, diagnosis, progression, and treatment evaluation.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Identify the chemical and pharmacological class to which a medication belongs and outline and prioritize pharmacologic similarities and differences for inter- and intra-class medication selection as it pertains to a specific patient.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physiochemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Predict, prevent or eliminate drug-drug interactions, drug-food interactions, drug interactions/implications with complementary and integrative medicine, and drug side effects and toxicities by applying knowledge of pharmacology, pharmacokinetics and structural properties.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Direct Supervision (Simulation)
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision (Simulation)
5	Follow-up and monitor a care plan.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
12	Use evidence-based information to advance patient care.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	LECTURE	LAB
Psychiatric Pathophysiology	8	
Antidepressant Pharmacology	5	2
Depression assessment/difficult conversations/suicidal patients		2
Physician recommendation (written/verbal) practice (mental health context)		2
Depression Pharmacotherapy	2	2
Toxicology		4
Antipsychotic and bipolar Pharmacology	4	
Schizophrenia and bipolar Pharmacotherapy	2	4
Patient counseling with mental health disease states/medications/antipsychotic and antidepressant side effects (EPS, NMS, serotonin syndrome)		2

PHAR 720 INTPH8 Form EF Course Information Form (formerly Form E and Form F)

Benzodiazepine Pharmacology	2	
Anxiety Pharmacotherapy	1	2
MTM spiraling - antipsychotic + metabolic syndrome (include clozapine)		2
Sedative hypnotic and Skeletal Muscle Relaxant Pharmacology	3	
Insomnia Pharmacotherapy	1	2
Veterinary Pharmacy	2	
Skill review, OSCE, case studies, landmark literature	3	6
Exams	9	
Open	3	
TOTAL	45	30

PHAR 721 INTPH9 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 721 Integrated Pharmacotherapy 9

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	721	5	3	2	
Title:						Title: Integrated Pharmacotherapy 9					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						4		PHAR 624			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will consist of extensive discussion of the pathophysiology, pharmacology, medicinal chemistry, and therapeutics associated with commonly encountered disease states so that students can design and manage drug-related care plans for patients with those disease states. Emphasis will be placed on development of a clinical understanding of the disease process, the role of pharmacological intervention in the patient-specific and/or population-based disease management plan and the development of an appropriate therapeutic regimen.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate

PHAR 721 INTPH9 Form EF Course Information Form (formerly Form E and Form F)

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe and apply appropriate pharmacokinetic principles and parameters in the design of a pharmacotherapeutic regimen.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case Studies (periodic)
Develop an evidence-based pharmacotherapeutic plan for the treatment and monitoring of the disease states discussed in the course, accounting for any specific patient factors.	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.12: Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Effectively counsel a patient regarding the necessary and relevant information that pertains to a patient's medications and/or health conditions using appropriate patient-friendly terminology.	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Presentation, Simulation, OSCEs-formative, OSCEs-summative (periodic)

PHAR 721 INTPHTH9 Form EF Course Information Form (formerly Form E and Form F)

Identify and describe the relevant etiology, pathophysiology, and clinical presentation associated with selected human diseases using appropriate scientific and medical terminology.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Identify and interpret appropriate laboratory parameters used to assess and monitor selected human disease and/or the efficacy and toxicity of a pharmacotherapeutic regimen.	1.1.4: Apply the clinical laboratory data to disease state management, including screening, diagnosis, progression, and treatment evaluation.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Identify the chemical and pharmacological class to which a medication belongs and outline and prioritize pharmacologic similarities and differences for inter- and intra-class medication selection as it pertains to a specific patient.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physiochemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Predict, prevent or eliminate drug-drug interactions, drug-food interactions, drug interactions/implications with complementary and integrative medicine, and drug side effects and toxicities by applying knowledge of pharmacology, pharmacokinetics and structural properties.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Direct Supervision (Simulation)
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision (Simulation)
5	Follow-up and monitor a care plan.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
12	Use evidence-based information to advance patient care.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	LECTURE	LAB
Principles of Chemotherapy	3	
Oncologic Pathophysiology	8	
Chemotherapeutic drug action	13	
Chemotherapy Calculations & Verification		2
Chemo Induced nausea/vomiting	1	
Breast cancer		2
Prostate cancer		2
Skeletal complications & hypercalcemia of malignancy	1	
Chemotherapy: Oral Oncolytics – counseling		2

PHAR 721 INTPHTH9 Form EF Course Information Form (formerly Form E and Form F)

Lung cancer		2
Colon cancer		2
Myeloid growth factors	1	
Chemo administration calculation review		2
Acute Leukemias		2
Chronic Leukemias		2
Supportive Care – Tumor Lysis	1	
Bone Marrow Transplant	1	
Cancer detection, prevention, risk reduction	1	
Oncology clinical trials, clinical protocols, side effect management (extravasation/neutropenia)		2
Palliative Care / Hospice / End-of-Life Care	2	
Transplant drug action	1	
Lymphomas		2
Multiple myeloma		2
Management of transplant patients cases		2
Exams	8	
Open (3 lectures/2 labs due to Thanksgiving break)	4	4
TOTAL	45	30

PHAR 722 INTPH10 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 722 Integrated Pharmacotherapy 10

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	722	5	3	2	
Title:						Title: Integrated Pharmacotherapy 10					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						4		PHAR 721			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will consist of extensive discussion of the pathophysiology, pharmacology, medicinal chemistry, and therapeutics associated with commonly encountered disease states so that students can design and manage drug-related care plans for patients with those disease states. Emphasis will be placed on development of a clinical understanding of the disease process, the role of pharmacological intervention in the patient-specific and/or population-based disease management plan and the development of an appropriate therapeutic regimen.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate

PHAR 722 INTPH10 Form EF Course Information Form (formerly Form E and Form F)

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Spring

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe and apply appropriate pharmacokinetic principles and parameters in the design of a pharmacotherapeutic regimen.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case Studies (periodic)
Develop an evidence-based pharmacotherapeutic plan for the treatment and monitoring of the disease states discussed in the course, accounting for any specific patient factors.	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
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	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
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PHAR 722 INTPHTH10 Form EF Course Information Form (formerly Form E and Form F)

Identify and describe the relevant etiology, pathophysiology, and clinical presentation associated with selected human diseases using appropriate scientific and medical terminology.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
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	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
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3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision (Simulation)
5	Follow-up and monitor a care plan.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
12	Use evidence-based information to advance patient care.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week), Percentages (100 percent)

TOPIC	LECTURE	LAB
Principles of Geriatric Pharmacotherapy and Pharmacokinetics	3	
LTC chart review - clinical considerations (documentation, recommendations)		2
Geriatric Pathophysiology	3	
Alzheimer's disease	1	2
IPE comp day		2
Parkinson's Disease Drug action and Pharmacotherapy	3	4
Urinary Incontinence Drug action and Pharmacotherapy	2	2
Pathophysiology of osteoarthritis, rheumatoid arthritis, lupus, psoriasis and gout	4	

PHAR 722 INTPH10 Form EF Course Information Form (formerly Form E and Form F)

Gout Drug action	1	
Free/discount drug programs	1	
Rheumatoid arthritis/psoriasis/lupus DMARDS Drug action	3	
Age appropriate health maintenance screenings		2
Osteoarthritis, RA, lupus, psoriasis and gout Pharmacotherapy	3	2
Osteoporosis Pathophysiology, Drug action and Pharmacotherapy	3	
Ventilators/Oxygen/Tubes/Catheters		2
ICU Supportive Care		2
Menstrual Cycle Physiology, Menopause Pathophysiology and Pharmacotherapy	3	
Skill review, OSCE, case studies, landmark literature	3	6
Exams	9	
Open (2 labs due to MLK Day)	3	4
TOTAL	45	39

PHAR 723 INTPH11 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 723 Integrated Pharmacotherapy 11

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	723	5	3	2	
Title:						Title: Integrated Pharmacotherapy 11					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						4		PHAR 721			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will consist of extensive discussion of the pathophysiology, pharmacology, medicinal chemistry, and therapeutics associated with commonly encountered disease states so that students can design and manage drug-related care plans for patients with those disease states. Emphasis will be placed on development of a clinical understanding of the disease process, the role of pharmacological intervention in the patient-specific and/or population-based disease management plan and the development of an appropriate therapeutic regimen.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 4

F. Maximum Credit Hours: 4

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate

PHAR 723 INTPH11 Form EF Course Information Form (formerly Form E and Form F)

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Spring

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe and apply appropriate pharmacokinetic principles and parameters in the design of a pharmacotherapeutic regimen.	1.1.5: Apply the mathematical skills required to accurately dose therapeutic drug regimens and determine dosage preparations (including extemporaneously compounded dosage forms) that are therapeutically sound and safe for patient use.	1.1: Foundational Knowledge	Examination-formative, Examination-summative, Case Studies (periodic)
Develop an evidence-based pharmacotherapeutic plan for the treatment and monitoring of the disease states discussed in the course, accounting for any specific patient factors.	1.1.10: Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
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	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Effectively counsel a patient regarding the necessary and relevant information that pertains to a patient's medications and/or health conditions using appropriate patient-friendly terminology.	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Presentation, Simulation, OSCEs- formative, OSCEs-summative (periodic)

PHAR 723 INTPH11 Form EF Course Information Form (formerly Form E and Form F)

Identify and describe the relevant etiology, pathophysiology, and clinical presentation associated with selected human diseases using appropriate scientific and medical terminology.	1.1.1: Apply the basic principles, mechanisms, and metabolic sequelae of human disease.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
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Identify the chemical and pharmacological class to which a medication belongs and outline and prioritize pharmacologic similarities and differences for inter- and intra-class medication selection as it pertains to a specific patient.	1.1.2: Apply the chemical basis of drug action, with an emphasis on the application of physiochemical properties, structure-activity relationships, receptor binding, and metabolism to therapeutic decision making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
Predict, prevent or eliminate drug-drug interactions, drug-food interactions, drug interactions/implications with complementary and integrative medicine, and drug side effects and toxicities by applying knowledge of pharmacology, pharmacokinetics and structural properties.	1.1.3: Apply the mechanisms of therapeutic and adverse drug action and interaction, and application of these principles to therapeutic decision-making.	1.1: Foundational Knowledge	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Examinations-formative, Examination-summative, OSCEs- formative, OSCEs-summative (periodic), Case Studies (periodic)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Direct Supervision (Simulation)
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision (Simulation)
5	Follow-up and monitor a care plan.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
12	Use evidence-based information to advance patient care.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed): Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	LECTURE	LAB
Osteoporosis Drug action and Pharmacotherapy	3	2
Estrogens/Progestins/Combinations	4	
Perioperative Care		2
Pregnancy/Lactation		2
Hormonal contraception	2	2
Endometriosis, Pregnancy and Lactation	3	
Emergency contraception		2
OTC recap: Pregnancy tests/IUD/spermicide		2
Benign prostatic hyperplasia Pathophysiology, Drug action and Pharmacotherapy	3	2
Erectile Dysfunction Pathophysiology, Drug action and Pharmacotherapy	3	
Cystic Fibrosis Pathophysiology, Drug action and Pharmacotherapy	3	2

PHAR 723 INTPH11 Form EF Course Information Form (formerly Form E and Form F)

IPE comp day		2
ADHD Pathophysiology and Drug action	3	2
Surgical Prophylaxis		2
Obesity Pathophysiology and Drug action	3	
Eating Disorders/Anorexia PK		2
Principles of Pediatric Pharmacotherapy and Pharmacokinetics	3	
Skill review, OSCE, case studies, landmark literature	3	6
Exams	9	
Open	3	
TOTAL	45	30

PHAR 724 INTPH12 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 724 Integrated Pharmacotherapy Capstone

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	724	6	4	2	
Title:						Title: Integrated Pharmacotherapy Capstone					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						5		PHAR 721			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will consist of extensive discussion of the pathophysiology, pharmacology, medicinal chemistry, and therapeutics associated with commonly encountered disease states so that students can design and manage drug-related care plans for patients with those disease states. Emphasis will be placed on development of a clinical understanding of the disease process, the role of pharmacological intervention in the patient-specific and/or population-based disease management plan and the development of an appropriate therapeutic regimen.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 5

F. Maximum Credit Hours: 5

G. Hours may be repeated for additional credit: No

No

Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

Undergraduate

Graduate

PHAR 724 INTPH12 Form EF Course Information Form (formerly Form E and Form F)

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Spring

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Develop an evidence-based pharmacotherapeutic plan for the treatment and monitoring of the disease states discussed in the course, accounting for any specific patient factors.	2.1.3: Prioritize patient needs.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Examination-formative, Examination-summative, OSCE-summative, Case studies, Simulation
	2.1.4: Formulate evidence-based care plans, and care transitions with consideration of the unique needs of the patient while emphasizing the need for patients to take responsibility for the control of their health.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Examination-formative, Examination-summative, OSCE-summative, Case studies, Simulation
	3.1.5: Recommend the most viable solution, including monitoring parameters, to measure intended and unintended consequences.	3.1: Problem-Solving	Examination-formative, Examination-summative, OSCE-summative, Case studies, Simulation
	3.1.6: Reflect on the solution recommended and its effects to improve future performance.	3.1: Problem-Solving	Reflection, Case studies, simulation
Design systematic preventative care, using risk assessment, risk reduction, screening, education, and immunizations to improve health and wellness.	2.3.1: Design systematic preventative care, using risk assessment, risk reduction, screening, education, and immunizations to improve health and wellness.	2.3: Health and Wellness	Case studies, simulation

PHAR 724 INTPH12 Form EF Course Information Form (formerly Form E and Form F)

Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.	2.3.2: Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.	2.3: Health and Wellness	Case studies, simulation
Assess the healthcare status and needs of a targeted patient population.	2.4.1: Assess the healthcare status and needs of a targeted patient population.	2.4: Population-Based Care	Case studies, simulation
Develop and provide an evidence-based approach to population health management that considers the cost, care, access, and satisfaction needs of a targeted patient population.	2.4.2: Develop and provide an evidence-based approach to population health management that considers the cost, care, access, and satisfaction needs of a targeted patient population.	2.4: Population-Based Care	Case studies, simulation
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).	3.2.1: 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: Education	Case studies, simulation
Develop or select the most effective techniques/strategies to achieve learning objectives.	3.2.2: Develop or select the most effective techniques/strategies to achieve learning objectives.	3.2: Education	Presentation
Demonstrate the ability to coordinate educational efforts with other healthcare providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter.	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: Education	Presentation
Ensure instructional content contains the most current information relevant for the intended audience.	3.2.4: Ensure instructional content contains the most current information relevant for the intended audience.	3.2: Education	Presentation
Adapt instruction and deliver to the intended audience.	3.2.5: Adapt instruction and deliver to the intended audience.	3.2: Education	Presentation
Deliver and obtain feedback to assess learning and promote goal setting and goal attainment for the intended audience.	3.2.6: Deliver and obtain feedback to assess learning and promote goal setting and goal attainment for the intended audience.	3.2: Education	Presentation, Case studies
Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping)	3.4.1: Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).	3.5: Cultural Sensitivity	Case studies, simulation
Actively listen and ask appropriate open and closed-ended questions to gather information.	3.5.2: Actively listen and ask appropriate open and closed-ended questions to gather information.	3.6: Communication	Simulation, OSCE-summative
Use available technology and other media to effectively communicate and document.	3.5.3: Use available technology and other media to effectively communicate and document.	3.6: Communication	Presentation
Use effective interpersonal skills to establish rapport and build trusting relationships.	3.5.4: Use effective interpersonal skills to establish rapport and build trusting relationships.	3.6: Communication	Simulation, OSCE-summative

PHAR 724 INTPH12 Form EF Course Information Form (formerly Form E and Form F)

Demonstrate empathy when interacting with others.	3.5.6: Demonstrate empathy when interacting with others.	3.6: Communication	Simulation, OSCE-summative
Effectively function in a team or group to achieve or enhance goals and objectives.	4.2.3: Effectively function in a team or group to achieve or enhance goals and objectives.	4.2: Leadership	Case studies, simulation

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
1	Collect information to identify a patient's medication related problems and health-related needs.	Direct Supervision (Simulation)
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision (Simulation)
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision (Simulation)
5	Follow-up and monitor a care plan.	Direct Supervision (Simulation)
7	Identify patients at risk for prevalent diseases in a population.	Direct Supervision (Simulation)
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Direct Supervision (Simulation)
12	Use evidence-based information to advance patient care.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	LECTURE	LAB
PCOA Review	10	
APPE Bootcamp – Ambulatory Care	2	8
APPE Bootcamp – Community Pharmacy	2	8
Pharmacotherapeutics Review – Cardiovascular	5	
APPE Bootcamp – Emergency Room	1	4
Pharmacotherapeutics Review – Endocrine	2	
Pharmacotherapeutics Review – Respiratory	2	
Pharmacotherapeutics Review – Infectious Diseases	6	
APPE Bootcamp – Hospital Admission	1	4
APPE Bootcamp – Hospital Discharge	1	4
Pharmacotherapeutics Review – Psychiatry	2	
Pharmacotherapeutics Review – Neurology	3	
Pharmacotherapeutics Review – Gastrointestinal	1	
Pharmacotherapeutics Review – Renal	1	
Pharmacotherapeutics Review – Pediatrics	1	
Pharmacotherapeutics Review – Oncology	2	
Pharmacotherapeutics Review – Aging	2	
Pharmacotherapeutics Review – Women's Health	1	
Exams	8	
Open (3 lectures/1 lab due to Mid-semester break)	7	2
TOTAL	60	30

PHAR 730 PPM2 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 730 Pharmacy Practice Management 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	730	3	3		
Title:						Title: Pharmacy Practice Management 2					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3		PHAR 630			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						Covers the managerial functions involved in the support of pharmaceutical supply chains including basic reimbursement; third party and managed care systems; and fundamental accounting principles. In addition, the course covers the principles of pharmacoeconomics and their role in the formulary and managerial decisions; as well as project management and more advanced topics on informatics.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 3

F. Maximum Credit Hours: 3

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading

PHAR 730 PPM2 Form EF Course Information Form (formerly Form E and Form F)

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Anticipate outcomes associated with alternatives when resolving problems in medication use systems.	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Examination-formative, case studies
Apply the fundamental pharmacoeconomic tools (cost-minimization, cost-effectiveness, cost-benefit and cost-utility) to the appropriate situation to determine the appropriate use of health care financial resources including pharmaceuticals as wells as pharmacy services (e.g. clinical pharmacy services or medication therapy management services).	2.3.2: Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.	2.3: Health and Wellness	Examination-formative, case studies
Describe the fundamental fiscal principles that assist the pharmacy manager in identifying the success of their business, plan for an operational budget; and apply them to the management of a contemporary pharmacy service.	2.2.3: Utilize human, financial, and physical resources to optimize the medication use system.	2.2: Medication System Use	Examination-formative, case studies
Evaluate and interpret professional, lay and scientific pharmacoeconomic literature and apply it to evidence based therapeutic decisions.	1.1.11: Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies.	1.1: Foundational Knowledge	Examination-formative, case studies
	2.4.2: Develop and provide an evidence-based approach to population health management that considers the cost, care, access, and satisfaction needs of a targeted patient population.	2.4: Population-Based Care	

PHAR 730 PPM2 Form EF Course Information Form (formerly Form E and Form F)

Evaluate the strategies used to effectively manage a project related to a pharmacy operation; and plan a simple project related to a pharmacy operational change or implementation.	4.2.1: Demonstrate the ability to lead a project, organization, team or event.	4.2: Leadership	Examination-formative, case studies
	4.3.1: Demonstrate creative design, decision making, and solutions when confronted with novel problems, challenges or unmet needs.	4.3: Innovation and Entrepreneurship	
Recommend relevant informatics tools that are relevant to the delivery of patient centered pharmacy services, product distribution and relevant health care services.	2.2.2: Utilize informatics to optimize the medication use system.	2.2: Medication System Use	Examination-formative, case studies
Write a business plan for a contemporary pharmacy service.	4.2.1: Demonstrate the ability to lead a project, organization, team or event.	4.2: Leadership	Examination-formative, class project
	4.2.2: Exhibit the ability to effectively communicate expectations, affect change, build consensus, appropriately utilize personnel and resources, and develop a shared set of goals.	4.2: Leadership	
	4.3.1: Demonstrate creative design, decision making, and solutions when confronted with novel problems, challenges or unmet needs.	4.3: Innovation and Entrepreneurship	
	4.3.2: Develop a plan for a pharmacy service which includes organization, risk assessment and mitigation and resource identification and feasibility.	4.3: Innovation and Entrepreneurship	

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
13	Oversee the pharmacy operations for an assigned work shift.	Direct Supervision (Simulation)

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	HOURS
Introduction to financial statements, ratios and the business plan	6
Pharmacy informatics	6
Managing inventory and quality in pharmaceuticals purchasing	3
Calculating cost-to-dispense	1
Project Management and Business Planning	9
Leadership and entrepreneurship	3
Pharmaceutical Pricing	3
Principles of pharmacoeconomics	12
Exams (not including final exam)	2
TOTAL	45

PHAR 735 LAW Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 735 Pharmacy Law

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	735	2	2		
Title:						Title: Pharmacy Law					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2		PHAR 630			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course covers the legal basis of pharmacy practice, including the administrative, civil and criminal laws that impact practice. Federal and state jurisprudence, along with the regulatory codes that impact on the practice of pharmacy in the institutional as well as community settings are covered.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 2

F. Maximum Credit Hours: 2

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading

PHAR 735 LAW Form EF Course Information Form (formerly Form E and Form F)

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Spring

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Describe professional malpractice and other liability concerns for pharmacists and pharmacies including medication error and prevention.	2.2.4: Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.	2.2: Medication System Use	Formative Examination; Summative Examination
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	
Describe professional malpractice and other liability concerns for pharmacists and pharmacies including medication error and prevention.	4.4.2: Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4: Professionalism	Formative Examination; Summative Examination
Identify and describe legal issues with ethical implications.	4.4.2: Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4: Professionalism	Formative Examination; Summative Examination
Identify the relevant laws that influence the different aspects of managing a pharmacy.	2.2.3: Utilize human, financial, and physical resources to optimize the medication use system.	2.2: Medication System Use	Formative Examination; Summative Examination
	3.3.2: Define clear roles and responsibilities for healthcare team members to optimize outcomes for specific patient care encounters.	3.4: Interprofessional Collaboration	
	4.3.2: Develop a plan for a pharmacy service which includes organization, risk assessment and mitigation and resource identification and feasibility.	4.3: Innovation and Entrepreneurship	

PHAR 735 LAW Form EF Course Information Form (formerly Form E and Form F)

Interpret federal and state laws and regulations concerning compounding and apply them to practice scenarios.	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Formative Examination; Summative Examination
Interpret federal and state laws and regulations governing medications and natural products.	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Formative Examination; Summative Examination
	4.4.2: Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4: Professionalism	
Interpret federal and state regulations and laws governing pharmacy practice and apply them to practice scenarios.	2.2.4: Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.	2.2: Medication System Use	Formative Examination; Summative Examination
Interpret state and federal laws and regulation regarding controlled substances including mitigation of drug abuse and controlled substance diversion.	1.1.8: Apply the federal and appropriate state-specific statutes that regulate the practice of pharmacy, along with relevant civil and contract law.	1.1: Foundational Knowledge	Formative Examination; Summative Examination
	2.1.1: Collect subjective and objective evidence (including socioeconomic, cultural) related to patient, medications, allergies/adverse reactions, and disease.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	
Summarize the differences between administrative, civil and criminal law as applied to pharmacy practice.	1.1.8: Apply the federal and appropriate state-specific statutes that regulate the practice of pharmacy, along with relevant civil and contract law.	1.1: Foundational Knowledge	Formative Examination; Summative Examination

Course Outline including Time Allocation (proposed):

TOPIC	HOURS
Course introduction and introduction to sources of authority affecting the practice of pharmacy including federal law, controlled substances regulations, relevant state law and regulations	2
Enforcement agencies and regulatory bodies (Board, Food and Drug Administration, Drug Enforcement Agency, etc.)	1
The Food Drug and Cosmetic Act (with relevant amendments) and other relevant federal laws impacting pharmacy practice e.g. postal regulations, OBRA 90, recalls, hazardous drugs, import/export, dietary supplements, natural products	2
Federal and state regulations on manufacturing and distribution of pharmaceuticals e.g. pharmacy compounding, adulteration, misbranding, generics, repackaging, over-the-counter drugs	2
Risk management, civil liability, pharmacist duty, error prevention, health care fraud	3
Regulation of pharmacy practice e.g. licensure, registration, delegation and supervision, continuing education, inspection procedures, discipline, sanctions, reporting requirements, returns, drug disposal, automated dispensing devices, central fill, recordkeeping	7
Legal framework of prescriber, prescription and drugs	3
Controlled substances law and regulations e.g. registration, recordkeeping, drug return, drug disposal, addiction, marijuana, schedule V sales, exempt sales of listed chemicals, pain management regulation, monitoring programs	6
Guidelines for chronic pain prescriptions and program for impaired health professionals	1
Exams (not including final)	2
TOTAL	30

PHAR 791 DIPPE2 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 791 Direct Patient Care IPPE 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	791	2			
Title:						Title: Direct Patient Care IPPE 2					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						0.5		PHAR 624			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						The Direct Patient Care Introductory Pharmacy Practice Experience course is designed for students to expand upon skills learned in the classroom and the medication distribution IPPE. This experience will provide students with the opportunity to work directly with patients in a healthcare setting as a caregiver, educator, and collaborator. Skills emphasized will be effective communication, gathering of patient data, documentation, active listening, interprofessional practice, and cultural sensitivity. It is expected that this introductory course will begin to prepare students to provide patient-centered care as the medication expert.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See Below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See Below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 0.5

F. Maximum Credit Hours: 0.5

G. Hours may be repeated for additional credit: Yes

No

X Yes – If yes, max times repeated: 1 OR max credits awarded:

H. Levels:

Undergraduate

Graduate

PHAR 791 DIPPE2 Form EF Course Information Form (formerly Form E and Form F)

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall, Spring, Summer

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan:

Course Outcomes	Programmatic Ability-Based Outcomes	ACPE Educational Standards	Means of Assessment
Collect subjective and objective evidence (including socioeconomic, cultural) related to patient, medications, allergies/adverse reactions, and disease.	2.1.1: Collect subjective and objective evidence (including socioeconomic, cultural) related to patient, medications, allergies/adverse reactions, and disease.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric, Observation
Interpret relevant medical evidence and patient data.	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric, Observation
Prioritize patient needs.	2.1.3: Prioritize patient needs.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric, Observation
Formulate evidence-based care plans, and care transitions with consideration of the unique needs of the patient while emphasizing the need for patients to take responsibility for the control of their health.	2.1.4: Formulate evidence-based care plans, and care transitions with consideration of the unique needs of the patient while emphasizing the need for patients to take responsibility for the control of their health.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric, Observation
Document patient care related activities.	2.1.7: Document patient care related activities.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric, Observation
Ensure instructional content contains the most current information relevant for the intended audience.	3.2.4: Ensure instructional content contains the most current information relevant for the intended audience.	3.2: Education	Rubric, Observation

PHAR 791 DIPPE2 Form EF Course Information Form (formerly Form E and Form F)

Adapt instruction and deliver to the intended audience.	3.2.5: Adapt instruction and deliver to the intended audience.	3.2: Education	Rubric, Observation
Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.	3.3.3: Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.	3.4: Interprofessional Collaboration	Rubric, Observation
Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping)	3.4.1: Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).	3.5: Cultural Sensitivity	Rubric, Observation
Demonstrate an attitude that is respectful of different cultures.	3.4.2: Demonstrate an attitude that is respectful of different cultures.	3.5: Cultural Sensitivity	Rubric, Observation
Assess a patient's health literacy and modify communication strategies to meet the patient's needs.	3.4.3: Assess a patient's health literacy and modify communication strategies to meet the patient's needs.	3.5: Cultural Sensitivity	Rubric, Observation
Consider cultural issues in all aspects of practice to reduce health disparities.	3.4.4: Consider cultural issues in all aspects of practice to reduce health disparities.	3.5: Cultural Sensitivity	Rubric, Observation

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
1	Collect information to identify a patient's medication related problems and health-related needs.	Direct Supervision
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Direct Supervision
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Direct Supervision
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Direct Supervision
5	Follow-up and monitor a care plan.	Direct Supervision
6	Collaborate as a member of an interprofessional team.	Direct Supervision
11	Educate patients and professional colleagues regarding the appropriate use of medications.	
12	Use evidence-based information to advance patient care.	Observe

Course Outline:

Topic	Time
Experiential rotation placement (2 hours per week)	30

PHAR 800 MAPPE Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202105

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 800 Inpatient Medicine APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	800	40			
Title:						Title: Inpatient Medicine APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6		PHAR 724			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will provide the student with an opportunity to provide patient centered care in an acute/inpatient setting. Skills emphasized will be communication, drug information provision, monitoring of patient outcomes, drug therapy assessment, and patient/health care provider education.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 6

F. Maximum Credit Hours: 6

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

PHAR 800 MAPPE Form EF Course Information Form (formerly Form E and Form F)

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall, Spring, Summer

L. Max Section Enrollment:

Lecture: 40

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Curricular Ability-Based Outcome	ACPE Standard	Assessment
Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs. (Inter-professional collaboration (Collaborator) - 3.4.0).	3.3.3: Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.	3.4: Interprofessional Collaboration	Rubric (Team functioning)
Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding. (Educator (Educator) - 3.2.0	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: Education	Rubric (Intervention Tracker, Team functioning, Presentation, Provider Education, Patient education)
	3.2.4: Ensure instructional content contains the most current information relevant for the intended audience.	3.2: Education	Rubric (Intervention Tracker, Team functioning, Presentation, Provider Education, Patient education)
	3.2.5: Adapt instruction and deliver to the intended audience.	3.2: Education	Rubric (Intervention Tracker, Team functioning, Presentation, Provider Education, Patient education)
	3.2.6: Deliver and obtain feedback to assess learning and promote goal setting and goal attainment for the intended audience.	3.2: Education	Rubric (Intervention Tracker, Team functioning, Presentation, Provider Education, Patient education)
Effectively communicate verbally and nonverbally when interacting with an	3.5.1: Interview patients using an organized structure, specific	3.6: Communication	Rubric (Medication History, Patient

PHAR 800 MAPPE Form EF Course Information Form (formerly Form E and Form F)

individual, group or organization. (Communication (Communicator) - 3.5.0)	questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.		Education, Presentation, Intervention Tracker, Team Functioning)
	3.5.2: Actively listen and ask appropriate open and closed-ended questions to gather information.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Intervention Tracker, Team Functioning)
	3.5.3: Use available technology and other media to effectively communicate and document.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Intervention Tracker, Team Functioning)
	3.5.4: Use effective interpersonal skills to establish rapport and build trusting relationships.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Intervention Tracker, Team Functioning)
	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Intervention Tracker, Team Functioning)
	3.5.6: Demonstrate empathy when interacting with others.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Intervention Tracker, Team Functioning)
Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	4.4.1: Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.	4.4: Professionalism	Reflection (self-assessment)
Provide patient-centered care as the medication expert (e.g. collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities). (Patient-centered care (Caregiver) - 2.1.0) Provide patient-centered care as the medication expert	2.1.1: Collect subjective and objective evidence (including socioeconomic, cultural) related to patient, medications, allergies/adverse reactions, and disease.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
	2.1.3: Prioritize patient needs.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
	2.1.4: Formulate evidence-based care plans, and care transitions with consideration of the unique needs of the patient while emphasizing the need for patients to take responsibility for the control of their health.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
	2.1.5: Implement patient-centered care plans.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)

PHAR 800 MAPPE Form EF Course Information Form (formerly Form E and Form F)

	2.1.6: Monitor the patient and adjust care plan as needed.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
	2.1.7: Document patient care related activities.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
	2.1.8: Appropriately triage patients to the proper health care provider and assist them in navigating the healthcare system.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
Recognize social determinants of health to diminish disparities and inequities in access to quality care. (Cultural sensitivity (Includer) - 3.4.0)	3.4.2: Demonstrate an attitude that is respectful of different cultures.	3.5: Cultural Sensitivity	Rubric (Provider Education, Team functioning, Medication History, Patient Education)
	3.4.3: Assess a patient's health literacy and modify communication strategies to meet the patient's needs.	3.5: Cultural Sensitivity	Rubric (Provider Education, Team functioning, Medication History, Patient Education)
Self-assess understanding and abilities, and engage in help seeking behaviors and adapt learning strategies accordingly.	4.1.1: Self-assess understanding, and abilities and engage in help seeking behaviors and adapt learning strategies accordingly.	4.1: Self-Awareness	Reflection (self-assessment), Direct Observation (Midpoint Evaluation), Rubric (Team Functioning)
	4.1.3: Demonstrate engagement, confidence, self-direction, ownership, flexibility, and accountability in all learning and professional situations.	4.1: Self-Awareness	Reflection (self-assessment), Direct Observation (Midpoint Evaluation), Rubric (Team Functioning)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
1	Collect information to identify a patient's medication related problems and health-related needs.	Reactive Supervision
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Reactive Supervision
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Reactive Supervision
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Reactive Supervision
5	Follow-up and monitor a care plan.	Reactive Supervision
6	Collaborate as a member of an inter-professional team.	Reactive Supervision
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Reactive Supervision
12	Use evidence-based information to advance patient care.	Reactive Supervision

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	TIME (HRS)
Experiential rotation (40 hours per week)	240
TOTAL	240

PHAR 802 AAPPE Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202105

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 802 Ambulatory Care APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	802	40			
Title:						Title: Ambulatory Care APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6		PHAR 724			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will provide the student with an opportunity to provide patient centered care in an ambulatory care setting. Skills emphasized will be communication, drug information provision, monitoring of patient outcomes, drug therapy assessment, and patient/health care provider education.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 6

F. Maximum Credit Hours: 6

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading

PHAR 802 AAPPE Form EF Course Information Form (formerly Form E and Form F)

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall, Spring, Summer

L. Max Section Enrollment:

Lecture: 40

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcome	Curricular Ability-Based Outcome	ACPE Standard	Assessment
Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs. (Inter-professional collaboration (Collaborator) - 3.4.0).	3.3.3: Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.	3.4: Interprofessional Collaboration	Rubric (Team functioning)
	3.3.4: Perform effectively and ethically as a member of an inter-professional functioning team (one that includes the patient, family, and community).	3.4: Interprofessional Collaboration	Rubric (Team functioning)
Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding. (Educator (Educator) - 3.2.0	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: Education	Rubric (Intervention Tracker, Team functioning, Presentation, Provider Education, Patient education)
	3.2.4: Ensure instructional content contains the most current information relevant for the intended audience.	3.2: Education	Rubric (Intervention Tracker, Team functioning, Presentation, Provider Education, Patient education)
	3.2.5: Adapt instruction and deliver to the intended audience.	3.2: Education	Rubric (Intervention Tracker, Team functioning, Presentation, Provider Education, Patient education)
	3.2.6: Deliver and obtain feedback to assess learning and promote goal setting and goal attainment for the intended audience.	3.2: Education	Rubric (Intervention Tracker, Team functioning, Presentation, Provider Education, Patient education)
Effectively communicate verbally and nonverbally when interacting with an individual, group or organization. (Communication (Communicator) - 3.5.0)	3.5.1: Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Intervention Tracker, Team Functioning)
	3.5.2: Actively listen and ask appropriate open and closed-ended questions to gather information.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Intervention Tracker, Team Functioning)

PHAR 802 AAPPE Form EF Course Information Form (formerly Form E and Form F)

	3.5.3: Use available technology and other media to effectively communicate and document.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Intervention Tracker, Team Functioning)
	3.5.4: Use effective interpersonal skills to establish rapport and build trusting relationships.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Intervention Tracker, Team Functioning)
	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Intervention Tracker, Team Functioning)
	3.5.6: Demonstrate empathy when interacting with others.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Intervention Tracker, Team Functioning)
Provide patient-centered care as the medication expert (e.g. collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities). (Patient-centered care (Caregiver) - 2.1.0)	2.1.1: Collect subjective and objective evidence (including socioeconomic, cultural) related to patient, medications, allergies/adverse reactions, and disease.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
	2.1.2: Interpret relevant medical evidence and patient data.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
	2.1.3: Prioritize patient needs.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
	2.1.4: Formulate evidence-based care plans, and care transitions with consideration of the unique needs of the patient while emphasizing the need for patients to take responsibility for the control of their health.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
	2.1.5: Implement patient-centered care plans.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
	2.1.6: Monitor the patient and adjust care plan as needed.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
	2.1.7: Document patient care related activities.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
	2.1.8: Appropriately triage patients to the proper health care provider and assist them in navigating the healthcare system.	2.1: Patient-Centered Care (Includes 3.3 Patient Advocacy where relevant)	Rubric (Medication History, Patient Care Plan, Intervention Tracker)
Recognize social determinants of health to diminish disparities and inequities in access to quality care. (Cultural sensitivity (Includer) - 3.4.0)	3.4.2: Demonstrate an attitude that is respectful of different cultures.	3.5: Cultural Sensitivity	Rubric (Provider Education, Team functioning, Medication History, Patient Education)

PHAR 802 AAPPE Form EF Course Information Form (formerly Form E and Form F)

	3.4.3: Assess a patient's health literacy and modify communication strategies to meet the patient's needs.	3.5: Cultural Sensitivity	Rubric (Provider Education, Team functioning, Medication History, Patient Education)
	3.4.4: Consider cultural issues in all aspects of practice to reduce health disparities.	3.5: Cultural Sensitivity	Rubric (Provider Education, Team functioning, Medication History, Patient Education)
Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping)	3.4.1: Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).	3.5: Cultural Sensitivity	Rubric (Provider Education, Team functioning, Medication History, Patient Education)
Self-assess understanding and abilities and engage in help seeking behaviors and adapt learning strategies accordingly.	4.1.1: Self-assess understanding and abilities and engage in help seeking behaviors and adapt learning strategies accordingly.	4.1: Self-Awareness	Reflection (self-assessment), Direct Observation (Midpoint Evaluation), Rubric (Team Functioning)
	4.1.3: Demonstrate engagement, confidence, self-direction, ownership, flexibility, and accountability in all learning and professional situations.	4.1: Self-Awareness	Reflection (self-assessment), Direct Observation (Midpoint Evaluation), Rubric (Team Functioning)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
1	Collect information to identify a patient's medication related problems and health-related needs.	Reactive Supervision
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Reactive Supervision
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Reactive Supervision
4	Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	Reactive Supervision
5	Follow-up and monitor a care plan.	Reactive Supervision
6	Collaborate as a member of an inter-professional team.	Reactive Supervision
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Reactive Supervision
12	Use evidence-based information to advance patient care.	Reactive Supervision

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	TIME (HRS)
Experiential rotation (40 hours per week)	240
TOTAL	240

PHAR 810 HAPPE Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202105

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 810 Health System APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	810	40			
Title:						Title: Health System APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6		PHAR 724			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course is a health system pharmacy experience that allows for a broader understanding of health system pharmacy management with emphasis on regulatory, human resources, technology and medication management. The student will experience advanced pharmacy operations and services relating to systems for medication distribution, reconciliation, safety and control, management of the department, scope of clinical services provided by the department, the impact of various regulatory and accrediting agencies on the department and department relationships within the institution and health system.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 6

F. Maximum Credit Hours: 6

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate

PHAR 810 HAPPE Form EF Course Information Form (formerly Form E and Form F)

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall, Spring, Summer

L. Max Section Enrollment:

Lecture: 40

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcome	Curricular Ability-Based Outcome	ACPE Standard	Assessment
Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs. (3.4.0).	3.3.3: Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.	3.4: Interprofessional Collaboration	Rubric (Team functioning)
	3.3.4: Perform effectively and ethically as a member of an inter-professional functioning team (one that includes the patient, family, and community).	3.4: Interprofessional Collaboration	Rubric (Team functioning)
Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding. (Educator (Educator) - 3.2.0	3.2.6: Deliver and obtain feedback to assess learning and promote goal setting and goal attainment for the intended audience.	3.2: Education	Rubric (Provider Education, Patient education)
Effectively communicate verbally and nonverbally when interacting with an individual, group or organization. (3.5.0)	3.5.2: Actively listen and ask appropriate open and closed-ended questions to gather information.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Team Functioning)
	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Team Functioning)
	3.5.6: Demonstrate empathy when interacting with others.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Team Functioning)

PHAR 810 HAPPE Form EF Course Information Form (formerly Form E and Form F)

Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society. (4.4.0)	4.4.1: Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.	4.4: Professionalism	Rubric (Medication Distribution), Reflection (self-assessment)
	4.4.2: Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4: Professionalism	Rubric (Medication Distribution), Reflection (self-assessment)
Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution. (Problem Solving (Problem Solver) - 3.1.0)	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	3.1.5: Recommend the most viable solution, including monitoring parameters, to measure intended and unintended consequences.	3.1: Problem-Solving	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	3.1.6: Reflect on the solution recommended and its effects to improve future performance.	3.1: Problem-Solving	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	4.3.1: Demonstrate creative design, decision making, and solutions when confronted with novel problems, challenges or unmet needs.	4.3: Innovation and Entrepreneurship	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	4.4.1: Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.	4.4: Professionalism	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	4.4.2: Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4: Professionalism	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems. (2.2.0)	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Rubric (Medication Distribution)
	2.2.2: Utilize informatics to optimize the medication use system.	2.2: Medication System Use	Rubric (Medication Distribution)
	2.2.3: Utilize human, financial, and physical resources to optimize the medication use system.	2.2: Medication System Use	Rubric (Medication Distribution)
	2.2.4: Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.	2.2: Medication System Use	Rubric (Medication Distribution)

PHAR 810 HAPPE Form EF Course Information Form (formerly Form E and Form F)

	2.2.5: Utilize continuous quality improvement techniques in the medication use process.	2.2: Medication System Use	Rubric (Medication Distribution)
Self-assess understanding and abilities and engage in help seeking behaviors and adapt learning strategies accordingly.	4.1.1: Self-assess understanding and abilities and engage in help seeking behaviors and adapt learning strategies accordingly.	4.1: Self-Awareness	Direct Observation (Midpoint Evaluation), Rubric (Team Functioning)
	4.1.3: Demonstrate engagement, confidence, self-direction, ownership, flexibility, and accountability in all learning and professional situations.	4.1: Self-Awareness	Direct Observation (Midpoint Evaluation), Rubric (Team Functioning)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
1	Collect information to identify a patient's medication related problems and health-related needs.	Reactive Supervision
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Reactive Supervision
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Reactive Supervision
8	Minimize adverse events and medication errors	Reactive Supervision
9	Maximize the appropriate use of medications in a population.	Reactive Supervision
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Reactive Supervision
13	Oversee the pharmacy operations for an assigned work shift.	Reactive Supervision
14	Fulfill a medication order.	Reactive Supervision

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	TIME (HRS)
Experiential rotation (40 hours per week)	240
TOTAL	240

PHAR 811 CAPPE Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202105

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 811 Community APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	811	40			
Title:						Title: Community APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6		PHAR 724			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						This course will provide the student an opportunity to refine basic and develop advanced skills needed for the delivery of patient-centered pharmacy services in the community setting. The student will develop competency in the following critical elements: communication with practitioners and patients, assessment and monitoring of drug therapy, health promotion, disease state management, patient education and effective pharmacy management.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 6

F. Maximum Credit Hours: 6

G. Hours may be repeated for additional credit: No

- No
- Yes – If yes, max times repeated: **OR** max credits awarded:

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

PHAR 811 CAPPE Form EF Course Information Form (formerly Form E and Form F)

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:*

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall, Spring, Summer

L. Max Section Enrollment:

Lecture: 40

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcome	Curricular Ability-Based Outcome	ACPE Standard	Assessment
Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding. (Educator (Educator) - 3.2.0)	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: Education	Rubric (Provider Education, Patient education)
	3.2.2: Develop or select the most effective techniques/strategies to achieve learning objectives.	3.2: Education	Rubric (Provider Education, Patient education)
	3.2.4: Ensure instructional content contains the most current information relevant for the intended audience.	3.2: Education	Rubric (Provider Education, Patient education)
	3.2.5: Adapt instruction and deliver to the intended audience.	3.2: Education	Rubric (Provider Education, Patient education)
	3.2.6: Deliver and obtain feedback to assess learning and promote goal setting and goal attainment for the intended audience.	3.2: Education	Rubric (Provider Education, Patient education)
Effectively communicate verbally and nonverbally when interacting with an individual, group or organization. (3.5.0)	3.5.1: Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Team Functioning)
	3.5.2: Actively listen and ask appropriate open and closed-ended questions to gather information.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Team Functioning)
	3.5.3: Use available technology and other media to effectively communicate and document.	3.6: Communication	Rubric (Medication History, Patient Education,

PHAR 811 CAPPE Form EF Course Information Form (formerly Form E and Form F)

			Presentation, Team Functioning)
	3.5.4: Use effective interpersonal skills to establish rapport and build trusting relationships.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Team Functioning)
	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Team Functioning)
	3.5.6: Demonstrate empathy when interacting with others.	3.6: Communication	Rubric (Medication History, Patient Education, Presentation, Team Functioning)
Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society. (4.4.0)	4.4.1: Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.	4.4: Professionalism	Rubric (Medication Distribution), Reflection (self-assessment)
	4.4.2: Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4: Professionalism	Rubric (Medication Distribution), Reflection (self-assessment)
Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution. (Problem Solving (Problem Solver) - 3.1.0)	3.1.1: Identify and define the relevant problems.	3.1: Problem-Solving	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	3.1.2: Define goals and alternative goals.	3.1: Problem-Solving	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	3.1.3: Explore multiple solutions by organizing, prioritizing, and defending each possible solution.	3.1: Problem-Solving	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	3.1.4: Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.	3.1: Problem-Solving	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	3.1.5: Recommend the most viable solution, including monitoring parameters, to measure intended and unintended consequences.	3.1: Problem-Solving	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	3.1.6: Reflect on the solution recommended and its effects to improve future performance.	3.1: Problem-Solving	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	3.5.5: Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting.	3.6: Communication	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	4.3.1: Demonstrate creative design, decision making, and solutions when confronted with novel problems, challenges or unmet needs.	4.3: Innovation and Entrepreneurship	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
	4.4.1: Demonstrate compassion, empathy, altruism, integrity, trustworthiness, flexibility, and respect.	4.4: Professionalism	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)

PHAR 811 CAPPE Form EF Course Information Form (formerly Form E and Form F)

	4.4.2: Deliver patient-centered care in a manner that is legal, ethical, and compassionate.	4.4: Professionalism	Rubric (Patient Care Plan, Intervention Tracker), Reflection (self-assessment)
Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems. (2.2.0)	2.2.1: Competently perform in all areas of a typical medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, transitions of care and emergency preparedness).	2.2: Medication System Use	Rubric (Medication Distribution)
	2.2.2: Utilize informatics to optimize the medication use system.	2.2: Medication System Use	Rubric (Medication Distribution)
	2.2.3: Utilize human, financial, and physical resources to optimize the medication use system.	2.2: Medication System Use	Rubric (Medication Distribution)
	2.2.4: Apply standards, guidelines, best practices, and established processes related to safe and effective medication use in different pharmacy practice settings.	2.2: Medication System Use	Rubric (Medication Distribution)
	2.2.5: Utilize continuous quality improvement techniques in the medication use process.	2.2: Medication System Use	Rubric (Medication Distribution)
Self-assess understanding and abilities and engage in help seeking behaviors and adapt learning strategies accordingly.	4.1.1: Self-assess understanding and abilities and engage in help seeking behaviors and adapt learning strategies accordingly.	4.1: Self-Awareness	Direct Observation (Midpoint Evaluation), Rubric (Team Functioning)
	4.1.3: Demonstrate engagement, confidence, self-direction, ownership, flexibility, and accountability in all learning and professional situations.	4.1: Self-Awareness	Direct Observation (Midpoint Evaluation), Rubric (Team Functioning)

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
1	Collect information to identify a patient's medication related problems and health-related needs.	Reactive Supervision
2	Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs (including immunizations).	Reactive Supervision
3	Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.	Reactive Supervision
7	Identify patients at risk for prevalent diseases in a population.	Reactive Supervision
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Reactive Supervision
13	Oversee the pharmacy operations for an assigned work shift.	Reactive Supervision
14	Fulfill a medication order.	Reactive Supervision

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	TIME (HRS)
Experiential rotation (40 hours per week)	240
TOTAL	240

PHAR 820 Form EF Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 820 Doctor of Pharmacy Seminar

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	820	0.5			
Title: Doctoral Project						Title: Doctor of Pharmacy Seminar					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
0.5		PHAR 724				0.5		PHAR 724			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
						Doctor of Pharmacy Seminar is a longitudinal course during the 4th year of the program, which allows the student to refine and demonstrate their ability to develop a relevant professional question, design and perform research to answer the question, interpret the data, and verbally defend their findings and conclusions logically and systematically to their peers and faculty.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Assessment of students includes topic research and development, a written paper and formal presentation.						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
 Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
 Fixed

E. Minimum Credit Hours: 0.5

F. Maximum Credit Hours: 0.5

G. Hours may be repeated for additional credit:

- No
 Yes – If yes, max times repeated: **OR** max credits awarded: 1.0

H. Levels:

- Undergraduate
 Graduate
 Professional

I. Grade Method:

- Standard Letter Grading

PHAR 820 Form EF Course Information Form (formerly Form E and Form F)

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall/Spring

L. Max Section Enrollment:

Lecture: 160

Lab:

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes and Assessment Plan (proposed):

Course Outcome	Programmatic Ability-Based Outcome	ACPE Educational Standard	Means of Assessment
Interpret and prioritize data/evidence needed to formulate, analyze and answer a relevant professional, pharmacy-related question.	1.1.11 - Analyze the medical evidence related to prescription drugs, non-prescription drugs, and alternative therapies..	3.1 Problem Solving	Presentation
	1.1.12 - Analyze emerging theories, information, and technologies that may impact patient-centered and population based care.	2.4 Population-based Care	Presentation
Use appropriate communication skills to educate an audience about a relevant professional, pharmacy-related question.	3.2.4 - Ensure instructional content contains the most current information relevant for the intended audience.	3.2 Education	Presentation
	3.2.5 - Adapt instruction and deliver to the intended audience.	3.2 Education	Presentation
	3.5.3 - Use available technology and other media to effectively communicate and document.	3.6 Communication	Presentation
	3.5.5 - Communicate assertively, persuasively, confidently, and clearly in verbal, nonverbal and written form commensurate with professional practice setting	3.6 Communication	Presentation
Demonstrate engagement, confidence, self-direction,	4.1.1 - Self-assess understanding and abilities, and engage in help seeking	4.1 Self-awareness	Presentation

PHAR 820 Form EF Course Information Form (formerly Form E and Form F)

ownership, flexibility and accountability in both providing and participating in professional development activities.	behaviors and adapt learning strategies accordingly.		
	4.1.3 - Demonstrate engagement, confidence, self-direction, ownership, flexibility, and accountability in all learning and professional situations.	4.4 Professionalism	Presentation

Entrustable Professional Activities (EPA): The following Entrustable Professional Activities should be incorporated into the course and documented for students.

EPA #	EPA	Level
11	Educate patients and professional colleagues regarding the appropriate use of medications.	Intermittent Supervision
12	Use evidence-based information to advance patient care.	Intermittent Supervision

Course Outline including Time Allocation (proposed):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

TOPIC	LECTURE	LAB	INDEPENDENT STUDY
Topic Development			33%
Literature Evaluation			33%
Presentation			34%
TOTAL			100%

Curriculum Form EF's for Deleted Courses (from Current Curriculum)

Current Curriculum Course Deletions

Prefix	Number	Name	Last Full Class Offering	Delete
PHAR	311	Medical Biochemistry	201708	201808
PHAR	312	Molecular Biochem and Biotech	201801	201901
PHAR	315	Pathophys Basis of Therapeut 1	201708	201808
PHAR	316	Pathophys Basis of Therapeut 2	201801	201901
PHAR	318	Drug Delivery 1	201708	201808
PHAR	319	Drug Delivery 2	201801	201901
PHAR	328	Pharmaceutical Calculations	201708	201808
PHAR	334	Pharmacy and Health Care in US	201708	201808
PHAR	335	Clinical Communications	201708	201808
PHAR	340	Nonprescrip Meds and Self-Care	201801	201901
PHAR	385	Practice Skills Lab 1	201708	201808
PHAR	386	Practice Skills Lab 2	201801	201901
PHAR	393	Community Intro Phar Pract Exp	201805	201905
PHAR	411	Drug Action 1	201808	201908
PHAR	412	Drug Action 2	201808	201908
PHAR	413	Drug Action 3	201901	202001
PHAR	414	Drug Action 4	201901	202001
PHAR	421	Applied Micro/Infect Dis 1	201808	201908
PHAR	422	Applied Micro Infect Dis 2	201901	202001
PHAR	425	Pharmacy Practice Mngmt 1	201901	202001
PHAR	428	Pharmacokinetics	201808	201908
PHAR	485	Practice Skills Lab 3	201808	201908
PHAR	486	Practice Skills Lab 4	201901	202001
PHAR	491	Longitud Pt-Centered IPPE 1	201808	201908
PHAR	493	Inst Intro Phar Prac Exp	201905	202005
PHAR	511	Pharmacotherapeutics 1	201908	202008
PHAR	512	Pharmacotherapeutics 2	201908	202008
PHAR	513	Pharmacotherapeutics 3	202001	202101
PHAR	514	Pharmacotherapeutics 4	202001	202101
PHAR	525	Pharmacy Practice Mngmt 2	202001	202101
PHAR	530	Pharmacy Law	202001	202101
PHAR	535	Sociopharm and Profess Ethics	201908	202008
PHAR	540	Drug Info/Clin Lit Eval	201908	202008
PHAR	585	Practice Skills Lab 5	201908	202008
PHAR	589	Integrated Case Studies	202001	202101
PHAR	591	Longitud Pt-Centered IPPE 2	201908	202008
PHAR	600	Internal Medicine APPE	202101	202201
PHAR	601	Internal Med 2 APPE	202101	202201
PHAR	602	Ambulatory Care 1 APPE	202101	202201
PHAR	603	Ambulatory Care 2 APPE	202101	202201
PHAR	610	Institutional APPE	202101	202201
PHAR	611	Community APPE	202101	202201

PHAR 311 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 311 Medical Biochemistry

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 312 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 312 Molecular Biochem and Biotech

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
 Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
 Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
 Graduate
 Professional

I. Grade Method:

- Standard Letter Grading
 Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 315 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 315 Pathophys Basis of Therapeut 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 316 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 316 Pathophys Basis of Therapeut 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 318 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 318 Drug Delivery 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
 Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
 Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
 Graduate
 Professional

I. Grade Method:

- Standard Letter Grading
 Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 319 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 319 Drug Delivery 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 328 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 328 Pharmaceutical Calculations

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 334 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 334 Pharmacy and Health Care in US

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 335 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 335 Clinical Communications

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 340 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 340 Nonprescrip Meds and Self-Care

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 385 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 385 Practice Skills Lab 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 386 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 386 Practice Skills Lab 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 393 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201905

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 393 Community Intro Phar Pract Exp

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 411 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 411 Drug Action 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 412 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 412 Drug Action 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 413 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 413 Drug Action 3

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 414 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 414 Drug Action 4

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 421 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 421 Applied Micro/Infect Dis 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 422 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 422 Applied Micro Infect Dis 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 425 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 425 Pharmacy Practice Mngmt 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 428 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 428 Pharmacokinetics

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 485 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 485 Practice Skills Lab 3

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 486 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 486 Practice Skills Lab 4

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 491 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201908

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 491 Longitud Pt-Centered IPPE 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 493 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202005

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 493 Inst Intro Phar Prac Exp

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 511 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 511 Pharmacotherapeutics 1

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 512 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 512 Pharmacotherapeutics 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 513 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 513 Pharmacotherapeutics 3

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 514 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 514 Pharmacotherapeutics 4

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 525 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 525 Pharmacy Practice Mngmt 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 530 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 530 Pharmacy Law

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 535 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 535 Sociopharm and Profess Ethics

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 540 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 540 Drug Info/Clin Lit Eval

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 585 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 585 Practice Skills Lab 5

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 589 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 589 Integrated Case Studies

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 591 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202008

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 591 Longitud Pt-Centered IPPE 2

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 600 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202201

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 600 Internal Medicine APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 601 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202201

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 601 Internal Med 2 APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 602 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202201

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 602 Ambulatory Care 1 APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 603 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202201

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 603 Ambulatory Care 2 APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 610 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202201

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 610 Institutional APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 611 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202201

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 611 Community APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 680 Course Information Form *(formerly Form E and Form F)*

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202201

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 680 Doctoral Project

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Curriculum Form EF's for
Renumbering of Electives
Form EF New and Corresponding
Delete

ELECTIVES RENUMBERING

Prefix	New #	Name	Eff Term	OldPrefix	Old #
PHAR	651	Introduction to Public Health	201901	PHAR	450
PHAR	652	Institutional Pharmacy	201901	PHAR	451
PHAR	653	Topics in Nutrition Biochem	201901	PHAR	453
PHAR	654	Curr Controversies Health Care	201901	PHAR	455
PHAR	656	Intro to Pharmacy Law & Ethics	201901	PHAR	457
PHAR	657	Data Instrument and Analysis	201901	PHAR	461
PHAR	658	Pharmaceutical Science Seminar	201901	PHAR	462
PHAR	659	Botanical Supple - Alt Therapy	201901	PHAR	463
PHAR	660	Natural Product Toxins	201901	PHAR	464
PHAR	664	Medicinal Chemistry Research	201901	PHAR	466
PHAR	665	Sel Top Medicinal Chemistry	201901	PHAR	468
PHAR	667	Carcinogenesis	201901	PHAR	469
PHAR	668	Pharmacy and Geriatric Health	201901	PHAR	470
PHAR	669	Toxicology	201901	PHAR	476
PHAR	671	Pharmacoepidemiology	201901	PHAR	474
PHAR	672	Advanced Compounding	201901	PHAR	475
PHAR	750	Managed Care Pharmacy Pract	202001	PHAR	551
PHAR	751	Adv Topics in Infect Diseases	202001	PHAR	552
PHAR	752	Palliative Care	202001	PHAR	553
PHAR	753	Comp & Alt Med for Clin Pharm	202001	PHAR	554
PHAR	754	Spec Topics in Comm Pharm Prac	202001	PHAR	556
PHAR	755	Med Research Methods - Design	202001	PHAR	558
PHAR	756	Interdis Community Practicum	202001	PHAR	559
PHAR	757	Advance Card Life Support	202001	PHAR	560
PHAR	758	Elder Care Initiative	202001	PHAR	562
PHAR	759	Spec Pop Peds Geriatrics	202001	PHAR	563
PHAR	760	Integr Team-Based Health Care	202001	PHAR	564
PHAR	850	Academic APPE	202101	PHAR	605
PHAR	851	Drug Information APPE	202101	PHAR	606
PHAR	852	Prof Organization Manage APPE	202101	PHAR	609
PHAR	853	Community Mgmt APPE	202101	PHAR	613
PHAR	854	Hospital Pharmacy Admin APPE	202101	PHAR	617
PHAR	855	Managed Care APPE	202101	PHAR	618
PHAR	856	Spec Comm Practice APPE	202101	PHAR	625
PHAR	857	Veterinary Medicine APPE	202101	PHAR	626
PHAR	858	Nuclear Pharmacy APPE	202101	PHAR	628
PHAR	859	Special Top Inpatient Med APPE	202101	PHAR	650
PHAR	860	Special Top Amb Care APPE	202101	PHAR	655
PHAR	861	Corporate Pharmacy MBA APPE	202101	PHAR	661
PHAR	862	Pharmaceutical Indust MBA APPE	202101	PHAR	662
PHAR	863	Health Systems Pharm MBA APPE	202101	PHAR	663
PHAR	864	International Pharmacy APPE	202101	PHAR	666
PHAR	865	Research APPE	202101	PHAR	670

PHAR 651 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 651: Introduction to Public Health

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	651	2	2		
Title: Click here to enter text.						Title: Introduction to Public Health					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
2						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						In this introductory course, students will be exposed to the basic principles of public health and the public health delivery system. The students will learn about the pharmacist's role as a public health professional and how pharmacists, as the most accessible, approachable and accepted health professional, can improve the public's health. As part of the course, students will be expected to design and implement a community public health educational campaign project.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Communicate and collaborate with policy makers, members of the community, and other involved health care providers and administrative and supportive personnel to identify and resolve public health problems; 2. Identify and analyze emerging issues and services that may affect the efficacy or quality of disease prevention services to amend existing or develop additional services; 3. Integrate population-based care and services into practice; 4. Advocate for public policy that promotes and protects the health of the public; 5. Ensure that care balances individual, professional, and societal needs; and 6. Partner with communities in health care decisions and practices that foster preventive care. <p>Assessment: Students will be assessed using traditional examinations, presentations, short reflection papers and an educational community public health project.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

- C. Department Code: PHAR
- D. Credit Hours:
 Variable
 Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 450: Introduction to Public Health
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 Lecture: 30
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outline:

Topic	Hrs
Introduction to course	1
Introduction and overview of public health	3
Public health and the health system	2
Prevention in public health	2
Public health implications for pharmacists and pharmacy practice	4
Basic public health principles of disease prevention and health promotion	4
Prevention programs	2
Basic tasks in program design	2
Implications for pharmacists and pharmacy practice	4
Interventions, programs and services	2
Presentation of community project	2
Exams	2

PHAR 652 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 652: Institutional Pharmacy

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	652	2	2		
Title: Click here to enter text.						Title: Institutional Pharmacy					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course presents information and issues that are unique to the practice of pharmacy in the institutional setting. This will include logistics and distribution, purchasing and inventory control, automation, and clinical services in the contemporary hospital practice setting along with relevant evolutions to long-term care and hospice.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						At the completion of the course, the student will be able to: <ol style="list-style-type: none"> 1. Compare and contrast reimbursement in the hospital setting with the retail setting. 2. Outline the organizational structure of the hospital including a professional and logistic services; as well as a contemporary hospital pharmacy. 3. Identify the important advantages of unit-of-use medication dispensing in the institutional setting; and critique a pharmacy service's compliance with current standards for safe and effective drug distribution. 4. Recognize the critical components of a sterile manufacturing and intravenous admixture program. 5. Describe the different centralized and decentralized systems for automation in the hospital setting and compare their applications under different conditions of drug distribution. 6. Outline the scope and impact of different patient-centered clinical pharmacy services in the institutional setting; along with the role and impact of the pharmacist in these different types of settings. 7. Identify the role of the pharmacist in disaster planning and management including natural and man-made disaster scenarios. 					

	Assessment: For each objective, students will be assessed using traditional examinations, presentations, short papers and in-class debates.
Course Outline including Time Allocation	Course Outline including Time Allocation
Click here to enter text.	See below

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – If yes, enter equivalent course: PHAR 451: Institutional Pharmacy
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
Lecture: 30
Lab: Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
 Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY
 Date Rec'd: _____ Date Completed: _____
 Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

PHAR 652

Topic	Time Allocation (hours)
1. Introduction to the hospital setting and reimbursement	1
2. Organizational structure of the hospital and professional services	2
3. Distribution and logistics, unit-of-use medication dispensing	4
4. Sterile manufacturing and intravenous admixture services	2
5. Computerization and automation in the institutional setting	2
6. Purchasing, inventory control, controlled substances	2
7. The Pharmacy and Therapeutics Committee and the Formulary	2
8. Accrediting organizations for hospitals	1
9. Clinical care services in the patient care setting	4
10. Drug information services	1
11. Hospice care services	2
12. Specialty clinics	1
13. Disaster management	2
14. Long-term care facilities	2
15. Residency training in the institutional setting	1
16. Midterm exam	1

PHAR 653 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 653: Topics in Nutrition Biochem

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	653	2	2		
Title: Click here to enter text.						Title: Topics in Nutrition Biochem					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This is an upper level biochemistry course concentrating on issues related to nutrition. Of special importance will be energy metabolism, roles of vitamins and minerals in metabolic systems, issues of dietary deficiency, dietary supplements, diet and disease states and diet and exercise.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						At the completion of the course, the student will be able to: <ol style="list-style-type: none"> 1. Outline and describe the role that carbohydrates, lipids and proteins play in the diet, their different classifications and their appropriate dietary intake; 2. Explain the relationships between aerobic and anaerobic metabolism and roles they play in nutrition and health; 3. Describe the roles that glucose, glucagon, insulin and cortisol play in nutrition and metabolism; 4. Describe the role that vitamins and minerals play in nutrition and metabolism and apply these principles to the design of a patient's nutrition plan; and 5. Describe recent trends in obesity, cardiovascular disease and stroke, diabetes and cancer and how nutrition features itself in the evolution of these states of illness. <p>Assessment: Each of these objectives will be assessed using in-class examinations.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
 - Variable
 - Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 - No
 - Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 - Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
 - Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 - No
 - Yes – *If yes, enter equivalent course:* PHAR 453: Topics in Nutrition Biochem
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 - Lecture: 30
 - Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outline including Time Allocation:

- | | |
|---|----------|
| 1. Carbohydrates | 2 hours |
| 2. Lipids | 2 hours |
| 3. Proteins | 2 hours |
| 4. Review of aerobic and anaerobic metabolism | 2 hours |
| 5. Glucose, glucagon, insulin and cortisol | 2 hours |
| 6. Vitamins, minerals and supplements | 10 hours |
| 7. Effects of nutrition on disease (e.g. obesity, MI, stroke, diabetes) | 8 hours |
| 8. Exams (other than final exam) | 2 hours |

PHAR 654 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 654: Curr Controversies Health Care

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	654	2	2		
Title: Click here to enter text.						Title: Curr Controversies Health Care					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course will present contemporary issues in medicine. Current controversies in health care that affect public policy decisions will be discussed in the framework of contemporary literature. Students will be encouraged to frame decisions about these issues in the context of the health professional - patient relationship, health policy, social justice, allocation of scarce resources, professional standards and definitions of the beginning and end of human life.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<p>At the completion of the course, the student should be able to:</p> <ol style="list-style-type: none"> 1. List a number of the current controversies in health care that have dominated the news or political debate at the state or national level; 2. Describe different ethical theories or frameworks that impact how health professionals or the public analyze and interpret these issues; 3. Compare the manner in which different stakeholders analyze and interpret the facts surrounding important health care issues; 4. Select appropriate search strategies for gathering facts related to important contemporary issues; 5. Apply evidence-based arguments to advocate for their position or stance on particular issues; 6. Integrate patient-centered goals, professional obligation and resource utilization into a public policy debate; and 7. Assess how religious mores and definitions of life influence the public policy debates on contemporary health care issues. <p>Assessment: Students will be assessed through the use of position papers, topical presentations and classroom discussion.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

- Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
 Variable
 Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 455: Curr Controversies Health Care
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 Lecture: 30
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Topic	Hours
Introduction to course and ethical decision making	2
Rationing in healthcare case	2
Current cases of bioethical dilemmas discussed each week (Topics will vary based on current issues)	26

PHAR 656 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 656: Intro to Pharmacy Law & Ethics

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	656	2	2		
Title: Click here to enter text.						Title: Intro to Pharmacy Law & Ethics					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course presents information on general concepts of legal regulation of pharmacy professional acts and services as well as an overview of the legal process in the United States. It also introduces students to ethical concepts and gives them an opportunity to apply ethical principles and develop skills in problem-solving and critical thinking.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<p>At the completion of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Identify the reasons why society regulates medications. 2. Distinguish the sources and types of laws in the United States. 3. List the responsibilities of administrative agencies. 4. Distinguish between criminal, civil, and administrative liability. 5. Describe the relationship between federal and state law. 6. Identify the significant historical events that have shaped the current federal Food, Drug, and Cosmetic Act. 7. Distinguish ethical from other kinds of issues in pharmacy. 8. Identify the options open to a pharmacist faced with a moral problem. 9. Explain the legal duties, obligations, and rights of the pharmacist and their ethical implications. 10. Apply ethical knowledge to patient care <p>Assessment: Students will be assessed using traditional examinations, presentations, short papers and case studies.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
 Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable

- Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 457: Intro to Pharmacy Law & Ethics
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
Lecture: 30
Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Topic	Time Allocation
1. Introduction to course	1
2. Introduction to ethics	2
3. Introduction to Law	2
4. Professional values in Pharmacy Practice	2
5. The Code of Ethics for Pharmacists	1
6. Ethical Decision-Making: Foundations	2
7. Exam 1	1
8. Legal Structure in the United States	1
9. Liability	3
10. Administrative Agencies	2
11. Federal Laws Applicable to Pharmacy	3
12. Exam II	1
13. State Laws Applicable to Pharmacy	1
14. State Regulation of Pharmacy Practice	3
15. The Pharmacist-Patient Relationship: Foundations	2
16. The Pharmacist-Patient Relationship: Ethical -Conflicts	3

PHAR 657 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 657: Data Instrument and Analysis

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	657	2	2		
Title: Click here to enter text.						Title: Data Instrument and Analysis					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course will examine the development and validation of instruments for measuring social, behavioral and patient reported outcomes as well as the analysis of data using simple univariate and multivariate inferential statistics. Emphasis will be placed on students gaining expertise in utilizing the available university statistical analysis software package.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Outline and execute a plan for developing (including pilot and field testing) a questionnaire (survey) for measurement of social, behavioral or patient reported outcomes. 2. Outline and execute a plan for measuring the reliability and validity of a questionnaire (survey). 3. Implement questionnaire designs that are consistent with variable measurement and maximizes data analysis. 4. Compare and contrast different collection methods for social, behavioral and patient reported outcomes. 5. Collect, prepare and code data for analysis using statistical analysis software. 6. Analyze and interpret study data using statistical analysis software. <p>Assessment: All course objectives will be measured using case exercise and a class project.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

- D. Credit Hours:
 Variable
 Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 461: Data Instrument and Analysis
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 Lecture: 20
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Topic	Hours
Introduction to psychometrics	4
Instrumentation in social, behavioral and patient reported outcomes	4
Reliability and validity testing in social, behavioral and patient reported outcomes	2
Data collection methods for surveys and questionnaires	4
Review of basic inferential statistics	4
Data coding	4
Statistical analysis software	4
Statistical data analysis and interpretation	4
Total	30

PHAR 658 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 658: Pharmaceutical Science Seminar

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	658	2	2		
Title: Click here to enter text.						Title: Pharmaceutical Science Seminar					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Students actively participate in discussing topics of current importance and relevance in the pharmaceutical sciences. A wide selection of professional publications of primary literature is utilized. Strategy and tactics of oral presentations are incorporated during the course. Students make presentations on pharmaceutical topics of interest to them.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Search for literature using medical and health databases. 2. Read and analyze primary literature in the health and pharmaceutical sciences. 3. Prepare PowerPoint presentations and written summaries of articles. 4. Prepare a PowerPoint presentation and write a report that incorporates the findings of several articles using a review format and citing references. 5. Understand the basic concepts of statistics with emphasis on the p value and significance. 6. Be able to provide input to a fellow presenter and get involved in a scientific discussion. 7. Achieve a level of confidence to speak in public on medical and pharmaceutical topics in an organized scientific fashion. 8. Improve scientific writing skills <p>Assessment: Students will be assessed based on their PowerPoint presentations, written article summaries, and final PowerPoint presentation and report. Also, as importantly, the student participation in active discussion and providing feedback to fellow students will also be a component of the assessment.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

- C. Department Code: PHAR
- D. Credit Hours:
 Variable
 Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 462: Pharmaceutical Science Seminar
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 Lecture: 12
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outline:

Topic	Time Allocation, hour
Introduction and expectations	1
Literature Search	1
Statistics	2
Sample presentation	1
Student presentations	25

PHAR 659 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 659: Botanical Supple - Alt Therapy

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	659	2	2		
Title: Click here to enter text.						Title: Botanical Supple - Alt Therapy					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course will acquaint the student to the therapeutic utility of a variety of herbal supplements and alternative regimens. Safety and evidence-based efficacy issues will be discussed as well as counseling herbal/alternative therapy users. Student who take this course cannot receive elective credit for PHAR 554.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						At the completion of the course, the student will be able to: 1. Discuss the different uses of herbal preparations. 2. Discuss the risks associated with the use of herbal preparations. 3. Counsel patients on the sensible use of herbal preparations. 4. Describe the current regulations governing herbal products in the U.S. 5. Compare and contrast the benefits/risks of at least three alternative medical therapies. Assessment: Objectives will be evaluate using examination, project paper and oral presentation.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						1. Introduction, History, Basic Principles, Regulatory Issues (4 hr) 2. The Herbal Product Consumer (1 hr) 3. Rational Phytotherapy (2 hr) 4. Herbs, Phytomedicines, Extracts with the following activities (21 hours): 5. Alternative Therapies – Project Presentations (2 hr)					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

- Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
 - Variable
 - Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 - No
 - Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 - Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
 - Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 - No
 - Yes – *If yes, enter equivalent course:* PHAR 463: Botanical Supple - Alt Therapy
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 - Lecture: 30
 - Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 660 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 660: Natural Product Toxins

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	660	2	2		
Title: Click here to enter text.						Title: Natural Product Toxins					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
2											
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course will acquaint the student with the scope; general and specific principles of treatment; and prevention measures for common plant, mushroom, food and Marine toxins. Additionally the student will be introduced to information sources; brief taxonomic considerations; how to handle a poisoning and how to handle a poisoning call to the pharmacy. Field trips to view local plants and the Medicinal Garden will be included.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						At the completion of the course, the student will be able to: 1. Outline the general principle for treating accidental plant/mushroom poisoning. 2. Describe the general principles of preventing plant/mushroom poisoning. 3. Given a suspected plant/mushroom poisoning case, propose a logical course of treatment having based on reputable references. 4. List 5 common marine-source toxins, and their associated symptoms and treatment. 5. Describe 5 common causes of food poisoning, and their symptoms and treatment.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						1. Introduction (3 hr) 2. General Principles of Plant Taxonomy (2 hr) 3. Toxic Constituents of Plant Foodstuffs (3 hr) 4. Plants with Nicotine, Atropine-like action (1 hr) 5. Lathrogens and Teratogens (1 hr) 6. Miscellaneous toxic plants of the Midwest and Home (9 hr) 7. Plant Dermatotoxins (1 hr) 8. VIII. Mushroom Morphology, Terminology (1 hr) 9. Mushroom Poisoning (4 hr) 10. Psychoactive plant constituents (1 hr)					

	11. Marine shellfish toxins (1 hr) 12. Food Poisoning (1 hr) 13. Paper Presentations (2 hr)
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- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – *If yes, enter equivalent course:* PHAR 464: Natural Product Toxins
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 30
- Lecture:
- Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
 Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY
 Date Rec'd: _____ Date Completed: _____
 Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

PHAR 664 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 664: Medicinal Chemistry Research

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	664	6		6	
Title: Click here to enter text.						Title: Medicinal Chemistry Research					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						The student will learn the process for bringing a new drug to market including drug discovery; what is involved in discovering potential drug candidate(s); investigating structure activity relationships; evaluating results for receptor selectivity; and improving upon existing drugs. The student will learn about proving a hypothesis scientifically, synthetically, biologically and clinically. Students will gain an appreciation of drug discovery techniques used in pharmaceutical research and insight into drug candidates in cancer and type II diabetes.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Student(s) will be evaluated by the instructor on their ability to perform daily research activities and tasks in the laboratory related to their research project. They will need to perform various procedures, explain topics and get results from goals set out each week. They will also be evaluated on their final research presentation to the P1 students in a structured lecture format.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						<p>Course Outline including Time Allocation: 6 hours x 15 weeks = 89 hours of bench research Presentation of semester research to P1 students = 1 hour Total of 90 hours for course</p> <p>Outline of Course: Review of hypothesis policy and procedures in research Drug discovery process Cancer and Diabetes research progress and obstacles Drug project Review of basic synthesis Laboratory safety and procedures Procedures for presentation</p>					

	Result analysis
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- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – *If yes, enter equivalent course:* PHAR 466: Medicinal Chemistry Research
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
- Lecture:
- Lab: 3

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code	
<input type="checkbox"/> Basic Skill (BS), <input type="checkbox"/> General Education, <input type="checkbox"/> Occupational Education, Gen Ed. Codes: _____	

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY	
Date Rec'd: _____	Date Completed: _____
Entered: <input type="checkbox"/> SCACRSE, <input type="checkbox"/> SCADETL, <input type="checkbox"/> SCARRES, <input type="checkbox"/> SCAPREQ	

PHAR 665 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 665: Sel Top Medicinal Chemistry

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	665	2	2		
Title: Click here to enter text.						Title: Sel Top Medicinal Chemistry					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
2											
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course will present a number of current topics with a focus on the discipline of medicinal chemistry. There will be an emphasis placed on those that relate to pharmacy practice. Topics may shift from semester-to-semester depending on changes in this discipline. Guest speakers presenting on advances in medicinal chemistry may be used.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Upon completion of this course the student will be able to: <ol style="list-style-type: none"> 1. Identify important contemporary topics in medicinal chemistry and how they are influencing drug research and development, as well as the practice of pharmacy; 2. Describe the role that pharmacophores play in current drug design; 3. Outline some of the recent advances made in medicinal chemistry; and 4. Apply principle of medicinal chemistry-based drug design to drug classifications discussed in class and to other drug classes in general. <p>Assessment: Outcomes will be assessed using examinations, formal presentations as well as daily class participation in discussion.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
 Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
 Fixed

- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 468: Sel Top Medicinal Chemistry
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 Lecture: 30
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outline including Time Allocation (topics may change):

1. Library Database Search/Research	2 hours
2. Anti-emetics	2 hours
3. Parkinson's	2 hours
4. Sunscreen Chemistry	1 hour
5. U.S. Patents as related to industry	1 hour
6. Tropical Diseases	2 hours
7. Anti-Ageing Creams	1 hour
8. Osteoporosis	2 hours
9. Pharmacophore Based Drug Design	2 hours
10. Nanotechnology	2 hours
11. Peptidomimetics	2 hours
12. Sickle Cell Anemia	2 hours
13. Parasites	1 hour
14. Meningitis	1 hour
15. War Against Microbes "Germ Warfare"	2 hours
16. Obesity	1 hours
17. <u>Ocular Health</u> : Glaucoma & Macular Degeneration	1 hour
18. Antimalarials	1 hour
19. Recent Advances in Drug Discovery	1 hour
20. Exam (Other than the final exam)	1 hour

PHAR 667 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 667: Carcinogenesis

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	667	2	2		
Title: Click here to enter text.						Title: Carcinogenesis					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						The course will acquaint the student with the identification of carcinogens and mechanisms for carcinogenesis of selected agents such as chemicals, radiation and infections. . The role of environmental factors (lifestyle, diet, social and behavioral practices) in influencing susceptibility to cancer and the genetic differences (germline and somatic mutations, epigenetics, DNA repair) that have been causally implicated in cancer will be discussed.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						By the end of the course, the student should be able to: 1. Identify trends in cancer statistics 2. Discuss the types of genetic changes that are implicated in causing cancer and results of cancer genomic studies 3. Compare and contrast IARC and NTP classification of carcinogens 4. Compare and contrast classes of chemical carcinogens (initiators, promoters) 5. Describe the metabolism of selected classes of carcinogens and identify metabolite(s) responsible for carcinogenic effects 6. Identify mechanisms for DNA changes due to chemicals, radiation or biological agents 7. Compare and contrast methods used to identify carcinogens (advantages and disadvantages of each method) 8. Describe environmental factors that influence susceptibility to cancer Assessment: Examinations, presentations and class participation.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
 Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
 Fixed
- E. Minimum Credit Hours: 2
 F. Maximum Credit Hours: 2
 G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 469: Carcinogenesis
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
 L. Max Section Enrollment:
 Lecture: 24
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Topic	Time Allocation
Introduction	1
Cancer statistics	2
Genetic changes- germline and somatic mutations	2
Genetic influence on metabolism, DNA repair	1
Presentations on specific mutations/cancer caused	3
Selected carcinogens, metabolism, DNA effects	4
Methods for identification of carcinogens- short term tests, animal testing, epidemiology	3
Risk assessment (exposure to hazard)	1
Environmental factors- lifestyle, diet, social and behavioral practices (tobacco, alcohol)	4
Chemoprevention (SERMs, 5 α -reductase inhibitors)	1
Exams	2
Student group presentations	6

PHAR 668 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 668: Pharmacy and Geriatric Health

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	668	2	2		
Title: Click here to enter text.						Title: Pharmacy and Geriatric Health					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course will assist pharmacy students in better understanding geriatric patients' unique healthcare needs by exposing them to lecture, discussion, observation, reading assignments, video, as well as one-on-one interaction with patients in clinical settings. Various experts from the geriatric field will be invited to discuss material with which they are most familiar. Students will develop a basic skill set for understanding and eventually, meeting the health care needs of geriatric patients.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Develop increased understanding of geriatric patient's unique health care needs. 2. Describe the pharmacist's role in helping to meet and/or coordinate the health care needs of geriatric patients. 3. Expose the future pharmacist to medical situations which enhance their abilities to appropriately interact with other health care professionals (such as nurses, physicians, psychiatrists, dieticians, social workers, activity coordinators, etc.) in a team approach. 4. Develop and demonstrate appropriate interactions with geriatric patients while completing medical evaluations (such as MMSE, Geriatric Depression Scales, AIMS/DISCUS testing, etc.) 5. Introduce the student to non-traditional areas of practice. 6. Expose the student to formal patient-centered care, where pharmacists routinely impact medical outcomes. 7. Describe situations where medical and social ethical dilemmas in treating geriatric patients arise. 8. Introduce the student to treatment guidelines which are designed specifically for geriatric patients. 9. Introduce the student to key government-mandated, medically-related monitoring requirements in the long-term care environment. 10. Discuss important patho-physiologic and basic therapeutic subject matters which are unique to geriatric patients <p>Assessment: Objectives will be evaluated using examinations and reflection-assignments</p>					

Course Outline including Time Allocation	Course Outline including Time Allocation
Click here to enter text.	Classroom lecture and discussion of subject matter (24 hours) Reflection and evaluation discussions (4 hours) Examination (2 hours)

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – If yes, enter equivalent course: PHAR 470: Pharmacy and Geriatric Health
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
- Lecture: 30
- Lab: Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 669 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 669: Toxicology

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	669	2	2		
Title: Click here to enter text.						Title: Toxicology					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course focuses on the adverse effects in patients caused by excessive exposure from environmental or medicinal substances. Accidental and intentional poisonings, medication overdosing, and excessive environmental exposures will be discussed. An introduction into the legal aspects and analytical techniques involved in criminal investigations and lawsuits will be included.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> Predict the mechanisms of organ damage due to specific toxins. Identify the signs and symptoms associated with toxicity of commonly used therapeutic agents. Identify the chemical and pharmacologic classifications of agents commonly involved in toxicologic events. Use appropriate terminology and select analytical toxicologic techniques to aid in the methods of forensic toxicology_ Describe the pharmacists role in preventative measures involving the use of chemical agents for terrorism. Match antidotes with common acute poisonings and unintentional ingestions of toxic agents. Describe the functions and responsibilities of pharmacists in poison control centers. Given patient specific information, select optimal therapy in situations of acute or chronic poisonings. <p>Assessment: Examinations, in-class presentations and group exercises conducted during class.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 476: Toxicology
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 Lecture: 30
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Content Outline:

Topic (hours)	
General Principles of Toxicology (Dose-response, toxicokinetics)	(3 hours)
Absorption, distribution, metabolism and elimination of Toxicants	(2 hours)
Clinical presentation of target organ damage	(1 hours)
Biotransformation of Xenobiotics	(1 hours)
Toxicologic informational systems (ie Poisondex, TOMES)	(1 hour)
Treatment of acute poisonings (ie emesis, gastric lavage)	(2 hours)
Clinical Toxicology (common specific pharmaceutical agents)	(2 hours)
Unintentional drug poisoning deaths	(1 hour)
Pharmaceutical waste in the drinking water and the environment	(1 hour)
Toxicogenomics	(1 hour)
Pesticides/Insecticides	(2 hour)
Heavy Metals	(1 hour)
Animal toxicity/venoms	(1 hour)
Toxic plants, fungi	(1 hour)
Food toxicology	(1 hour)
Contaminated Dietary supplements	(1 hour)
Terrorist Chemical agents and syndromes	(1 hour)
Toxicologic references in the media and entertainment	(1 hour)
Forensic Toxicology	(2 hours)
Student Toxicologic Presentations	(2 hours)
Exams	(2 hours)
TOTAL	(30 hours)

PHAR 671 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 671: Pharmacoepidemiology

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	671	2	2		
Title: Click here to enter text.						Title: Pharmacoepidemiology					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course examines the epidemiologic principles used in non-experimental studies to assess drug safety and efficacy in the absence of specific evidence from experimental studies; provides an introduction to pharmaco-epidemiologic methods, databases and examples of use in current research; and examines the use of pharmacoepidemiology in drug development and approval. This course will also examine the role of pharmacoepidemiology in public policy; and the pitfalls and limitations of these types of study designs.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
 Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
 Fixed

E. Minimum Credit Hours: 2

F. Maximum Credit Hours: 2

G. Hours may be repeated for additional credit:

- No
 Yes – If yes, max times repeated: [Click here to enter text.](#) OR max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

- No
- Yes – *If yes, enter equivalent course:* PHAR 474: Pharmacoepidemiology
Course Prefix, Number – Course Title

K. Term(s) Offered: Fall, Spring

L. Max Section Enrollment:

Lecture: 24

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes:

1. Explain the U.S. drug development and approval process - what are its strengths and limitations. Describe the specific features of chronic disease epidemiology; understand the relationship between disease incidence and prevalence and the different measurements for each.
2. Explain why Mortality measures are of such great interest in epidemiology; be able to recognize, interpret and calculate the most commonly used mortality measures
3. Identify observational methods used to establish statistical association between mortality or disease and exposure. Explain the difference between Risk Ratio and Odds Ratio. Know the uses and be able to calculate Absolute Risk Reduction, Relative Risk Reduction, Number Needed to Treat, and Number Needed to Harm.
4. Identify the general purposes of research and principles of study design. Distinguish between experimental, quasi-experimental, and observational approaches to pharmacoepidemiologic research. Describe various observational study designs used in pharmacoepidemiology and the relative advantages/disadvantages of each. Describe the role of meta-analysis in pharmacoepidemiology.
5. Describe the various sources of pharmacoepidemiologic data, the various coding schemes used for drugs, procedures and diagnosis. Describe the methods used for measuring exposure and outcomes when using secondary data.
6. Explain what a variable is and differentiate between an independent variable and a dependent variable. Describe different approaches to classifying and summarizing data. Utilize key concepts related to hypothesis testing to arrive at statistical decisions and describe the relationship between hypothesis testing and confidence interval estimation.
7. Discuss various statistical tests that can be used to describe the significance of group differences and appreciate the factors that are important in choosing an appropriate test. Describe how linear regression, logistic regression, and survival analysis are used in pharmacoepidemiology.
8. Differentiate the concepts of confounding, mediation, and effect modification (interaction). Appreciate the issues involved in estimating the sample size required for a pharmacoepidemiologic study.
9. Identify the nature of causation and association in pharmacoepidemiology studies. Describe the key criteria to determine causation. Identify the main types and sources of bias in pharmacoepidemiology studies.
10. Understand the importance of critically evaluating the pharmacoepidemiology literature and the key topics of pharmacoepidemiologic literature
11. Discuss the concept of suboptimal medication utilization; compare and contrast compliance, concordance, and persistence; discuss the advantages and disadvantages associated with the different methods of measuring medication utilization; calculate adherence/persistence from

information contained in administrative claims data; recognize the elements that define a quality adherence and persistence study using administrative data.

12. Describe the major terms used in drug safety evaluation; describe two methods for categorizing adverse drug events; identify major amendments to the Food, Drug and Cosmetic Act that address drug efficacy and safety; describe the ways that drug safety problems are identified pre- and post- market approval.

Assessment: Objectives will be assessed using examination.

Course Outline PHAR 671:

Topic	Associated Outcomes	Hours
Introduction to Pharmacoepidemiology	1	2
Principles of Epidemiology Applied to the Study of Medication Use: Incidence and Prevalence	1, 2	1
Principles of Epidemiology Applied to the Study of Medication Use: Specific features of chronic disease epidemiology – prevalence and incidence	2, 3	1
Principles of Epidemiology Applied to the Study of Medication Use: Mortality measures	2, 3	2
Principles of Epidemiology Applied to the Study of Medication Use: Rates, ratios, and proportions [Risk ratio, odds ratio, relative risk reduction, absolute risk reduction, number needed to treat (NNT), number needed to harm (NNH)].	4, 5,6	2
Pharmacoepidemiology Study Designs – Understanding the purpose of research and the principles of study design; Differences between Experimental, Quasi-Experimental and Observational study designs.	3,4	2
Observational Study Designs: Case Reports and Case Series; Ecologic Studies; Cross-Sectional Studies; Case-Control Studies; Cohort Studies; Nested Case-Control Studies; Case-Crossover Studies; Meta-Analysis	3, 4	2
The use of secondary data in Pharmacoepidemiology	5	2
Biostatistics and Pharmacoepidemiology: Independent and dependent variables; summarizing data, point and interval estimation, hypothesis testing	6	2
Biostatistics and Pharmacoepidemiology: Statistical tests; linear regression, logistic regression; survival analysis	7	2
Biostatistics and Pharmacoepidemiology: Confounding, mediation, and effect modification	7,8,9	2
Methodological Issues encountered in Pharmacoepidemiologic studies: Nature of causation and association in pharmacoepidemiology studies; criteria for determining causation; bias in pharmacoepidemiology	7,8,9	2
Methodological Issues encountered in Pharmacoepidemiologic studies: Confounding; adjusting for confounding and bias; risk adjustment	8	2
Evaluation of the pharmacoepidemiology literature	10	2
Medication Utilization Patterns	11	2
Medication Safety and Pharmacovigilance	12	2
Total Hours (not including final exam)		30

PHAR 672 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **201901**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 672: Advanced Compounding

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	672	3	1	2	
Title: Click here to enter text.						Title: Advanced Compounding					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						The art and science of compounding pharmaceutical preparations at an advanced level will be discussed. Students will build on their compounding experience in PHAR 385 and 386 to develop an advanced understanding of formulation, stability and quality of compounded pharmaceuticals and the role a pharmacist plays in the specialized practice of compounding pharmacy. Advanced compounding methods will be used to make pharmaceutical dosage forms and develop formulations as they would in the practice of compounding pharmacy.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> Determine the proper compounded dosage form for a given patient/disease state. Determine appropriate compounding method for a given formulation. Determine proper formulation for a given dosage form. Compound high quality dosage forms. Counsel patients on the use of compounded dosage forms. Evaluate the quality of a given compounded pharmaceutical dosage form. <p>Assessment: Written exams, presentations and evaluation of compounded dosage forms.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
 Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
 Fixed

E. Minimum Credit Hours: 2

- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 475: Advanced Compounding
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 Lecture: 12
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outline including Time Allocation:

Title	Lecture (hrs)	Lab (hrs)
Governmental Regulations and Guidelines for Compounding	1	
Facilities and Record Keeping	1	
Stability of Compounded Preparations	1	2
Quality Control of Compounded Preparations	1	2
Compounded Oral Dosage Forms	4	8
Compounded Rectal and Vaginal Dosage Forms	1	2
Compounded Topical/Percutaneous Dosage Forms	2	8
Specialty Compounding	4	8
Total	15	30

PHAR 750 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202001**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 750: Managed Care Pharmacy Pract

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	750	2	2		
Title: Click here to enter text.						Title: Managed Care Pharmacy Pract					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
2						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course is designed to provide an introduction to managed care pharmacy and a basic understanding of the impact it has on the U.S. health care system. The course will present material in both the consumer and health care professional perspective. The course includes lectures, guest speakers, group discussions and presentations.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Upon the completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Describe the process of formulary management including drug benefit design 2. Identify the role pharmaceutical industries play within the managed care industry 3. State methods managed care companies use to try to control health care costs 4. Discuss methods used by the managed care industry to influence prescribing habits 5. Discuss the complexities, beneficial aspects and inadequacies of the US health care system 6. Describe the involvement pharmacists have in the managed care industry <p>Assessment: Students will be assessed using traditional examinations, presentations, assignments and in-class debates.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
 Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable

- Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 551: Managed Care Pharmacy Pract
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 Lecture: 30
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Topic	Time Allocation
1. Course Introduction / Expectations	2
2. Overview of Managed Care / Managed Care Terminology	2
3. Understanding Medicare	2
4. Pharmacy and Therapeutics Committee / Formulary Management	2
5. Pharmaceutical Industries Role in Managed Care	2
6. Methods to Improve Patient Compliance	2
7. Pharmacoeconomics / Outcomes Research	2
8. Pharmacy Benefit Designs / Quality Assessment/Assurance	2
9. Patient Centered Medical Home	2
10. MTMS: Communicating Recommendations to Patients and Providers	2
11. Clinical Debates / Presentations	2
12. Clinical Debates / Presentations	2
13. Clinical Debates / Presentations	2
14. Clinical Debates / Presentations	2
15. Clinical Debates / Presentations	2
16. TOTAL	30

PHAR 751 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202001**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 751: Adv Topics in Infect Diseases

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	751	2	2		
Title: Click here to enter text.						Title: Adv Topics in Infect Diseases					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
2						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course presents topics and controversies in Infectious Diseases. Topics covered go beyond those covered in Pharmacotherapeutics. In addition to reviewing specific disease entities, students will be exposed to contemporary strategies for the management of the infected patient in various practice settings.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Following the successful completion of this course, the student will be able to: <ol style="list-style-type: none"> Analyze the controversies/dilemmas associated with the diagnosis and management of various infectious diseases. Create a pharmaceutical care plan which includes recommendations for monitoring and evaluating efficacy and toxicity of drug regimens used in the management of various infectious syndromes. Discuss the epidemiology of infectious diseases. <p>Assessment Students will be assessed using traditional examinations, case reviews, in class presentations, S.O.A.P notes, and demonstration of competency of physical assessment skills.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 2

- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 552: Adv Topics in Infect Diseases
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 Lecture: 30
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRRES, SCAPREQ

Course Outline:

Topic	Time Allocation (hours)
1. Host Defenses and special populations	2
2. Pediatric infectious diseases	2
3. Infections caused by toxin-producing microbes	2
4. Food and water-borne infections	2
5. Bioterrorism	2
6. Endemic mycoses	2
7. Travel medicine	2
8. Medical imaging in infectious diseases	2
9. ID practice in community pharmacy	2
10. Oddball antimicrobials	2
11. Physical assessment and diagnostic tests	2
12. Emerging infectious diseases	2
13. Case discussions #1	2
14. Case discussions #2	2
15. Case discussions #3	2

PHAR 752 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202001**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 752: Palliative Care

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	752	2	2		
Title: Click here to enter text.						Title: Palliative Care					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
2						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Students will be introduced to the non-pharmacologic and pharmacologic decisions required for patients (or care givers) approaching the end of life. Emphasis will be placed on the role of the pharmacist in providing appropriate pharmaceutical care for pain and symptom management. Students will be required to complete a series of advanced pain cases (unique to palliative care / hospice patients), create a hospice formulary as a group orientated project, and visit a local hospice center.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<p>Course Outcomes and Assessment Plan:</p> <ol style="list-style-type: none"> 1. Define palliative care and the associated principles utilized in order to achieve excellent quality of care for the dying person. 2. Outline the interdisciplinary approach to end-of-life care, emphasizing the role of the pharmacist as an appropriate and active participant. 3. Suggest the most appropriate treatment strategy for pain and symptom management for a given patient approaching the end of life. 4. Compare & contrast the different pharmacological agents available for any given symptom, including dose, route of administration, side effects, and cost. 5. Create a hospice formulary. <p>Assessment: Patient cases, presentations, in-class assignments, and a hospice formulary project.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
 Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 2

F. Maximum Credit Hours: 2

G. Hours may be repeated for additional credit:

No

Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

Undergraduate

Graduate

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* PHAR 553: Palliative Care

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall, Spring

L. Max Section Enrollment:

Lecture: 30

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outline including Time Allocation:

Topic	Time Allocation (hours)
1. Introduction to Palliative Care	2
2. Introduction to Hospice	2
3. Advanced Care Planning	2
4. Grief, Loss, Bereavement	2
5. Symptom Management / Student Presentations	2
6. Hospice Formulary Considerations	2
7. Chronic Pain Management	2
8. Methadone Use in Palliative Care & Hospice	2
9. Nutritional Issues in End-of-Life Care	2
10. Cultural & Spiritual Issues in End-of-Life Care	2
11. Legal Issues in End-of-Life Care	2
12. Nutritional Considerations in End-of-Life Care	2
13. Ethical Issues in End-of-Life Care	2
14. Non-Conventional Therapies	2
15. Hospice Site Visit	2

PHAR 753 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202001**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 753: Comp & Alt Med for Clin Pharm

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	753	2	2		
Title: Click here to enter text.						Title: Comp & Alt Med for Clin Pharm					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
2						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This elective course covers complementary and alternative medicine and how it impacts clinical pharmacy. Students who have taken PHAR 463 Herbal Remedies and Alternative Therapies may not take this elective for credit. This course will be primarily instructor led with guest lecturers from the community. Patient cases will be presented by the students.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Identify a variety of complementary and alternative medicine, such as herbs, homeopathy, functional foods, and other dietary supplements. 2. Discuss indications, mechanism of action, contraindications/precautions, side effects, doses, disease interactions, and drug interactions for each alternative medicine. 3. Assess the efficacy of each medicine based on clinical studies. 4. Debate the advantages and disadvantages to specific complementary and alternative medicine. 5. Assess the safety and efficacy of a particular complementary and alternative therapy for a given patient. 6. Evaluate the usefulness of dietary supplement resources. <p>Assessment: Examination and case presentation.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 2

- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 554: Comp & Alt Med for Clin Pharm
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 Lecture: 30
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
 Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date: _____

Academic Affairs Approval Signature & Date: _____

OFFICE OF THE REGISTRAR USE ONLY
 Date Rec'd: _____ Date Completed: _____
 Entered: SCACRSE, SCADETL, SCARRS, SCAPREQ

Content Outline		
Week	Hrs	Topic
1	2	Course/ Introduction
2	2	Textbook practice with case/ Case/ Case assignments/store assignments
3	2	Aromatherapy
4	2	Homeopathy
5	2	Dietary Supplements by System Part 2
6	2	Pranayama Breathing
7	1	Chiropractic Therapy and Exam 1
8	2	Functional Foods
9	2	Traditional Chinese Medicine/Acupuncture
10	2	Bioidentical hormones
11	2	Student Case Presentations (5)
12	2	Student Case Presentations (5)
13	2	Student Case Presentations (5)
14	2	Student Case Presentations (5)
15	2	Student Case Presentations (5)
		Trip to retail store
		Cumulative Final Exam

PHAR 754 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202001**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 754: Spec Topics in Comm Pharm Prac

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	754	2	2		
Title: Click here to enter text.						Title: Spec Topics in Comm Pharm Prac					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
2											
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course is designed to foster the development of essential practice skills needed for the provision of pharmaceutical care in a community pharmacy setting. Examples of practice skills targeted for development include: communication, data collection, drug therapy problem identification, therapeutic drug monitoring, and drug information. In addition to clinical practice skills, the student will gain practice management skills from the standpoint of the community pharmacist practitioner.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> Describe legal, billing and reimbursement issues related to clinical services in community pharmacy practice. Analyze patient and provider populations to determine the need for community pharmacy services. Describe the skills and challenges associated with monitoring and assessing patient health status in community practice. Explain the role and appropriate use of rapid screening tests in community pharmacies. Examine and apply marketing principles to the development of patient-focused services and initiatives. Synthesize a business plan proposal for the development, justification and implementation of a patient-focused clinical service in a community pharmacy. <p>Assessment Plan: Students will be assessed using traditional examinations, in-class assignments, brief reports and presentations.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 2

F. Maximum Credit Hours: 2

G. Hours may be repeated for additional credit:

No

Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

Undergraduate

Graduate

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* PHAR 556: Spec Topics in Comm Pharm Prac
Course Prefix, Number – Course Title

K. Term(s) Offered: Fall, Spring

L. Max Section Enrollment:

Lecture: 30

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outline including Time Allocation:

Topic	Hrs	Topic	Hrs
Introduction and Project Description	2	Specialty Practices: Immunizations & Research	1
Your First Day as a Pharmacist	1	Specialty Practices: Specialty Pharmacy	1
Cognitive Services Overview	3	Specialty Practices: Compounding	1
SWOT, Marketing & Professional Relationships	1	Application of MTM & DSM	2
Documentation Systems	1	Buying/Selling a Pharmacy	1
Concepts in Self Care: OTCs & Herbals	1	Purchasing & Wholesaler Relationships	1
Test	1	Risk Management	2
Issues in Adherence & Compliance	2	Community Pharmacy Management	2
Concepts in Self Care: A Non-Pharmacologic Focus	2	Project Presentations	4
Specialty Practices: Screenings	1	Total	30

PHAR 755 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202001**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 755: Med Research Methods - Design

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	755	2	2		
Title: Click here to enter text.						Title: Med Research Methods - Design					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
2											
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course includes medical research, data management, and information dissemination. Students are introduced to the professional ethics and regulations that govern medical research; in addition to methodological aspects of medical research including study design, protocol development, data management/analysis, and data dissemination. Students will participate in sessions designed to introduce them to software commonly used in medical research. Students will identify a scientific question and develop a research proposal that allows them to test their hypothesis.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Following the successful completion of this course, the student will be able to: <ol style="list-style-type: none"> 1. Apply specific regulations that provide oversight and guidance to biomedical researchers. 2. Formulate a research hypothesis and develop a research protocol to test their hypothesis. 3. Analyze electronic data using Microsoft Excel and Access. 4. Summarize data and determine the optimal format for data presentation (i.e., graph, table, text). Assessment: Students will be assessed using weekly assignments, periodic assignments related to the research proposal, and the research proposal presentation and poster at the end of the course.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
 Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable

- Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 558: Med Research Methods - Design
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
Lecture: 20
Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outline including Time Allocation:

	Topic	Time Allocation
1.	Research Ethics and Regulations	2
2.	Selecting a study design	1
3.	Identifying and developing a research question/hypothesis	1
4.	Statistics review and software, Part 1	2
5.	Statistical review and software, Part 2	2
6.	Student Presentations: Analyzing a research article	2
7.	Preparing the proposal	2
8.	Data collection/management	2
9.	MS Excel Laboratory (I)	2
10.	MS Excel laboratory (II)	2
11.	MS Excel laboratory (III)	2
12.	MS Access Laboratory	2
13.	Presentation of study results	2
14.	Summarizing data and drawing conclusions	2
15.	Pharmacokinetic/Pharmacodynamic modeling	2
16.	Pharmacokinetics software laboratory	2

PHAR 756 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202001**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 756: Interdis Community Practicum

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	756	2	2		
Title: Click here to enter text.						Title: Interdis Community Practicum					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						The purpose of this course is to augment health professionals' education through participation in an interdisciplinary community-based health initiative and to engage the community in the promotion of overall health and well-being through partnership. Through this course, the student will improve cultural competency skills , provide health services to a local community, enhance his/her interdisciplinary team skills and gain a greater appreciation for current healthcare issues from the perspective of the assigned community.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						See below					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: 2

F. Maximum Credit Hours: 2

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) OR max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* PHAR 559: Interdis Community Practicum

Course Prefix, Number – Course Title

K. Term(s) Offered: Fall, Spring

L. Max Section Enrollment:

Lecture: 8

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

Course Outcomes

- 1) Identify the concept, components, behaviors and values associated with patient-specific and population-based disease management.
- 2) Gather relevant information/collect data needed to provide patient-specific and population-based disease management.
- 3) Describe the relevant cultural and societal influences on patient-specific and population-based disease management.
- 4) Establish goals and desired outcomes for the patient-specific and/or population-based disease management plan.
- 5) Develop a monitoring plan that evaluates achievement of pharmacotherapeutic goals.
- 6) Effectively collaborate with and communicate the patient-specific and/or population-based disease management plan to prescribers, patients, care givers, and other involved health care providers to engender a team approach to patient care.
- 7) Implement the patient-specific and/or population-based disease management plan.
- 8) Use various methods to enhance patient adherence.
- 9) Provide pharmacologic and non-pharmacologic education with the appropriate content to patients or care givers.
- 10) Conduct programs designed to provide public education and promote public awareness of disease prevention.
- 11) Write and speak accurately and clearly during communications with patients, health professionals, peers and teachers.
- 12) Exhibit a caring and respectful attitude and demonstrate empathy while communicating with the patients and/or caregiver.
- 13) Demonstrate sensitivity and tolerance within multicultural interactions and settings.
- 14) Use computer technology creatively to convey information and proposals in narrative, graphic, and tabular modes.
- 15) Use writing, speaking, data, and media creatively to convey convincing messages, both individually and in groups.
- 16) Choose communication methods that are sensitive to the cultural background of the target audience.
- 17) Construct messages appropriate to the target audience to deliver information clearly and in a manner in which the message is heard.
- 18) Display professionalism in the classroom.

Assessment: Attendance/participation, presentations, portfolio, reflective papers.

Course Outline including Time Allocation: (each semester for a two semester course)

Topic	Time (Hrs)
Orientation	4
Health literacy	2
Update meetings (pharmacy only)	8
Refugee educational workshop	6
Presentation to interdisciplinary group	2
Presentation (pharmacy only)	2
View movie	2
Family meetings and education	19
Total	45

PHAR 757 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202001**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 757: Advance Card Life Support

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	757	2	2		
Title: Click here to enter text.						Title: Advance Card Life Support					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course is designed to provide the student with training and education to assist with a patient requiring advanced cardiac life support (ACLS). This includes basic life support, use of adjunctive equipment and special techniques for establishing and maintaining effective ventilation and circulation, electrocardiographic (ECG) monitoring and arrhythmia recognition, establishment and maintenance of IV access, therapies for emergency treatment for cardiac and respiratory arrests, and treatment of patients with suspected acute myocardial infarction or stroke.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						At the completion of this course the student will be able to <ol style="list-style-type: none"> 1. Recognize and manage ACLS core case in Adults 2. Recognize life-threatening emergencies and outline the recommendations for care. 3. Perform the basic cardiac life support skills required for a critical patient. 4. Coordinate and assign team members responsibilities that result in organized resuscitations. 5. Recall pharmacology, dose and frequency of ACLS core drugs. 6. Judge when a resuscitation is initiated within the recommended guidelines <p>Assessment Plan: Students will be assessed using traditional examinations and quizzes. Also, there will be a simulated cardiac arrest that the students will be required to lead as part of the final assessment.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

- D. Credit Hours:
 Variable
 Fixed
- E. Minimum Credit Hours: 2
- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 560: Advance Card Life Support
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 Lecture: 18
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Topics and Time Allocation

Topic	Hrs
Overview: Goals and key principles in the application of ACLS	2
Cardiovascular Pharmacology	2
Respiratory Arrest	2
Rhythm Recognition	2
Witnessed Ventricular fibrillation (VF) and CPR	2
VF/pulseless ventricular tachycardia (VT)	2
Pulseless Electrical Activity (PEA) and Asystole	2
Stable Tachcardias	2
Bradycardia	2
Acute Ischemic Stroke	2
Acute Coronary Syndrome	2
Unstable Tachycardias	2
Intraprofessional Simulation	4
Mega Code	2

PHAR 758 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202001**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 758: Elder Care Initiative

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	758	1	1		
Title: Click here to enter text.						Title: Elder Care Initiative					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						1					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Students from multiple professions are paired to display the importance of interprofessional collaboration in patient care. This is accomplished through didactic instruction, group discussions and multiple home visits to a community-dwelling elderly adult over two semesters. Course must be taken both fall and spring semesters. During the course the students will collaborate to identify teaching initiatives, implement plans and assess patient understanding of instruction.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						1) Identify patient-specific teaching opportunities for geriatric patients in the community setting. 2) Develop teaching initiatives in collaboration with other health professionals. 3) Implement patient-specific teaching initiatives and assess understanding of instruction. 4) Orally defend patient-specific recommendations in a group setting. 5) Construct a written summary of your inter-professional experiences during the elective. Assessment: Students will be assessed using quizzes and examinations.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
 Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
 Fixed

E. Minimum Credit Hours: 1

- F. Maximum Credit Hours: 1
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: 2
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 562: Elder Care Initiative
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 Lecture: 10
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
 Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: _____ *Date Completed:* _____
Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Topic (Semester 1)	Hrs	Topic (Semester 2)	Hrs
Introduction to Course	1	An Interactive Approach to Health Literacy	2
Ways to Identify and Overcome Barriers Associated with the Geriatric Patient	1	Polypharmacy in the Geriatric Patient	1
Introduction to Inter-professional Education	2	Student Directed Round Table Discussion on Inter-professional Education	2
Home Visit #1-Identifying Elder Teaching Initiative	1	Home visit- #4 Identifying Elder Teaching Initiative	1
Plan Development for Identified Teaching Initiative	2	Plan Development for Identified Teaching Initiative	2
Plan Presentation and Refinement with Nursing and Pharmacy Faculty	1	Plan Presentation and Refinement with Nursing and Pharmacy Faculty	1
Home Visit #2- Plan Implementation	1.5	Home Visit #5- Plan Implementation	1
Home Visit #3- Plan Assessment	1.5	Home Visit #3- Plan Assessment	1
Home Visit Case Presentations	4	Home Visit Case Presentations	4

PHAR 759 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202001**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 759: Spec Pop Peds Geriatrics

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	759	2	2		
Title: Click here to enter text.						Title: Spec Pop Peds Geriatrics					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
2						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course provides students with advanced topics related to pharmacotherapy in the pediatric and geriatric populations through the use of active and passive learning techniques.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						At the completion of this course, the student will be able to: <ol style="list-style-type: none"> 1. Define the major pharmacokinetic and/or physiologic differences in the pediatric and geriatric populations and how they influence pharmacotherapy. 2. Describe various pediatric and geriatric syndromes and/or disease state presentations and their pharmacotherapeutic treatment issues. 3. Develop pharmacotherapeutic care plans for pediatric and geriatric patients, which include appropriate therapies and monitoring parameters for assessing efficacy and toxicity. 4. Research, develop, and deliver topic presentations that incorporate active learning strategies. 5. Apply techniques learned during presentations to future presentations and professional practice. Assessment: Students will be assessed using traditional examinations, presentations, and self-assessment papers.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: 2

- F. Maximum Credit Hours: 2
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 563: Spec Pop Peds Geriatrics
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment:
 Lecture: 36
 Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Course Outline including Time Allocation (15 hours/credit not including final exam):

<u>Topic</u>	<u>Time Allocation</u>
1. Course introduction	0.5
2. Introduction to pediatrics: growth/development, physical exams, lab values, vitamin/mineral supplementation	1.5
3. Newborn screening and genetic disorders; pediatric immune-mediated diseases	2
4. Pediatric pharmaceutical issues and drug information resources; infant formulas, food allergies/intolerances	2
5. Neonatal diseases	2
6. Pediatric infectious diseases	2
7. Pediatric gastrointestinal and hematologic disorders	2
8. Pediatric neurologic disorders	2
9. Pediatric endocrine disorders	2
10. Midterm examination	1
11. Introduction to geriatrics: physiologic changes and assessment	1
12. Geriatric pharmacokinetic/pharmacodynamics and effects on drug therapy	2
13. Geriatric clinical pearls: cardiovascular, metabolic, respiratory	2
14. Geriatric gastrointestinal and infectious diseases	2
15. Geriatric insomnia, depression, gait/fractures	2
16. Consultant pharmacy practice	2
17. Topic presentation preparation	2

PHAR 760 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202001**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 760: Integr Team-Based Health Care

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	760	3	1	2	
Title: Click here to enter text.						Title: Integr Team-Based Health Care					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						2					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Interprofessional education focused on integrated patient-centered practice is key to building effective health care teams that improve the experiences and the outcomes of participants. This course will apply principles of interprofessional education, which include collaborative, egalitarian, group-directed, experiential, reflective, and applied learning with, from and about multiple health professions students.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Discriminate the role of own profession and others in care coordination, case management, and transition services in all practice settings and emerging practice environments. 2. Integrate as a partner, the knowledge and skills of other professions and patients/clients in designing and implementing care services. 3. Apply individual and group communication principles to team communications and processes to enable effective integrated patient/client care. 4. Evaluate methods to handle conflict through interpersonal negotiation. 5. Apply collaborative leadership principles and systems thinking that results in delivery of integrated patient centered care. 6. Utilize continuous improvement principles in the achievement of patient centered care. 7. .Co-create a team model that leverages the strengths of each participant in the care. <p>Assessment: Quizzes, Examination and Case Presentations.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						See below					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
 Independent Study

B. College Code: PH

C. Department Code: PHAR

D. Credit Hours:

- Variable
 Fixed

PHAR 850 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 850: Academic APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	850	40			
Title: Click here to enter text.						Title: Academic APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This elective APPE offered at various faculty sites is designed to provide the student with an opportunity to understand the role of the pharmacy educator. The student will develop knowledge and skills in teaching and precepting pharmacy students in the classroom and practice setting. The student will also develop writing and communication skills.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Discuss the application of study results relevant to the practice setting. 2. Provide in-service education with the appropriate content 3. Evaluate and interpret professional, lay and scientific literature relevant to the practice setting. 4. Describe the different roles and responsibilities of professional and technical personnel at the site. 5. Write and speak accurately and clearly during communications with peers and teachers. 6. Use writing, speaking, data, media, and computers creatively to assist in communications with peers and teachers. 7. Demonstrate sensitivity and tolerance within multicultural interactions and settings. 8. Assess the target audience to ensure the correct message was received. 9. Respond appropriately, and in the correct format (written or verbal) to questions posed. 10. Identify realistic outcomes through prioritization and modify when necessary. 11. Assess accuracy, fairness, significance, relevance, completeness, and persuasiveness of information and its sources. 12. Display openness to new ideas and a tolerance for ambiguity and incompleteness. 13. Synthesize information and create a solution, hypothesize, evaluate conclusions, conjecture alternatives, or decide a course of action. 14. Regularly self-assess learning needs and initiate action to correct performance areas or learning difficulties without prompting. 15. Display professionalism in pharmacy practice. 16. Employ ethical principles and a systematic decision making process to resolve ethical dilemmas within complex personal, societal, and professional situations. 					

	Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.						
Course Outline including Time Allocation	Course Outline including Time Allocation						
Click here to enter text.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">TOPIC</th> <th style="width: 20%;">TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td style="text-align: center;">240</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">240</td> </tr> </tbody> </table>	TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)						
Experiential rotation (40 hours per week)	240						
TOTAL	240						

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – *If yes, enter equivalent course:* PHAR 605: Academic APPE
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 40
- Lecture:
- Lab: Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code	
<input type="checkbox"/> Basic Skill (BS), <input type="checkbox"/> General Education, <input type="checkbox"/> Occupational Education, Gen Ed. Codes: _____	

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY	
Date Rec'd: _____	Date Completed: _____
Entered: <input type="checkbox"/> SCARSE, <input type="checkbox"/> SCADETL, <input type="checkbox"/> SCARRES, <input type="checkbox"/> SCAPREQ	

PHAR 851 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 851: Drug Information APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	851	40			
Title: Click here to enter text.						Title: Drug Information APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						The student will be responsible for answering questions from health care professionals in the setting of a formal Drug Information Center. Additional responsibilities may include preparing newsletter articles and writing drug evaluations for a pharmacy and therapeutics committee. Skills from previous didactic courses in searching, analyzing, and summarizing literature will be further developed. Emphasis will be placed on enhancing oral and written communication skills in answering drug information inquiries.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Assess the utility and accuracy of a response to a drug information request and the impact of the response on patient-specific and/or population-based disease management 2. Evaluate and interpret professional, lay and scientific literature and identify appropriate media to 1) communicate drug information effectively to patients, their families, and other involved health care providers and 2) make evidence-based therapeutic decisions. 3. Interpret, prioritize, and discuss the application of data/evidence needed to formulate and implement a patient-specific and/or population-based disease management plan to achieve desired outcomes 4. Develop goals, desired outcomes and a disease management plan for the patient when applicable. Include appropriate dose(s), dosage form(s), cost and monitoring parameters. 5. Provide specific patient education to patients or care givers when applicable 6. Predict, prevent and report drug-related problems and medical errors 7. Identify specific indigent care programs relevant to the patient when applicable 8. Make recommendations on the appropriate preparation, storage, and quality control (including the relevant USP standards) for any preparation made in a pharmacy 9. Identify the role of negligence law in professional malpractice; and interpret all relevant Michigan case law that is relevant to shaping the common law duties of a pharmacist. 10. Write and speak accurately and clearly using appropriate data, language, media and computers during communications with patients, health professionals, peers, and teachers 11. Exhibit a caring and respectful attitude and demonstrate empathy while establishing rapport and communicating with the patients and/or caregiver, including multicultural interactions 12. Use writing, speaking, computer technology, data, and media creatively to convey convincing messages, both individually and in groups. 					

	<p>13. Effectively communicate (verbally or written) drug, non-drug, and health information at an appropriate level for patients and healthcare professionals including when responding to specific questions</p> <p>14. Use active listening techniques during any verbal exchange of information.</p> <p>15. Assess the target audience to ensure the correct message was received.</p> <p>16. Apply effective communication skills in inter-professional relationships to improve the clinical, economic, and humanistic outcomes of patients.</p> <p>17. Use appropriate persuasion techniques when providing recommendations to patients, educators, peers and other health care providers</p> <p>18. Systematically gather and record relevant information (e.g., read, listen, observe, recall and reflect)</p> <p>19. Identify realistic outcomes and construct criteria for evaluation of chosen solutions</p> <p>20. Frame problems and solutions within appropriate social, scientific, cultural, intellectual, and ethical contexts and modify solutions when monitoring indicates a need.</p> <p>21. Prioritize problems based on identifiable criteria or standards</p> <p>22. Synthesize information and create a solution, hypothesize, draw conclusions, conjecture alternatives and/or decide a course of action while providing support for the results presented and solutions recommend</p> <p>23. Develop interdisciplinary approaches to problem analysis.</p> <p>24. Display openness to new ideas and a tolerance for ambiguity and incompleteness.</p> <p>25. Formulate strategies to address performance areas in need of refinement or remediation and initiate action to correct identified errors or learning difficulties without prompting.</p> <p>26. Display professionalism in pharmacy practice.</p> <p>27. Regularly self-assess learning needs for ongoing personal and professional growth.</p> <p>28. Engage in activities on a regular ongoing basis for professional development.</p> <p>29. Employ ethical principles and a systematic decision making process to resolve ethical dilemmas within complex personal, societal, and professional situations.</p> <p>Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.</p>						
Course Outline including Time Allocation	Course Outline including Time Allocation						
Click here to enter text.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">TOPIC</th> <th style="text-align: left;">TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td>240</td> </tr> <tr> <td>TOTAL</td> <td>240</td> </tr> </tbody> </table>	TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)						
Experiential rotation (40 hours per week)	240						
TOTAL	240						

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* PHAR 606: Drug Information APPE
Course Prefix, Number – Course Title

K. Term(s) Offered: Fall, Spring

L. Max Section Enrollment: 40

Lecture:

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 852 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 852: Prof Organization Manage APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	852	40			
Title: Click here to enter text.						Title: Prof Organization Manage APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This experiential course will focus in the areas of pharmacy or health-related professional organizations' structures, responsibilities of professional organizations and federal, state and local legislative issues related to the health-care professions. Additionally, governance of professions, through legislative initiatives and self-regulatory methods will be covered. Students will participate in ongoing activities of the organization to which they are assigned including research projects, professional meeting planning, pharmacy advocacy and advancement of the profession.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Discuss the application of study results relevant to the practice setting. 2. Provide in-service education with the appropriate content 3. Evaluate and interpret professional, lay and scientific literature relevant to the practice setting. 4. Describe the different roles and responsibilities of professional and technical personnel at the site. 5. Write and speak accurately and clearly during communications with peers and teachers. 6. Use writing, speaking, data, media, and computers creatively to assist in communications with peers and teachers. 7. Demonstrate sensitivity and tolerance within multicultural interactions and settings. 8. Assess the target audience to ensure the correct message was received. 9. Respond appropriately, and in the correct format (written or verbal) to questions posed. 10. Identify realistic outcomes through prioritization and modify when necessary. 11. Assess accuracy, fairness, significance, relevance, completeness, and persuasiveness of information and its sources. 12. Display openness to new ideas and a tolerance for ambiguity and incompleteness. 13. Synthesize information and create a solution, hypothesize, evaluate conclusions, conjecture alternatives, or decide a course of action. 14. Regularly self-assess learning needs and initiate action to correct performance areas or learning difficulties without prompting. 					

	15. Display professionalism in pharmacy practice. 16. Employ ethical principles and a systematic decision-making process to resolve ethical dilemmas within complex personal, societal, and professional situations. Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.						
Course Outline including Time Allocation	Course Outline including Time Allocation						
Click here to enter text.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">TOPIC</th> <th style="text-align: left;">TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td style="text-align: center;">240</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">240</td> </tr> </tbody> </table>	TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)						
Experiential rotation (40 hours per week)	240						
TOTAL	240						

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – If yes, enter equivalent course: PHAR 609: Prof Organization Manage APPE
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 40
- Lecture:
- Lab: Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code <input type="checkbox"/> Basic Skill (BS), <input type="checkbox"/> General Education, <input type="checkbox"/> Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY Date Rec'd: _____ Date Completed: _____ Entered: <input type="checkbox"/> SCARSE, <input type="checkbox"/> SCADETL, <input type="checkbox"/> SCARRES, <input type="checkbox"/> SCAPREQ
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PHAR 853 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202101**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 853: Community Mgmt APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	853	40			
Title: Click here to enter text.						Title: Community Mgmt APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This elective APPE will cover basic and advanced principles in managing or owning a community pharmacy. The rotation will also expose the student to all facets of community pharmacy practice and focus on interpersonal skills, leadership skills, process and quality improvement, personnel management, business management, and staff education.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. State relevant metrics that assist the pharmacy manager in identifying the success of their business plan, operational budget, prescription benefit plan contracts and delivery of services. 2. Describe the important principles of time and project management. 3. Describe the different roles and responsibilities of professional and technical personnel in different type of pharmacy operations. 4. List the advantages and disadvantages of relevant health care and drug distribution system for the management of a specific patient (e.g., pediatric, geriatric) or therapeutic problem. 5. Recommend managerial interventions to address issues in human resource, financial and logistics management with consideration of the unique characteristics of the practice setting. 6. Recommend informatics tools that are relevant to the delivery of patient centered pharmacy services, product distribution and health care services. 7. Using marketing principles develop a plan for any contemporary pharmacy operation or service with consideration of segments of the market including payers, patients and other providers. 8. Plan a simple project related to a pharmacy operational change or implementation. 9. Employ fundamental contract law principles in managing different aspects of a pharmacy operation. 10. Critique contemporary pharmacy distribution systems for improvements in design related to the safety and efficiency of prescription dispensing, and optimal utilization of human resources (professional and technical), including the use of automated technologies. 11. Critique contemporary pharmacy service delivery systems for the appropriate use of logistics (supply chain management). 12. Write and speak appropriately, accurately and clearly during communications with patients, health professionals, peers and teachers. 13. Use data, media, and computers to assist in communications with patients, health professionals, peers and teachers. 					

	<p>14. Exhibit a caring and respectful attitude and demonstrate empathy while establishing rapport and communicating with the patients and/or caregiver, including within multicultural interactions.</p> <p>15. Use active listening techniques during any verbal exchange of information.</p> <p>16. Use conflict resolution when managing human resources.</p> <p>17. Frame problems and solutions within appropriate social, scientific, cultural, intellectual, and ethical contexts. Modify solutions when monitoring indicates a need.</p> <p>18. Display openness to new ideas and a tolerance for ambiguity and incompleteness.</p> <p>19. Prioritize problems based on identifiable criteria or standards.</p> <p>20. Synthesize information and create a solution, hypothesize, draw conclusions, conjecture alternatives, or decide a course of action.</p> <p>21. Provide support for arguments, solutions and results.</p> <p>22. Display an appreciation / respect for the legal system.</p> <p>23. Evaluate the role of leadership and leadership styles on health care innovation, pharmacy management and pharmacy systems design.</p> <p>24. Display professionalism in pharmacy practice.</p> <p>25. Employ ethical principles and a systematic decision making process to resolve ethical dilemmas within complex personal, societal and professional situations.</p> <p>Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.</p>						
Course Outline including Time Allocation	Course Outline including Time Allocation						
Click here to enter text.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">TOPIC</th> <th style="text-align: left;">TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td>240</td> </tr> <tr> <td>TOTAL</td> <td>240</td> </tr> </tbody> </table>	TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)						
Experiential rotation (40 hours per week)	240						
TOTAL	240						

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – If yes, enter equivalent course: PHAR 613: Community Mgmt APPE
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 40
- Lecture:
- Lab: Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 854 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202101**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 854: Hospital Pharmacy Admin APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	854	40			
Title: Click here to enter text.						Title: Hospital Pharmacy Admin APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This elective rotation will provide students with experience in the administrative aspects of health system pharmacy operations as well as administrative considerations in clinical pharmacy practice.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<p>a. State relevant metrics that assist the pharmacy manager in identifying the success of their business plan, operational budget, prescription benefit plan contracts and delivery of services.</p> <p>b. List the advantages and disadvantages of relevant health care and drug distribution systems for the management of a specific patient (e.g., pediatric, geriatric) or therapeutic problem.</p> <p>c. List the obstacles to outcomes-based continuity of care for patients that are relevant to pharmacy practice.</p> <p>d. Apply the appropriate pharmacoeconomic tool to the situation, as relevant to formulary and prescription benefit administration.</p> <p>e. Recommend managerial interventions to address issues in human resource, financial and logistics management with consideration of the unique characteristics of the practice setting.</p> <p>f. Recommend relevant informatics tools that are relevant to the delivery of patient centered pharmacy services, product distribution and relevant health care services.</p> <p>g. Plan, conduct and/or evaluate the results of project (i.e. drug utilization evaluation, related to a pharmacy operational change or implementation, marketing plan or medication error reduction).</p> <p>h. Write and speak accurately, clearly and creatively during communications with patients, health professionals, peers and teachers.</p> <p>i. Use data, media, and computers to assist in communications with patients, health professionals, peers and teachers.</p> <p>j. Respond appropriately with supporting documentation and in the correct format (written or verbal) to questions posed.</p> <p>k. Identify realistic outcomes. Construct criteria for evaluation of chosen solutions.</p> <p>Frame problems and solutions within appropriate social, scientific, cultural, intellectual, and ethical context.</p> <p>m. Display openness to new ideas.</p> <p>n. Evaluate the role of leadership and leadership styles on health care innovation, pharmacy management and pharmacy systems design.</p> <p>o. Display professionalism in pharmacy practice.</p>					

	<p>p. Employ ethical principles and a systematic decision making process to resolve ethical dilemmas within complex personal, societal, and professional situations. Assessment: Outcome based rubric. Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.</p>						
Course Outline including Time Allocation	Course Outline including Time Allocation						
Click here to enter text.	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:80%;">TOPIC</th> <th style="width:20%;">TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td style="text-align: center;">240</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">240</td> </tr> </tbody> </table>	TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)						
Experiential rotation (40 hours per week)	240						
TOTAL	240						

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
 - Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
 - Variable
 - Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
 - No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:6
 - Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
 - Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 - No
 - Yes – If yes, enter equivalent course: PHAR 617: Hospital Pharmacy Admin APPE
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 40
 - Lecture:
 - Lab: Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code	
<input type="checkbox"/> Basic Skill (BS), <input type="checkbox"/> General Education, <input type="checkbox"/> Occupational Education, Gen Ed. Codes: _____	

UCC Chair Signature & Date: _____ Academic Affairs Approval Signature & Date: _____

OFFICE OF THE REGISTRAR USE ONLY	
Date Rec'd: _____	Date Completed: _____
Entered: <input type="checkbox"/> SCACRSE, <input type="checkbox"/> SCADETL, <input type="checkbox"/> SCARRES, <input type="checkbox"/> SCAPREQ	

PHAR 855 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202101**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 855: Managed Care APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	855	40			
Title: Click here to enter text.						Title: Managed Care APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This elective rotation is designed to introduce the students to the world of managed care under the directive of pharmacy services. The student will be exposed to a broad range of experiences such as formulary management, academic detailing, provider and member education, patient profile reviews, and new drug reviews.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						a. Select the most appropriate drug delivery dosage form/device for the patient based on pharmacotherapy, age, disease, bioequivalence, route of administration, stability, incompatibility, and cost. b. Interpret and prioritize data/evidence needed to formulate and implement a patient-specific and/or population-based disease management plan to achieve desired outcomes. c. Discuss the application of study results to expanded patient populations. d. Use various methods to enhance patient adherence e. List the advantages and disadvantages of relevant health care and drug distribution system for the management of a specific patient (e.g., pediatric, geriatric) or therapeutic problem. f. Assist patients in interpretation and use of federal, state and private prescription insurance programs. g. Identify the specific programs that a patient would access for indigent care programs given the necessary patient-specific parameters. h. Apply the appropriate pharmacoeconomic tool to the situation, as relevant to formulary and prescription benefit administration. i. Write and speak accurately, clearly and creatively during communications with patients, health professionals, peers and teachers. j. Use data, media, and computers to assist in communications with patients, health professionals, peers and teachers. k. Respond appropriately with supporting information and in the correct format (written or verbal) to questions posed. l. Effectively educate and/or counsel patients, caregivers or other health care providers about drug therapy and the proper use of medical devices to ensure effective use at the appropriate level. m. Display openness to new ideas n. Display professionalism in pharmacy practice.					

	<p>o. Employ ethical principles and a systematic decision making process to resolve ethical dilemmas within complex personal, societal, and professional situations.</p> <p>Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.</p>						
Course Outline including Time Allocation	Course Outline including Time Allocation						
Click here to enter text.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">TOPIC</th> <th style="text-align: left;">TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td style="text-align: center;">240</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">240</td> </tr> </tbody> </table>	TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)						
Experiential rotation (40 hours per week)	240						
TOTAL	240						

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – If yes, enter equivalent course: PHAR 618: Managed Care APPE
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 40
- Lecture:
- Lab: Click here to enter text.

<p>To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code</p> <p><input type="checkbox"/> Basic Skill (BS), <input type="checkbox"/> General Education, <input type="checkbox"/> Occupational Education, Gen Ed. Codes: _____</p>
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UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

<p>OFFICE OF THE REGISTRAR USE ONLY</p> <p>Date Rec'd: _____ Date Completed: _____</p> <p>Entered: <input type="checkbox"/> SCACRSE, <input type="checkbox"/> SCADETL, <input type="checkbox"/> SCARRES, <input type="checkbox"/> SCAPREQ</p>
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PHAR 856 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202101**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 856: Spec Comm Practice APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	856	40			
Title: Click here to enter text.						Title: Spec Comm Practice APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						The Specialized Areas of Community Pharmacy APPE will provide the student an opportunity to refine basic and develop advanced skills needed for the delivery of patient-centered pharmacy services in the community setting. This rotation provides additional experience in unique community pharmacy practice settings such as specialty, compounding, health center, independent or hospital-based pharmacies.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Select the most appropriate drug delivery dosage form/device for the patient based on pharmacotherapy, age, disease, bioequivalence, route of administration, stability, compatibility, and cost. 2. Discuss the pathophysiology and pharmacotherapeutic management of commonly encountered disease states. 3. Evaluate the appropriateness of patients' therapeutic regimens. 4. Develop a monitoring plan that evaluates achievement of pharmacotherapeutic goals. 5. Use various methods to enhance patient adherence 6. Provide appropriate triage of patient problems, based on signs, symptoms and a patient history that require referral to another healthcare provider. 7. Deliver an educational presentation designed for pharmacists and other health care providers. 8. Develop educational materials or other tools for use by the site. 9. Accurately interpret and dispense prescriptions, compounds, and alternative products. 10. Read and interpret DUR messages, determine appropriate responses, and enter correct intervention/outcome codes for tracking and documentation of patient care services provided. 11. Make recommendations on the appropriate preparation, storage and quality control (including the relevant USP standards) for any preparation made in a pharmacy. 12. Exhibit a caring and respectful attitude and demonstrate empathy while establishing rapport and communicating with patients and/or caregivers. 13. Apply effective communication skills in inter-professional relationships to improve the clinical, economic, and humanistic outcomes of patients. 14. Educate patients, caregivers or health care providers about drug therapy and about medical goods and devices to ensure effective use. 15. Systematically gather and record relevant information (e.g. read, listen, observe, recall and reflect). 16. Assess accuracy, fairness, significance, relevance, completeness, and persuasiveness of information and its sources. 17. Display professionalism in pharmacy practice. 					

	<p>18. Employ the principles that are integral to patient-centered care and the profession (e.g., honesty, justice, empathy, altruism, compassion, autonomy). Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.</p>						
Course Outline including Time Allocation	Course Outline including Time Allocation						
Click here to enter text.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">TOPIC</th> <th style="text-align: left;">TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td style="text-align: center;">240</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">240</td> </tr> </tbody> </table>	TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)						
Experiential rotation (40 hours per week)	240						
TOTAL	240						

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – If yes, enter equivalent course: PHAR 625: Spec Comm Practice APPE
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 40
- Lecture:
- Lab: Click here to enter text.

<p>To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code</p> <p><input type="checkbox"/> Basic Skill (BS), <input type="checkbox"/> General Education, <input type="checkbox"/> Occupational Education, Gen Ed. Codes: _____</p>
--

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

<p>OFFICE OF THE REGISTRAR USE ONLY</p> <p>Date Rec'd: _____ Date Completed: _____</p> <p>Entered: <input type="checkbox"/> SCARSE, <input type="checkbox"/> SCADETL, <input type="checkbox"/> SCARRES, <input type="checkbox"/> SCAPREQ</p>

PHAR 857 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202101**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 857: Veterinary Medicine APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED											
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar						
						PHAR	857	40									
Title: Click here to enter text.						Title: Veterinary Medicine APPE											
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites							
						6											
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)											
Click here to enter text.						This elective rotation is designed to provide students with exposure to veterinary pharmacy and the physiology and pathophysiology in animal patients. Students will be exposed to patient-care experiences in the areas of surgery, and internal medicine in both large and small animals. Students will gain an understanding of the pharmacy services a pharmacist can provide to a veterinary facility, and familiarity with the unique pharmaceutical needs and specific dosage forms needed in the management of animals.											
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan											
Click here to enter text.						<ol style="list-style-type: none"> 1. Calculate equivalent dosages for drug products which vary according to their manufacturer, delivery system, route of administration and/or salt form. 2. Select the most appropriate drug delivery dosage form/device for the patient 3. Develop and implement a patient-specific disease management plan. 4. Apply pharmaceutical sciences, pathophysiology, pharmacokinetics and pharmacotherapy to individual patients. 5. Effectively collaborate with and communicate with prescribers, patient care givers, and other involved health care providers to engender a team approach to patient care 6. Retrieve, interpret, analyze, evaluate and apply appropriate data or evidence needed to formulate and implement a patient-specific disease management plan. 7. Integrate physical assessment into the patient-specific disease management plan 8. Assess the utility and accuracy of a response to a drug information request and the impact of the response on patient-specific disease management 9. Predict and prevent drug-related problems and medical errors. 10. Write and speak accurately, effectively and at the appropriate level during all communications with patient care givers, health professionals, peers and teachers. 11. Use writing, speaking, data, media, and computers to assist in communications with patient care givers, health professionals, peers and teachers. 12. Demonstrate sensitivity, caring, respect and tolerance in all communications. 13. Gather, organize, document and evaluate information in order to provide patient-specific disease management. 14. Display professionalism in pharmacy practice. 15. Employ the principles that are integral to patient-centered care and the profession (e.g., honesty, justice, empathy, altruism, compassion, autonomy). 16. Employ ethical principles and a systematic decision making process to resolve ethical dilemmas within complex personal, societal, and professional situations. <p>Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.</p>											
Course Outline including Time Allocation						Course Outline including Time Allocation											
Click here to enter text.						<table border="1"> <thead> <tr> <th>TOPIC</th> <th>TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td>240</td> </tr> <tr> <td>TOTAL</td> <td>240</td> </tr> </tbody> </table>						TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)																
Experiential rotation (40 hours per week)	240																
TOTAL	240																

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
 Practicum
 Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
 Variable
 Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 Undergraduate
 Graduate
 Professional
- I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 626: Veterinary Medicine APPE
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 40
Lecture:
Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 858 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202101**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 858: Nuclear Pharmacy APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	858	40			
Title: Click here to enter text.						Title: Nuclear Pharmacy APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This elective rotation is designed to give the student an understanding of the application of radiopharmaceuticals in diagnostic imaging and treatment of various diseases states. The student will gain knowledge of basic radiation safety, quality control, and product preparation of radiopharmaceuticals. The student will become familiar with the pharmacology, mechanism of action, contraindications, and drug interactions of each radiopharmaceutical. The student will experience procedural protocols of nuclear imaging in humans and possibly animals. Finally, the course will stress the appropriateness and cost effectiveness of each imaging modality in the health care system.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Apply pharmaceutical sciences, pathophysiology, pharmacokinetics and pharmacotherapy to individual patients. 2. Provide inservice education with the appropriate content to other health care professionals. 3. Predict and prevent drug-related problems and medical errors. 4. Describe the important principles of time and project management. 5. Describe the different roles and responsibilities of professional and technical personnel in different type of pharmacy operations and clinical micro-systems. 6. Make recommendations on the appropriate preparation, storage and quality control for any preparation made in a pharmacy. 7. Recommend relevant informatics tools that are relevant to the delivery of patient centered pharmacy services, product distribution and relevant health care services. 8. Plan a simple project related to a pharmacy operational change or implementation. 9. Employ fundamental contract law principles in managing different aspects of a pharmacy operation. 10. Critique contemporary pharmacy service delivery systems for the appropriate use of logistics (supply chain management). 11. Write and speak accurately, effectively and clearly during all communications with patients, health professionals, peers and teachers. 12. Use writing, speaking, data, media, and computers to assist in communications with patients, health professionals, peers and teachers. 13. Respond appropriately, and in the correct format (written or verbal) to questions posed. 14. Gather, organize, document and evaluate relevant information 15. Assess accuracy, fairness, significance, relevance, completeness, and persuasiveness of information and its sources. 16. Display openness to new ideas and a tolerance for ambiguity and incompleteness. 17. Evaluate and apply literature to formulate evidence based recommendations. 18. Use appropriate technology to analyze information. 19. Display professionalism in pharmacy practice. 20. Regularly self-assess learning needs for ongoing personal and professional growth. 					

	Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.						
Course Outline including Time Allocation	Course Outline including Time Allocation						
Click here to enter text.	<table border="1"> <thead> <tr> <th>TOPIC</th> <th>TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td>240</td> </tr> <tr> <td>TOTAL</td> <td>240</td> </tr> </tbody> </table>	TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)						
Experiential rotation (40 hours per week)	240						
TOTAL	240						

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – If yes, enter equivalent course: PHAR 628: Nuclear Pharmacy APPE
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 40
- Lecture:
- Lab: Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
 Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date: _____

Academic Affairs Approval Signature & Date: _____

OFFICE OF THE REGISTRAR USE ONLY
 Date Rec'd: _____ Date Completed: _____
 Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 859 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 859: Special Top Inpatient Med APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	859	40			
Title: Click here to enter text.						Title: Special Top Inpatient Med APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course will provide the student with an opportunity to provide patient centered care in an acute/inpatient setting. Skills emphasized will be communication, drug information provision, monitoring of patient outcomes, drug therapy assessment, and patient/health care provider education.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Retrieve, interpret, analyze, evaluate and apply appropriate data or evidence needed to formulate and implement a patient-specific and/or population-based disease management plan 2. Assess the utility and accuracy of a response to a drug information request and the impact of the response on patient-specific and/or population-based disease management 3. Write and speak accurately, effectively and at the appropriate level during all communications with patients, health professionals, peers and teachers. 4. Use writing, speaking, data, media, and computers to assist in communications with patients, health professionals, peers and teachers. 5. Contribute opinions, insights, information and leadership assertively and appropriately 6. Demonstrate sensitivity, caring, respect and tolerance in all communications 7. Gather, organize, document and evaluate information in order to provide patient-specific and population-based disease management. 8. Select the most appropriate drug delivery dosage form/device for the patient 9. Develop and implement a patient-specific and/or population-based disease management plan (including monitoring for achievement of pharmacotherapeutic goals) 10. Effectively collaborate and communicate with prescribers, patients, care givers, and other involved health care providers to engender a team approach to patient care 11. Provide appropriate and professional referral for potential or actual substance abuse in patients and colleagues 12. Integrate physical assessment into the patient-specific and/or population-based disease management plan 13. Calculate equivalent dosages for drug products which vary according to their manufacturer, delivery system, route of administration and/or salt form 14. Identify own areas of strengths and areas needing refinement or remediation; formulate strategies to address these areas; initiate action to correct identified areas 15. Employ the principles that are integral to patient-centered care and the profession (e.g. honesty, justice, empathy, altruism, compassion, autonomy) and display professionalism 16. Provide an inservice with the appropriate content to physicians, nurses, and other health care providers 					

	Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.						
Course Outline including Time Allocation	Course Outline including Time Allocation						
Click here to enter text.	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:80%;">TOPIC</th> <th style="width:20%;">TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td style="text-align: center;">240</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">240</td> </tr> </tbody> </table>	TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)						
Experiential rotation (40 hours per week)	240						
TOTAL	240						

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – If yes, enter equivalent course: PHAR 650: Special Top Inpatient Med APPE
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 40
- Lecture:
- Lab: Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
<input type="checkbox"/> Basic Skill (BS), <input type="checkbox"/> General Education, <input type="checkbox"/> Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: _____ Date Completed: _____
Entered: <input type="checkbox"/> SCACRSE, <input type="checkbox"/> SCADETL, <input type="checkbox"/> SCARRES, <input type="checkbox"/> SCAPREQ

PHAR 860 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202101**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 860: Special Top Amb Care APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	860	40			
Title: Click here to enter text.						Title: Special Top Amb Care APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This course will provide the student with additional opportunities to provide patient centered care in an ambulatory care setting. Skills emphasized will be communication, drug information provision, monitoring of patient outcomes, drug therapy assessment, and patient/health care provider education. Practice settings will include specialty clinics as well as general ambulatory care.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> Analyze patient information in order to provide patient-specific and population-based disease management. Implement, monitor, evaluate, adjust, document and communicate the patient-specific and/or population-based disease management plan Provide emergency care and develop health promotion services Provide health promotion services in accordance with social, professional, ethical, and legal guidelines List the obstacles to outcomes-based continuity of care for patients that are relevant to pharmacy practice. Comply with relevant administrative, civil and criminal law related to the practice of pharmacy and be prepared to successfully complete the State of Michigan law exam. Demonstrate basic communication skills and assess the quality of communication performance in situations involving reading, listening, writing, speaking, and use of data, media, and computers Demonstrate improvement in basic communication skills and exhibit creativity in communication situations through the use of reading, listening, writing, speaking, and use of data, media, and computers Communicate clearly, accurately, compassionately, confidently, effectively and persuasively using a variety of methods (i.e. reading, listening, writing, speaking, and the use of data, media, and computer skills) and with a variety of target Describe critical-thinking processes and the scientific method and apply them in developing solutions to simple problems. Identify and analyze ideas and problems of increasing complexity, generate defensible solutions, and establish criteria for evaluation of solutions Make decisions regarding complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, and ethical issues Recognize the role of values in personal and professional interactions. Maximize learning through the use of effective personal learning strategies Evaluate personal and professional conduct according to ethical theories and principles. Improve personal performance through assessments by self and others 					

	15. Adopt or construct ethical principles and use them as a guide for one's actions. Complete learning activities on an ongoing basis for personal and professional development based upon self-determined areas of deficiency and/or interest Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.						
Course Outline including Time Allocation	Course Outline including Time Allocation						
Click here to enter text.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">TOPIC</th> <th style="text-align: left;">TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td style="text-align: center;">240</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">240</td> </tr> </tbody> </table>	TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)						
Experiential rotation (40 hours per week)	240						
TOTAL	240						

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – If yes, enter equivalent course: PHAR 655: Special Top Amb Care APPE
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 40
- Lecture:
- Lab: Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code <input type="checkbox"/> Basic Skill (BS), <input type="checkbox"/> General Education, <input type="checkbox"/> Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY Date Rec'd: _____ Date Completed: _____ Entered: <input type="checkbox"/> SCARSE, <input type="checkbox"/> SCADETL, <input type="checkbox"/> SCARRES, <input type="checkbox"/> SCAPREQ
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PHAR 861 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 861: Corporate Pharmacy MBA APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED											
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar						
						PHAR	861	40									
Title: Click here to enter text.						Title: Corporate Pharmacy MBA APPE											
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites							
						6											
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)											
Click here to enter text.						This one-month required rotation is designed to provide students with experiences in the culture, systems, structures, and practices of organization that practices performance metrics based management as applied in the setting of corporate pharmacy practice.											
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan											
Click here to enter text.						<ol style="list-style-type: none"> 1. Assess and analyze the overall mission and vision of the corporation. 2. Assess and analyze the long- and short-term performance goals of the corporation and relate them to current operations and initiatives. 3. Assess and analyze the performance metrics based management system within the corporate structure and describe how it compares with the Balanced Scorecard and the Malcolm Baldrige National Quality Award Criteria. 4. Assess and analyze the leadership and strategic planning system of the corporate structure, the leading and lagging measures chosen to measure its performance, and the improvement system incorporated that facilitates leadership improvement. 5. Assess and analyze how the corporation obtains information about the needs and satisfaction of its customers, stakeholders and markets and incorporates that information into its strategic and tactical plans. 6. Assess and analyze how the corporation measures and analyzes organizational performance and translates that into future improved performance. <p>Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.</p>											
Course Outline including Time Allocation						Course Outline including Time Allocation											
Click here to enter text.						<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">TOPIC</th> <th style="text-align: right;">TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td style="text-align: right;">240</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">240</td> </tr> </tbody> </table>						TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)																
Experiential rotation (40 hours per week)	240																
TOTAL	240																

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

- B. College Code: PH
C. Department Code: PHAR
D. Credit Hours:
 Variable
 Fixed
E. Minimum Credit Hours: 6
F. Maximum Credit Hours: 6
G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
H. Levels:
 Undergraduate
 Graduate
 Professional
I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 661: Corporate Pharmacy MBA APPE
Course Prefix, Number – Course Title
K. Term(s) Offered: Fall, Spring
L. Max Section Enrollment: 40
Lecture:
Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 862 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202101**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 862: Pharmaceutical Indust MBA APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED											
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar						
						PHAR	862	40									
Title: Click here to enter text.						Title: Pharmaceutical Indust MBA APPE											
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites							
						6											
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)											
Click here to enter text.						This one-month required rotation is designed to provide students with experiences in the culture, systems, structures, and practices of an organization that practices performance metrics based management as applied in the setting of the pharmaceutical industry.											
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan											
Click here to enter text.						<ol style="list-style-type: none"> 1. Assess and analyze the overall mission and vision of the corporation. 2. Assess and analyze the long- and short-term performance goals of the corporation and relate them to current operations and initiatives. 3. Assess and analyze the performance metrics based management system within the corporation and describe how it compares with the Balanced Scorecard and the Malcolm Baldrige National Quality Award Criteria. 4. Assess and analyze the leadership and strategic planning system of the corporation, the leading and lagging measures chosen to measure its performance, and the improvement system incorporated that facilitates leadership improvement. 5. Assess and analyze how the corporation obtains information about the needs and satisfaction of its customers, stakeholders and markets and incorporates that information into its strategic and tactical plans. 6. Assess and analyze how the corporation measures and analyzes organizational performance and translates that into future improved performance. <p>Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.</p>											
Course Outline including Time Allocation						Course Outline including Time Allocation											
Click here to enter text.						<table border="1"> <thead> <tr> <th>TOPIC</th> <th>TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td>240</td> </tr> <tr> <td>TOTAL</td> <td>240</td> </tr> </tbody> </table>						TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)																
Experiential rotation (40 hours per week)	240																
TOTAL	240																

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: PH

- C. Department Code: PHAR
- D. Credit Hours:
 - Variable
 - Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
 - No
 - Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
- H. Levels:
 - Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
 - Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 - No
 - Yes – *If yes, enter equivalent course:* PHAR 662: Pharmaceutical Indust MBA APPE
Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 40
 - Lecture:
 - Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 863 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202101**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 863: Health Systems Pharm MBA APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED											
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar						
						PHAR	863	40									
Title: Click here to enter text.						Title: Health Systems Pharm MBA APPE											
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites							
						6											
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)											
Click here to enter text.						This one-month required rotation is designed to provide students with experiences in the culture, systems, structures, and practices of an organization that practices performance metrics based management as applied in the setting of health systems pharmacy practice											
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan											
Click here to enter text.						<ol style="list-style-type: none"> 1. Assess and analyze the overall mission and vision of the health system 2. Assess and analyze the long- and short-term performance goals of the health system and relate them to current operations and initiatives. 3. Assess and analyze the performance metrics based management system within the health system and describe how it compares with the Balanced Scorecard and the Malcolm Baldrige National Quality Award Criteria. 4. Assess and analyze the leadership and strategic planning system of the health system, the leading and lagging measures chosen to measure its performance, and the improvement system incorporated that facilitates leadership improvement. 5. Assess and analyze how the health system obtains information about the needs and satisfaction of its customers, stakeholders and markets and incorporates that information into its strategic and tactical plans. 6. Assess and analyze how the health system measures and analyzes organizational performance and translates that into future improved performance. <p>Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.</p>											
Course Outline including Time Allocation						Course Outline including Time Allocation											
Click here to enter text.						<table border="1"> <thead> <tr> <th>TOPIC</th> <th>TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td>240</td> </tr> <tr> <td>TOTAL</td> <td>240</td> </tr> </tbody> </table>						TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)																
Experiential rotation (40 hours per week)	240																
TOTAL	240																

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

- B. College Code: PH
C. Department Code: PHAR
D. Credit Hours:
 Variable
 Fixed
E. Minimum Credit Hours: 6
F. Maximum Credit Hours: 6
G. Hours may be repeated for additional credit:
 No
 Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)
H. Levels:
 Undergraduate
 Graduate
 Professional
I. Grade Method:
 Standard Letter Grading
 Credit/No Credit
J. Does the proposed course replace an equivalent course?
 No
 Yes – *If yes, enter equivalent course:* PHAR 663: Health Systems Pharm MBA APPE
Course Prefix, Number – Course Title
K. Term(s) Offered: Fall, Spring
L. Max Section Enrollment: 40
Lecture:
Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 864 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, **MODIFY**, OR **DELETE**

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 864: International Pharmacy APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	864	40			
Title: Click here to enter text.						Title: International Pharmacy APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						The goal of the International Advanced Pharmacy Practice Experience is to provide selected students with exposure to and involvement in foreign pharmacy practice. This will be facilitated through placement in a variety of clinical settings including hospital (institutional) practice, community practice and clinical practice and will be directed by affiliated Colleges of Pharmacy in the selected country.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Select the most appropriate drug delivery dosage form/device for the patient 2. Interpret and prioritize data/evidence needed to formulate and implement a patient-specific and/or population-based disease management plan to achieve desired outcomes. 3. Develop and implement a patient-specific and/or population-based disease management plan. 4. Evaluate and interpret professional, lay and scientific literature 5. Provide pharmacologic and non-pharmacologic education with the appropriate content to patients or care givers. 6. Outline the role of the pharmacist in the delivery of health-care in the host country. 7. Compare and contrast the pharmacotherapeutic approach to several common disease states of the host country with that seen in the US. 8. Describe the different roles and responsibilities of professional and technical personnel in different type of pharmacy operations and clinical micro-systems. 9. List the advantages and disadvantages of relevant health care and drug distribution system for the management of a specific patient (e.g., pediatric, geriatric) or therapeutic problem. 10. List the obstacles to outcomes-based continuity of care for patients that are relevant to pharmacy practice. 11. Using risk management principles, develop a plan to minimize medication errors for a particular practice setting. 12. Demonstrate a detailed understanding of the health-care system of the host country. 13. Describe pharmacy education in the host country, contrasting it with that seen in the US. 14. Write and speak accurately and clearly during communications with patients, health professionals, peers and teachers. 15. Use data, media, and computers to assist in communications with patients, health professionals, peers and teachers. 					

	16. Demonstrate sensitivity and tolerance within multicultural interactions and settings. 17. Respond appropriately, and in the correct format (written or verbal) to questions posed. 18. Display professionalism in pharmacy practice. Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.						
Course Outline including Time Allocation	Course Outline including Time Allocation						
Click here to enter text.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">TOPIC</th> <th style="text-align: left;">TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td>Experiential rotation (40 hours per week)</td> <td style="text-align: center;">240</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">240</td> </tr> </tbody> </table>	TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)						
Experiential rotation (40 hours per week)	240						
TOTAL	240						

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – If yes, enter equivalent course: PHAR 666: International Pharmacy APPE
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 40
- Lecture:
- Lab: Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code	
<input type="checkbox"/> Basic Skill (BS), <input type="checkbox"/> General Education, <input type="checkbox"/> Occupational Education, Gen Ed. Codes: _____	

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY	
Date Rec'd: _____	Date Completed: _____
Entered: <input type="checkbox"/> SCARSE, <input type="checkbox"/> SCADETL, <input type="checkbox"/> SCARRES, <input type="checkbox"/> SCAPREQ	

PHAR 865 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): **202101**

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 865: Research APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						PHAR	865	40			
Title: Click here to enter text.						Title: Research APPE					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						6					
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						This elective APPE provides the interested student an in-depth, hands-on experience in research. Potential rotation opportunities include clinical, pharmaceutical industry and basic science practice sites.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						<ol style="list-style-type: none"> 1. Discuss the application of study results relevant to the practice setting. 2. Provide in-service education with the appropriate content 3. Evaluate and interpret professional, lay and scientific literature relevant to the practice setting. 4. Describe the different roles and responsibilities of professional and technical personnel at the site. 5. Write and speak accurately and clearly during communications with peers and teachers. 6. Use writing, speaking, data, media, and computers creatively to assist in communications with peers and teachers. 7. Demonstrate sensitivity and tolerance within multicultural interactions and settings. 8. Assess the target audience to ensure the correct message was received. 9. Respond appropriately, and in the correct format (written or verbal) to questions posed. 10. Identify realistic outcomes through prioritization and modify when necessary. 11. Assess accuracy, fairness, significance, relevance, completeness, and persuasiveness of information and its sources. 12. Display openness to new ideas and a tolerance for ambiguity and incompleteness. 13. Synthesize information and create a solution, hypothesize, evaluate conclusions, conjecture alternatives, or decide a course of action. 14. Regularly self-assess learning needs and initiate action to correct performance areas or learning difficulties without prompting. 15. Display professionalism in pharmacy practice. 16. Employ ethical principles and a systematic decision making process to resolve ethical dilemmas within complex personal, societal, and professional situations. <p>Assessment: Assessment: Students will be assessed using one or more of the following methods: direct observation of the student during APPE activities, examinations, written assignments, oral presentations and focused, group discussions.</p>					
Course Outline including Time Allocation						Course Outline including Time Allocation					

Click here to enter text.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">TOPIC</th> <th style="text-align: left; padding: 2px;">TIME (HRS)</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Experiential rotation (40 hours per week)</td> <td style="text-align: center; padding: 2px;">240</td> </tr> <tr> <td style="padding: 2px;">TOTAL</td> <td style="text-align: center; padding: 2px;">240</td> </tr> </tbody> </table>	TOPIC	TIME (HRS)	Experiential rotation (40 hours per week)	240	TOTAL	240
TOPIC	TIME (HRS)						
Experiential rotation (40 hours per week)	240						
TOTAL	240						

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
 - X Practicum
 - Independent Study
- B. College Code: PH
- C. Department Code: PHAR
- D. Credit Hours:
 - Variable
 - Fixed
- E. Minimum Credit Hours: 6
- F. Maximum Credit Hours: 6
- G. Hours may be repeated for additional credit:
 - No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:
 - Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
 - Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
 - No
 - Yes – *If yes, enter equivalent course:* PHAR 670: Research APPE

Course Prefix, Number – Course Title
- K. Term(s) Offered: Fall, Spring
- L. Max Section Enrollment: 40
 Lecture:
 Lab: Click here to enter text.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCARSE, SCADETL, SCARRES, SCAPREQ

PHAR 450 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 450 Introduction to Public Health

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 451 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 451 Institutional Pharmacy

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

No

Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

Undergraduate

Graduate

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 453 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 453 Topics in Nutrition Biochem

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 455 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 455 Curr Controversies Health Care

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 457 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 457 Intro to Pharmacy Law & Ethics

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 461 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 461 Data Instrument and Analysis

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 462 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 462 Pharmaceutical Science Seminar

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 463 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 463 Botanical Supple - Alt Therapy

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 464 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 464 Natural Product Toxins

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 466 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 466 Medicinal Chemistry Research

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

No

Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

Undergraduate

Graduate

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 468 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 468 Sel Top Medicinal Chemistry

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 469 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 469 Carcinogenesis

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 470 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 470 Pharmacy and Geriatric Health

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 476 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 476 Toxicology

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 474 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 474 Pharmacoepidemiology

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 475 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201901

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 475 Advanced Compounding

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

Practicum

Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

Variable

Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

No

Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

Undergraduate

Graduate

Professional

I. Grade Method:

Standard Letter Grading

Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 551 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 551 Managed Care Pharmacy Pract

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 552 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 552 Adv Topics in Infect Diseases

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 553 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 553 Palliative Care

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 554 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 554 Comp & Alt Med for Clin Pharm

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 556 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 556 Spec Topics in Comm Pharm Prac

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 558 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 558 Med Research Methods - Design

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 559 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 559 Interdis Community Practicum

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 560 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 560 Advance Card Life Support

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 562 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 562 Elder Care Initiative

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 563 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 563 Spec Pop Peds Geriatrics

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 564 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202001

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 564 Integr Team-Based Health Care

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 605 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 605 Academic APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 606 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 606 Drug Information APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 609 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 609 Prof Organization Manage APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 613 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 613 Community Mgmt APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 617 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 617 Hospital Pharmacy Admin APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 618 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 618 Managed Care APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 625 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 625 Spec Comm Practice APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 626 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 626 Veterinary Medicine APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 628 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 628 Nuclear Pharmacy APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 650 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 650 Special Top Inpatient Med APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 655 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 655 Special Top Amb Care APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 661 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 661 Corporate Pharmacy MBA APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 662 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 662 Pharmaceutical Indust MBA APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 663 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 663 Health Systems Pharm MBA APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 666 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 666 International Pharmacy APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

PHAR 670 Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 202101

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: PHAR 670 Research APPE

Course Prefix, Course Number – Course Title

If deleting a course STOP HERE.

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
Title: Click here to enter text.						Title: Click here to enter text.					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Click here to enter text.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Click here to enter text.					
Course Outline including Time Allocation						Course Outline including Time Allocation					
Click here to enter text.						Click here to enter text.					

A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:

- Practicum
- Independent Study

B. College Code: Choose an item.

C. Department Code: Choose an item.

D. Credit Hours:

- Variable
- Fixed

E. Minimum Credit Hours: [Click here to enter text.](#)

F. Maximum Credit Hours: [Click here to enter text.](#)

G. Hours may be repeated for additional credit:

- No
- Yes – If yes, max times repeated: [Click here to enter text.](#) **OR** max credits awarded: [Click here to enter text.](#)

H. Levels:

- Undergraduate
- Graduate
- Professional

I. Grade Method:

- Standard Letter Grading
- Credit/No Credit

J. Does the proposed course replace an equivalent course?

No

Yes – *If yes, enter equivalent course:* [Click here to enter text.](#)

Course Prefix, Number – Course Title

K. Term(s) Offered: [Click here to enter text.](#)

L. Max Section Enrollment:

Lecture: [Click here to enter text.](#)

Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____

Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

Master of Business Administration

Competencies in the following subjects as evidenced by a C grade or better, or a passing score of 80% or better on an [IvySoftware test](#) is required prior to enrollment. Students without these competencies can enroll in and complete the appropriate [IvySoftware course\(s\)](#) (\$60 cost) to obtain a score 80% or higher on the course exam.

STATISTICS/NUMERICAL AND DATA ANALYSIS *(IvySoftware password: 322711)*

Date Completed	College/University	Course number & name	Credit Hours	Grade

OR IvySoftware course _____ completed on _____ with passing score of _____

ACCOUNTING/FINANCE *(IvySoftware password: 782711)*

Date Completed	College/University	Course number & name	Credit Hours	Grade

OR IvySoftware course _____ completed on _____ with passing score of _____

MARKETING *(IvySoftware password: 532711)*

Date Completed	College/University	Course number & name	Credit Hours	Grade

OR IvySoftware course _____ completed on _____ with passing score of _____

TWELVE CORE COURSES REQUIRED (36 credits)

COURSE #	TITLE	CREDITS	TERM	GRADE
ACCT 614	Accounting for Managers	3		
MISI 615	Information Systems Strategy	3		
FINC 616	Corporate Finance (<i>ACCT 614</i>)	3		
BLAW 626	Managers and the Legal Environment	3		
MGMT 636	Leadership & Org. Change	3		
STQM 646	Research Methodologies (<i>MMBA 505 or equivalent competency</i>)	3		
INTB 656	Global Business Management	3		
MKTG 716	Strategic Marketing Decisions (<i>ECON 726</i>)	3		
ECON 726	Managerial Economics	3		
MGMT 736	Lean Enterprise Systems	3		
MGMT 746	Business Strategy & Innovation	3		
MMBA 796	The MBA Thesis (<i>STQM 646</i>)	3		

PharmD/MBA Concentration – 12 Credits

COURSE #	TITLE	CREDITS	TERM	GRADE
PHAR 630	Pharmacy Practice Management 1	3		
PHAR 730	Pharmacy Practice Management 2	3		
PHAR 861	Corporate Pharmacy	6		
PHAR 862	Pharmaceutical Industry			
PHAR 863	Health Systems Pharmacy			
Select one 6-credit PharmD/MBA Clerkship				

CORE CREDITS	36
CONCENTRATION CREDITS	12
TOTAL MBA DEGREE CREDITS REQUIRED	48

No grade below a C will be counted toward a College of Business graduate degree or certificate. No more than two C grades will apply to degree. An overall GPA of 3.0 or better is required to earn the MBA degree. An overall GPA of 3.0 or better must be maintained to avoid dismissal from the MBA program. Degree must be completed within five years from first semester of enrollment. Students must complete an application to graduate before their degree will appear on transcripts and a diploma is issued.

Graduate Honors Requirements: Distinction requires 3.75 to 3.89 overall GPA Highest Distinction requires 3.90 to 4.0 overall GPA

Ferris State University is one of 15 universities comprising Michigan's public higher education system, and accredited by the Higher Learning Commission (HLC).

For more information about College of Business Graduate Programs contact Shannon Yost at yosts@ferris.edu or (231)591-2168

P-1 Year Fall			P-1 Year Spring			P-1 Year Summer		
PHAR 515	Pharmacy and Health Care Systems 1	3	PHAR 516	Pharmacy and Health Care Systems 2	3	PHAR 593	Medication Distribution-Community IPPE 1 (3	2
PHAR 519	Foundations of Pharmacotherapy 1	3	PHAR 531	Over-the-Counter Pharmacotherapy	3	BLAW 626	Managers and the Legal Environment	3
PHAR 523	Dosage Forms and Biopharmaceutics	4	PHAR 520	Foundations of Pharmacotherapy 2	3	STQM 646	Research Methodologies	3
PHAR 587	Pharmacy Skills and Patient Care Lab 1	3	PHAR 524	Dosage Forms and Pharmacokinetics	4	MGMT 736	Lean Enterprise Systems	3
			PHAR 588	Pharmacy Skills and Patient Care Lab 2	2			
	Total Credit Hours	13.0		Total Credit Hours	15.0		Total Credit Hours	11.0

P-2 Year Fall			P-2 Year Spring			P-2 Year Summer		
PHAR 619	Integrated Pharmacotherapy 1	4	PHAR 622	Integrated Pharmacotherapy 4	4	PHAR 693	Medication Distribution-Health System IPPE 1	2
PHAR 620	Integrated Pharmacotherapy 2	4	PHAR 623	Integrated Pharmacotherapy 5	4	FINC 616	Corporate Finance (ACCT 614)	3
PHAR 621	Integrated Pharmacotherapy 3	4	PHAR 624	Integrated Pharmacotherapy 6	4	ECON 726	Managerial Economics	3
PHAR 630	Pharm Pract Mgmt 1	3	PHAR 640	Drug Literature, Informatics, and Biostatistics	3	MGMT 746	Business Strategy & Innovation	3
PHAR 691	Direct Patient Care IPPE 1(Fall or Spring)	0.5	PHAR 691	Direct Patient Care IPPE 1(Fall or Spring)	0.5			
ACCT 614	Accounting for Managers	3		Elective (Fall or Spr) X 2	4			
	Total Credit Hours	18.5		Total Credit Hours	19.5		Total Credit Hours	11.0

P-3 Year Fall			P-3 Year Spring			P-3 Year Summer		
PHAR 719	Integrated Pharmacotherapy 7	4	PHAR 722	Integrated Pharmacotherapy 10	4	MISI 615	Information Systems Strategy	3
PHAR 720	Integrated Pharmacotherapy 8	4	PHAR 723	Integrated Pharmacotherapy 11	4	MGMT 636	Leadership & Org. Change	3
PHAR 721	Integrated Pharmacotherapy 9	4	PHAR 724	Integrated Pharmacotherapy Capstone	5	MKTG 716	Strategic Marketing Decisions (ECON 726)	3
PHAR 730	Pharm Pract Mgmt 2	3	PHAR 735	Pharmacy Law	2			
PHAR 791	Direct Patient Care IPPE 2(Fall or Spring)	0.5	PHAR 791	Direct Patient Care IPPE 2(Fall or Spring)	0.5			
INTB 656	Global Business Management	3		Elective (Fall or Spr)	2			
	Total Credit Hours	18.5		Total Credit Hours	17.5		Total Credit Hours	9.0

P-4 Year		
PHAR 800	Inpatient General Med	6
PHAR 802	Amb Care	6
PHAR 810	Health System	6
PHAR 811	Community	6
PHAR 8XX	Elective	6
PHAR 8XX	Elective	6
PHAR	Doctoral Project	1
MMBA 796	The MBA Thesis (STQM 646)	3
	Total Credit Hours	40
	Total	173.0

PHAR 861	Corporate Pharmacy MBA APPE	6
PHAR 862	Pharmaceutical Industry MBA APPE	6
PHAR 863	Health System Pharmacy MBA APPE	6

PharmD without MBA

P1 Fall	13.0
P1 Spring	15.0
P1 Summer	2.0
P2 Fall	15.5
P2 Spring	19.5
P2 Summer	2.0
P3 Fall	15.5
P3 Spring	17.5
P3 Summer	0.0
P4 Year	37.0
	137.0

PharmD with MBA

P1 Fall	13.0
P1 Spring	15.0
P1 Summer	11.0
P2 Fall	18.5
P2 Spring	19.5
P2 Summer	11.0
P3 Fall	18.5
P3 Spring	17.5
P3 Summer	9.0
P4 Year	40.0
	173.0

Faculty Concerns from Support with Concern and Not Support

The following charges of the Curricular Implementation Committee (CIC) are provided to describe the College's plan to develop policies and procedure related to course coordination, student remediation and day-to-day logistics necessary for implementation of the proposed curriculum. This plan has been underway for some time and addresses many of the concerns expressed below. Although some implementation-related matters fall outside of the scope of the Curricular Rebuild Committee that led the development of this curriculum proposal, such matters were identified throughout the development process; thus, the CIC has already been identified and the following charges developed to expedite their ability to begin work pending the approval of this curriculum proposal.

Curricular Implementation Committee Charges

With completion of the "2018 Curriculum" (2018C) proposal, the Curricular Implementation Committee (CIC) was formed to transition the 2018C from paper to classroom upon approval. Expertise of the College's existing standing committees and task forces is to be incorporated into the process to ensure efficiency in the overall implementation of the 2018C. Discussion and consultation within the departments will also be essential. The CIC will develop a project timeline for these charges that considers the rolling implementation of 2018C and phase out of the existing curriculum (2009C). Throughout the process, the CIC will provide quarterly updates to the executive council and college community. Further, the CIC will present items of significance for full-faculty vote when deemed appropriate by the CIC members. Using the 2018C as developed by the Curricular Rebuild Committee, and the ACPE Standards 2016, the following charges are to be completed by the CIC prior to fall semester 2018:

1. Develop and communicate a detailed plan for scheduling all courses – required and elective - with professional year 1 (P-1) and professional year 2 (P-2) located on the Big Rapids campus and professional year 3 (P-3) on the Grand Rapids campus.
2. Review guidance documents for the Integrated Pharmacotherapy course (recommended by the rebuild team) and establish further implementation procedures (in consultation with relevant stakeholders) to assist in providing students with a seamless experience. As part of this, make recommendations on the best approach to deliver the course to students with consideration of existing resources, travel, workload and accreditation ratios.
3. Work with the Progression Committee and the Office of Student Services to review and recommend policies for student progression and monitoring of student workload through the curriculum.
4. Review and make recommendations for consistent remediation options for all courses – didactic and experiential – that recognize:
 - a. Goals of providing high quality pharmacy candidates to the workforce.
 - b. The need to respect the thresholds established by ACPE for student withdrawal, dismissal and on-time graduation.
 - c. Financial aid burdens imposed on students when they fall below ongoing, full-time status.
 - d. Flexibility for faculty in establishing individualized protocols for students.
 - e. Concerns that may emerge in team taught courses.
5. Collaborate with the following to communicate and implement sustainable plans for scheduling, delivering and monitoring relevant elements outlined in 2018C.
 - a. Assessment and Accreditation Committee
 - b. Co-Curriculum Coordinator
 - c. Curriculum Committee
 - d. IPE Coordinator
 - e. Office of Experiential Education
 - f. Office of Student Services
 - g. Workload Task Force

Concerns Expressed by Faculty:

Faculty A (Not Support)

The faculty member did not submit a written response with concerns, but expressed concerns related to the following at the department and full faculty meetings, which we are attempting to summarize:

- A. The proposal does not include a complete protocol for student remediation (how students will be handled if they fail a course).

RESPONSE: Additional information was provided to college faculty in writing and was verbally discussed during multiple College-wide meetings about recommended remediation protocols for the Integrated Pharmacotherapy course. This recommendation was developed by the Curricular Rebuild Team related to the Integrated Pharmacotherapy course because it is a multicourse sequence spanning two academic years. This involves opportunities for students to remediate in “real time” during the semester along with procedures for remediating comprehensive final exams. See also the charges of the Curriculum Implementation Committee above.

- B. The proposal does not provide details on how faculty will coordinate with each other for the more complex Integrated Pharmacotherapy sequence. Course coordinators may have too much power.

RESPONSE: The College of Pharmacy currently utilizes many single and sequenced courses with multiple faculty and has a great deal of experience with this. Course coordination and faculty assignments are handled through college and departmental policies. Course coordination policies are not governed by the charge of the College of Pharmacy Curriculum Committee. See also the charges of the Curriculum Implementation Committee above.

- C. The size of the Integrated Pharmacotherapy course may scare students and be intimidating to applicants.

RESPONSE: The human physiologic module-based approach to integrated delivery has been a feature of curriculum in colleges of pharmacy for well over a decade. The rebuild team reviewed many of the colleges of pharmacy in the region. The majority of program are utilizing either module-based program or hybrids that include differing levels of integration of medicinal chemistry, pharmacology and therapeutics content. The course sequence has been designed with distinct modules to aid students in transitioning from topic-to-topic.

Faculty B (Support with Concerns)

During today’s meeting, I voted to support with concerns. And my only concerns are related to the remediation strategies and course coordinators’ autonomy roles (as the courses involve intensive multiple faculties from both Departments of Pharmaceutical Science and Pharmacy Practice) in the Integrated Pharmacotherapy courses 1-12, which I am not quite sure to have seen those descriptions in the proposal.

But after the meeting, you have shown me the remediation plans in another document and also, explained the coordinators’ roles are out of the scope of the curriculum. Your explanations are convincing to me that the students will have remediation opportunities for such courses. I am satisfied with your clarifications and sincerely appreciate that the curriculum committee has devoted both time and efforts on the new curriculum.

RESPONSE: See previous response on course coordination and also the charges of the Curriculum Implementation Committee above.

Faculty C (Support with Concerns)

Thank you very much for your explanation. I do support the new curriculum and I have participated the meetings on the discussion and reviews that have gone into improving it. However, I believe if we could envision some of the potential problems that could occur down the road with the curriculum and fix it, it would only make it better. These include clarification of the remediation process and the issue with coordination of the integrated courses that were raised at the meeting today. I believe we cannot overlook these legitimate concerns. They need to be adequately addressed. With that said, I fully support the approval of the curriculum without any further reservations. Once again, I do appreciate your time and explanation.

RESPONSE: See previous response on remediation and also the charges of the Curriculum Implementation Committee above.

Faculty D (Support with Concerns)

- A. A senior faculty member brought up some good points in a department and college meeting how our college has not looked closely at how remediation would occur in this new curriculum. This is problematic because if not resolved well it would dilute down the curriculum and we would end up passing students who would not normally pass just to keep them progressing in the high credit mega integrated course sequence. While I understand we voted on curriculum only this is a big piece of the curriculum.

RESPONSE: Remediation procedures related to the Integrated Pharmacotherapy course were presented to the faculty in writing and were verbally discussed during College-wide meetings. The College currently manages student progression well through pre-established criteria with oversight by student services personnel and a Progression Committee. See also the charges of the Curriculum Implementation Committee above.

- B. I also have big reservations about how we (pharmaceutical sciences department) don't have equal representation on a committee that will be making curriculum policy (4 out of 11 faculty) . The dean is injecting himself in curriculum because he is appointing the faculty he wants. We have one tenured faculty who serves as administrator for the dean along with 3 non- tenured junior faculty who have never gone through a curricular revision on this committee that has the power to implement curricular policy. How is this not directly influenced by the dean (administrator)? These faculty were unilaterally appointed by the dean and other more experienced faculty were not allowed to volunteer for this committee. It is not in the best interest of the curriculum to have inexperienced faculty on this committee or ones who feel they have to watch what they say because of fear they are not tenured. There should be more senior faculty on this committee so it does not turn into pushing administration agenda or someone else's.

RESPONSE: This response is in reference to the recent appoint of a Curricular Implementation Committee. The comment is incorrect about an under-balance related to the pharmaceutical sciences. There are 9 faculty appointed to this committee with 2 administrative staff. Five are from the Pharmaceutical Sciences and 4 are from Pharmacy Practice. Although the appointments were officially made by the Dean, the identification of faculty to serve on the Curricular Implementation Committee was developed in consultation with the faculty co-chairs of the Curricular Rebuild Committee, the department chairs, and the College Executive Council; it was not a unilateral decision devoid of input from faculty.

- C. I feel the science part of the curriculum is being watered down for the sake of jumping on the band wagon for getting a more "integrated" curriculum. We did not spend a lot of time looking at other college of pharmacy's curriculum's and why we are doing this. We didn't even get the asesement data back form the infectious disease courses integrated sequence we just did a few years ago to tweak before we scrap that and say we need a whole new curriculum.

RESPONSE: The Curricular Rebuild Team met 32 times since June, 2015 in development of this curriculum proposal. Two additional subcommittees were enlisted, and included additional faculty outside of the Curricular Rebuild Team, to address the integrated coursework in the first three professional years of the program. Of the 32 meetings of the Rebuild Team, at least 12 had significant time dedicated to the discussion

of the integrated curriculum, representing approximately 1/3 of the team's discussion. In addition, work teams made up of some individuals from the Curricular Rebuild Team attended 2 separate American Association of Colleges of Pharmacy Institutes dedicated to components relevant to this curriculum development. In the development of this proposal, reference material was made available to both the team and the College faculty at-large for an array of curriculum (traditional and integrated) including: University of Georgia, Husson University, University of Michigan, University of Illinois-Chicago, Wayne State University, University of Minnesota, Chicago State University, University of Florida, Western University, University of North Carolina, and Ohio Northern. Curriculum format was also reviewed at Roosevelt University, Rosalind Franklin, Southern Illinois University, Butler University, Manchester University, Purdue University, Drake University, University of Iowa and The Ohio State University.

Regarding assessment data from the current integrated infectious disease sequence, such data were considered by the subcommittee mentioned above and served as evidence in support of expansion of an integrated approach to curriculum delivery. When originally designed, the current infectious disease course sequence was intended to integrate microbiology, medicinal chemistry, pharmacology and therapeutics, however early execution of that integration fell short when disciplines did not work together in a cohesive manner. This lack of true integration led to the course sequence experiencing a high rate of student failure. In response to those data, a new course coordinator was assigned to the sequence and changes were implemented to ensure faculty from both departments were working together effectively to design and deliver course material in an integrated manner. The rate of student success in the infectious disease sequence improved markedly and therefore serves as a model for integrated curriculum delivery used in this proposal.

- D. I feel Pharmacy Practice will be dictating the majority of the integration and again science will be watered down from what I have seen of looking closely at this new curriculum. *(The following was an additional comment that was copied here to prevent the need to duplicate the response.)* These students are graduating with a Pharm.D. Doctorate degree and we have a responsibility to the profession, the University and the public to make sure these students know their science foundation as well as the practice but this new curriculum is not fully written out to show me how the science is not being watered down and lost for parts of it.

RESPONSE: The curriculum proposed here was built addressing the faculty approved ability-based outcomes as referenced in the mapping document. The Form EF's outline the allocation of all content across the curriculum. In addition, all course outcomes were developed by faculty and are cross-referenced and aligned with the accreditation educational standards issued for 2016. These standards provide a guidepost for allocation of areas of expertise across a Doctor of Pharmacy Curriculum. Of the 42 faculty in the College of Pharmacy providing input on (and voting on) this proposal, more than half are patient care practitioners across the State of Michigan with a comprehensive understanding of the responsibilities of the profession for a practicing pharmacist.

- E. Our basic science department is having major arguments about what role a course coordinator should be allowed to do. We have faculty who are treating students differently and passing them when according to the syllabus from the course they fail. We have integrated courses where all the faculty agree on final grades at the end of the semester and then the course coordinator feels they have power to post any grade they feel like. This is not collegial and erodes confidence faculty have in one another and this is a BIG PROBLEM. Students not being treated equally is a huge deal and faculty who feel they have the power to do anything they want with grades with no regard to the fellow faculty they teach with is also a HUGE problem. Since this new curriculum is highly integrated how will this be addressed and how will the science department not lose tremendous work load? These are other big problems.

RESPONSE: The College of Pharmacy handles many courses within the current curriculum deploying multiple faculty, which are coordinated without problems. Issues that an individual faculty has with respect to course coordination concerns are handled by departmental and college policies. The Curricular Implementation Committee has been charged with recommending policies related to coordination of the Integrated

Pharmacotherapy sequence. A detailed outline of hour content by discipline area was provided to the full faculty for the Integrated Pharmacotherapy sequence.

- F. I do not feel that assessment (in these highly integrated courses) is being aligned with faculty governance because they are suggesting a committee will pick and choose what would be asked on exams and faculty who teach specific material should be able to assess students how they feel it is necessary. Faculty academic rights may be affected with this.

RESPONSE: As stated elsewhere in this response, the College of Pharmacy currently utilizes many team taught courses. In team taught courses, assessments are built according to the syllabus level policies established by course faculty and coordinators. The current therapeutics sequence integrates approximately half of the faculty of the college of pharmacy in team taught modules with great success. As the Integrated Pharmacotherapy course is implemented, course faculty will build on this experience and provide input to assessment development, as is currently done. See also, charges of the Curricular Implementation Committee.

Faculty E (Abstain)

Did not receive a clear answer on the PharmD/MBA program at the pharmacy practice meeting. The PharmD/MBA proposed articulation information in Wellman's email of 2-14-17 is not found in the curriculum proposal, is it part of the proposal?

RESPONSE: The proposed PharmD/MBA articulation is now attached to the proposal (page 426). The current and proposed Doctor of Pharmacy degree are not directly impacted by the articulation. The College of Business awards the MBA based on the enclosed check sheet and supports the changes in the Doctor of Pharmacy program as outlined in their Form B.

17-105

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: ISI Cybersecurity Certificates

Initiating Individual: Gerald Emerick

Initiating Department or Unit: AFIS / COB

Contact Person's Name: Gerald Emerick

Email: geraldemerick@ferris.edu

Phone: 231-591-3148

NOTE: ALL required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee.	FORM (checkboxes indicate typically required forms specific to the curricular action)						
	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN
PROPOSAL GROUP: See Table B-7 in the UCC Manual for description.							
I-A: New Degree, major, concentration, minor, or redirection of a current offering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B: Deletion of a degree, major, concentration, or minor		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
II-A: New Course, modification of a course, deletion of a course Check here if deleting a course		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II-B: Minor Curriculum Clean-up		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III: Certificate (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit <input checked="" type="checkbox"/> New Certificate)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Off Campus: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
IV: Non-degree Offering : Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		
	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count				
Program Representative **	Gerald Emerick <i>Gerald Emerick</i>	2/7/2017	4 Support _ Support with Concerns _ Not Support _ Abstain				
Department/School/Faculty Representative Vote **	L.H. Bajor <i>L. H. Bajor</i>	3/1/17	17 Support _ Support with Concerns _ Not Support _ Abstain				
Department/School Administrator	L.H. Bajor <i>L. H. Bajor</i>	3/1/17	Support _ Support with Concerns _ Not Support _ Abstain				
College Curriculum Committee/Faculty	Amy McDonney <i>Amy McDonney</i>	3/15/17	5 Support _ Support with Concerns _ Not Support _ Abstain				
UCC Representative	Billie Anderson <i>Billie Anderson</i>	3/22/17	Support _ Hold _ Not Support				
Dean	DAVID WIGG <i>David Wigg</i>	3/22/17	Support _ Support with Concerns _ Not Support				
University Curriculum Committee **	Olukemi Fadayomi <i>Olukemi Fadayomi</i>	3/29/17	Support 8-0 _ Support with Concerns _ Not Support _ Abstain				
Senate **			_ Support _ Support with Concerns _ Not Support _ Abstain				
Academic Affairs			_ Support _ Hold _ Not Support				

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

** Number Count must be given for all members present and/or voting.

President (Date Approved)

Board of Trustees (Date Approved)

Academic Officers of MI (Date Approved)

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)

The Information Security and Intelligence program faculty are proposing two new certificates to address the growing need for cybersecurity education. The new Cybersecurity Certificate will provide students with a specialization in cybersecurity while the Cybersecurity - Ethical Hacking Certificate will offer a specialization in ethical hacking and penetration testing. According to the Bureau of Labor Statistics the job outlook for cybersecurity job growth is 18% faster than average for all occupations through 2024. Both public and private sectors have an ongoing need for talent that has the ability to protect the organization's infrastructure from cyber attack and prevent hackers from stealing critical data. The Information Security and Intelligence faculty are uniquely qualified to offer these certificates in the areas of Cybersecurity and Ethical Hacking. These certificates will appeal to current students, former students, and the surrounding community while leveraging the ISI program's academic center of excellence designation by the National Security Agency as well as a number of industry cybersecurity certification partnerships that the ISI faculty have uniquely established. No new courses are being developed.

2. Summary of Curricular Action (Check all that apply to this proposal)

- Degree Major Minor Concentration Certificate Course
- New Modification Deletion

Name of Degree, Major, etc.:

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
--------	--------	-------

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
--------	--------	-------

C. Existing Courses to be Modified

Prefix	Number	Title
--------	--------	-------

D. Addition of existing FSU courses to program

Prefix	Number	Title
ISIN	200	Secure Digital Technologies
ISIN	308	Principles of Info Security (ISIN 200 or Instructor Approval)
HSCJ	310	Digital Forensics (ISIN 121 or ISIN 308)
ISIN	409	Network Forensics & Analysis (ISIN 308)
ISIN	306	Security Informatics (Sophomore Standing or Instructor Approval)
ISIN	312	Applications of Information Security (ISIN 308 and ISIN 306 or ISIN 305)
ISIN	335	Pen Testing and Cloud Security (ISIN 308 and ISIN 306 or ISIN 305 or ISYS 288)
ISIN	430	Pen Testing and Mobile Security (ISIN 312 and ISIN 325)

E. Removal of existing FSU courses from program

Prefix	Number	Title
--------	--------	-------

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
Form C	3/14/2017		

5. Will External Accreditation be sought? (For new programs or certificates only)

- Yes No

6. Is a PCAF required? Yes No Is the PCAF approved? Yes No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal) **REQUIRED**

- Add Course Delete Course Modify Course Change Prerequisite Move from required to elective
 Move from elective to required Change Outcomes and Assessment Plan Change Credit hours

8. List all Checksheets affected by this proposal:

College	Department	Program
COB	AFIS	Cybersecurity Certificate Checksheet (new)
COB (new)	AFIS	Cybersecurity - Ethical Hacking Certificate Checksheet



FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: ISI Cybersecurity Certificate

Projected number of students per year affected by proposed change:

Initiator(s): Gerald Emerick	
Proposal Contact: Gerald Emerick	Date Sent: 3/14/2017
Department: AFIS / COB (Please type)	Campus Address: IRC 212L
Liaison Librarian Signature: 	Date Received: 03.17.2017
Dean of FLITE Signature: 	Date Returned: 3/20/17

Based upon our review on _____ (date), FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$_____.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary. No additional Library resources are required.

Certificate Checksheet: Cybersecurity

**Ferris State University – College of Business
ACCOUNTANCY, FINANCE & INFORMATION SYSTEMS (AFIS) DEPARTMENT**

Cybersecurity Certificate - 12 Credits

STUDENT NAME: _____ STUDENT ID#: _____

PFX	CRSE#	COURSE TITLE (prerequisites shown in brackets ())	S.H.	GRADE	GR. PTS.
ISIN	200	Secure Digital Technologies	3		
ISIN	308	Principles of Info Security (ISIN 200 or Instructor Approval)	3		
HSCJ	310	Digital Forensics (ISIN 121 or ISIN 308)	3		
ISIN	409	Network Forensics & Analysis (ISIN 308)	3		

NOTE: No more than 50% of the credits in this certificate may be transferred from another institution, nor will this certificate be granted if more than 50% of the certificate credits are specifically required in the student’s major.

Admission Requirements – Admission requirements for this certificate are identical to the admission requirements for the Information Security and Intelligence program at Ferris State University.

For more information, please call 231-591-2434 to make an appointment with the AFIS department head.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES
 Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the certificate which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

Note: A minimum 2.00 GPA is required in all certificate courses for completion of this certificate.

STUDENT SIGNATURE: _____ DATE: _____

ADVISOR SIGNATURE: _____ DATE: _____

AFIS DEPT. CHAIR/HEAD SIGNATURE: _____ DATE: _____

To receive this certificate, you must complete a certificate clearance in the College of Business Dean’s Office (BUS 200).

Certificate Outcomes	
1.	Outcome 1 Theory and Practice Work as a member of an information security and/or intelligence team and effectively integrate theories and practice in an ISI environment.
2.	Outcome 2 Security Domain - Demonstrate knowledge of concepts and methodologies of the principles of information security objectives and the information security lifecycle.
3.	Outcome 3 Networks and Devices Set up computer networks and peripheral devices, install and maintain software; demonstrate how to handle, transport, utilize and safeguard digital devices and information.
4.	Outcome 4 Digital devices Theorize ways digital devices could be used for security and criminal activity and collect and process digital information in support of an investigation or hypothesis.
5.	Outcome 5 Digital Forensics Demonstrate knowledge of concepts and methodologies of incidence response, cyber forensics (acquisition, preservation, analysis, and presentation of evidence) and the information security lifecycle including cyber laws, cyber crimes, incidence response, pre-incident preparation, detection, notification, initial response, strategic decisions, response, recovery, and reporting.

Certificate Checksheet: Cybersecurity - Ethical Hacking

**Ferris State University – College of Business
ACCOUNTANCY, FINANCE & INFORMATION SYSTEMS (AFIS) DEPARTMENT**

Cybersecurity - Ethical Hacking Certificate - 12 Credits

STUDENT NAME: _____ STUDENT ID#: _____

PFX	CRSE#	COURSE TITLE (prerequisites shown in brackets ())	S.H.	GRADE	GR. PTS.
ISIN	306	Security Informatics (Sophomore Standing or Instructor Approval)	3		
ISIN	308	Principles of Info Security (ISIN 200 or Instructor Approval)	3		
ISIN	312	Applications of Information Security (ISIN 308 and ISIN 306 or ISIN 305)	3		

Choose one of the following:

PFX	CRSE #	COURSE TITLE (prerequisites shown in brackets ())	S.H.	GRADE	GR. PTS.
ISIN	200	Secure Digital Technologies	3		
HSCJ	310	Digital Forensics (ISIN 121 or ISIN 308)	3		
ISIN	335	Pen Testing and Cloud Security (ISIN 308 and ISIN 306 or ISIN 305 or ISYS 288)	3		
ISIN	409	Network Forensics & Analysis (ISIN 308)	3		
ISIN	430	Pen Testing and Mobile Security (ISIN 312 and ISIN 325)	3		

NOTE: No more than 50% of the credits in this certificate may be transferred from another institution, nor will this certificate be granted if more than 50% of the certificate credits are specifically required in the student's major.

Admission Requirements – Admission requirements for this certificate are identical to the admission requirements for the Information Security and Intelligence program at Ferris State University.

For more information, please call 231-591-2434 to make an appointment with the AFIS department head.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES
 Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the certificate which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

Note: A minimum 2.00 GPA is required in all certificate courses for completion of this certificate.

STUDENT SIGNATURE: _____ DATE: _____

ADVISOR SIGNATURE: _____ DATE: _____

AFIS DEPT. CHAIR/HEAD SIGNATURE: _____ DATE: _____

Certificate Outcomes	
1.	Outcome 1 Theory and Practice Work as a member of an information security and/or intelligence team and effectively integrate theories and practice in an ISI environment.
2.	Outcome 2 Security Domain - Demonstrate knowledge of concepts and methodologies of the principles of information security objectives and the information security lifecycle.
3.	Outcome 3 Security Assessment - Assess the security posture of computer networks and computer software; demonstrate how to identify security vulnerabilities, remediate vulnerabilities, and document the vulnerabilities.
4.	Outcome 4 Digital devices Theorize ways digital devices could be used for security and criminal activity and collect and process digital information in support of an investigation or hypothesis.
5.	Outcome 5 Event Analysis Recognize the potential for multiple explanations for events and information and be able to analyze and describe the accuracy of the information.

FINANCIAL AID FORM

FORM FIN

Effective Fall 2016

To be completed by the Director of Financial Aid (DFA). The DFA must return the original form to the Academic Senate Office to be inserted into the original proposal and a copy to the initiator (proposer). The DFA must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for this proposal.

Proposal Title: Click here to enter text.

Initiators: Gerald Emerick, ISI Faculty

Proposal Contact: Gerald Emerick

Date Sent: 2/7/2017

Department: AFIS / COB

Campus Address: IRC 212L

Director of Financial Aid Signature: Click here to enter text.

Date Returned: Click here to enter text.

Please check all that apply:

- The new program is remedial as it prepares students for study at the postsecondary level. This program is not an eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.
- The new program is considered a preparatory program as it prepares a student for a given program, i.e., they do not meet the academic criteria to be admitted into the program. Student is only eligible for Federal Direct Loans for one year.
- The new program is a certificate program. Certificate programs are not eligible programs per Federal requirements; therefore students in this program are not eligible to receive financial aid.
- The new program is a teacher certification program where it provides coursework required for a professional State credential necessary for employment as an elementary or secondary school teacher, but for which the institution awards no academic credential. Students are eligible for Federal Direct Loans only at an undergraduate level.
- The new program is a teacher certification program that will award a certificate credential. Certificate programs are not eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.
- The new program is a Bachelor Completion program; a two-year degree completion program that requires an associate degree or the successful completion of at least two years of college coursework as a prerequisite for admission. These are aid eligible programs and students may receive financial aid.
- The new program is a Master's, Professional, or Doctoral Degree/Major program that allows students to take some undergraduate courses where some deficiency exists. Please note, students are eligible to receive Federal loans for the program, but undergraduate courses will not be included in the total credit count to determine loan eligibility. Students must be half time (Graduate/Professional = 5 credits, Doctoral = 3 credits) in graduate level courses to receive Federal aid.
- The new program is an Associate's, Bachelor's, Master's, Professional, or Doctoral Degree/Major and is conferred upon graduation. Per Federal requirements, these are aid eligible programs and students may receive financial aid.

Please include the number of credit hours to earn the degree or credential being sought. This is required as it must be reported to the Department of Education as well as the National Student Loan Clearinghouse, regardless if students are receiving federal aid.

Credits Required to Earn Degree: The certificate is 12 credit hours

Paula L Hadley-Kennedy

From: Jerry J Emerick
Sent: Wednesday, March 29, 2017 8:12 PM
To: Olukemi O Fadayomi
Cc: Billie S Anderson; Brian Holton; Don L Brecken; Elise M Gramza; Frances K Rosen; Greg S Wellman; Joe J Pole; Leonard R Johnson; Mark A VanLent; Mark A Hutchinson; Michelle L Johnson; Paula L Hadley-Kennedy; Rusty A Leonard; Timothy M Eklin
Subject: Re: Proposal 17-105

Thank you. I will plan to be there. Reviewing our outcomes is planned activity in our faculty group. I'll be sure to have us review this outcome and try to make it more clear and concise.

Best Regards,

Gerald Emerick, M.Sc., CISSP, PMP, C|EH, E|CSA, GSSP-.NET
Assistant Professor
Information Security & Intelligence
National Security Agency Center of Excellence
DC3 Center of Digital Forensic Academic Excellence
Ferris State University
<http://isi.ferris.edu>
616-951-4676

From: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>
Date: Wednesday, March 29, 2017 at 4:44 PM
To: Jerry J Emerick <JerryEmerick@ferris.edu>
Cc: Billie S Anderson <BillieAnderson@ferris.edu>, Brian Holton <BrianHolton@ferris.edu>, Don L Brecken <DonBrecken@ferris.edu>, Elise M Gramza <EliseGramza@ferris.edu>, Frances K Rosen <FrancesRosen@ferris.edu>, Greg S Wellman <GregWellman@ferris.edu>, Joe J Pole <JoePole@ferris.edu>, Leonard R Johnson <LeonardJohnson@ferris.edu>, Mark A VanLent <MarkVanLent@ferris.edu>, Mark A Hutchinson <MarkHutchinson@ferris.edu>, Michelle L Johnson <MichelleJohnson@ferris.edu>, Paula L Hadley-Kennedy <PaulaHadley-Kennedy@ferris.edu>, Rusty A Leonard <RustyLeonard@ferris.edu>, Timothy M Eklin <TimothyEklin@ferris.edu>
Subject: Proposal 17-105

Academic Senate for discussion and approval at the next meeting. So, we ask that you or a representative attend the Senate meeting on Tuesday, April 4, 2017 at 10 am in University Center 202A to answer questions about this proposal.

Paula L Hadley-Kennedy

From: Olukemi O Fadayomi
Sent: Friday, April 7, 2017 11:20 AM
To: ismjerry
Cc: Paula L Hadley-Kennedy
Subject: RE: ISI Certificate - Academic Senate Meeting

Hi Jerry,

There may be other questions/suggestions from the Senate in addition to the two questions, so I suggest we wait on the paper work changes until after the April 25th meeting.

I have copied Paula Hadley-Kennedy to this email so she can add this correspondence to your proposal.

Kemi

Olukemi Fadayomi, Ph. D
Professor of Biology
Faculty-in-Residence, Faculty Center for Teaching & Learning
Chair, University Curriculum Committee
Ferris State University
ASC 2009, 820 Campus Drive
Big Rapids, MI 49307-2225

fadayok@ferris.edu

Phone: (231) 591-5628

Fax: (231) 591-2540

From: ismjerry [mailto:ismjerry@yahoo.com]
Sent: Thursday, April 06, 2017 4:53 PM
To: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>
Subject: Re: ISI Certificate - Academic Senate Meeting

"Ethical Hacking" is a professional, industry term in Cybersecurity as you can see from the recent job postings on indeed.com via some of the world's largest employers. Please share this with those concerned.

I am willing to add verbiage to the certificates that state no classes from one certificate can be used for the other. I'd like to take care of this prior to the next meeting so that both concerns are addressed. Would it be appropriate to make this change now? The verbiage would be "No course from this certificate can be utilized to satisfy the requirements of a separate Cybersecurity certificate."

Security Penetration Tester

Ford Motor Company - ★★★★★ 2,840 reviews - Dearborn, MI

A penetration testing / ethical hacking team is being created within Ford IT. Focus in the first year will be staffing of the team, building skills and required...

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Cyber Security Engineer

Net2Source Inc. - ★★★★★ 5 reviews - Auburn Hills, MI 48321

201-221-8131 Cyber Security Engineer, Cryptographic Algorithms, Certificate Management, Trust Anchors, Certifications on Ethical Hacking, Network Security (CCNA,...

Sponsored by Dice - 13 hours ago - [save job](#)

Cyber Security Engineer

AQUA Information Systems, Inc. - Auburn Hills, MI 48326

Automotive domain is not mandatory.(1) Industrial Experience 10+ years(2) Automotive / Networking Domain Experience(3) Cyber Security Experience / Certification...

Sponsored by Dice - 13 hours ago - [save job](#)

Lead Penetration Tester - INF0019434

General Motors - ★★★★★ 3,455 reviews - Detroit, MI

This role will be required to perform hands-on, technical penetration and ethical hacking tests of all facets of the GM environment....

14 days ago - [save job](#) - [more...](#)

Security Penetration Tester

Ford Motor Company - ★★★★★ 2,840 reviews - Dearborn, MI

A penetration testing / ethical hacking team is being created within Ford IT. Focus in the first year will be staffing of the team, building skills and required...

30+ days ago - [save job](#) - [more...](#)

Best Regards,

Gerald Emerick, M.Sc., CISSP, PMP, C|EH, E|CSA, GSSP-.NET

Assistant Professor

Information Security & Intelligence

National Security Agency Center of Excellence

DC3 Center of Digital Forensic Academic Excellence

Ferris State University

<http://isi.ferris.edu>

616-951-4676

From: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>

Date: Thursday, April 6, 2017 at 12:25 PM

To: fsu <ismjerry@yahoo.com>

Subject: RE: ISI Certificate - Academic Senate Meeting

Hi Jerry,

The two questions that came up were

1. "Ethical Hacking Certificate" – the department that teaches Ethics was concerned that the title might be misleading.
2. Students can get both certificates with only 6 additional credits because of the overlap.

Your proposal will be discussed at the April 25th Senate meeting at 10 am in UCB 202A. Let me know if you have additional questions.

Kemi

Olukemi Fadayomi, Ph. D
Professor of Biology
Faculty-in-Residence, Faculty Center for Teaching & Learning
Chair, University Curriculum Committee
Ferris State University
ASC 2009, 820 Campus Drive
Big Rapids, MI 49307-2225

fadayok@ferris.edu

Phone: (231) 591-5628

Fax: (231) 591-2540

From: ismjerry [<mailto:ismjerry@yahoo.com>]

Sent: Wednesday, April 05, 2017 10:08 AM

To: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>

Subject: ISI Certificate - Academic Senate Meeting

Good Morning,

I am sorry I wasn't able to stay late at the meeting yesterday to answer questions and address comments / concerns. I had a faculty interview that I needed to attend at 11 AM.

I understand there were some comments / concerns regarding ethics which should be easy to address. I also understand there are some concerns about course overlap between the certificates?

Please detail the concerns so that I may address them. In terms of "ethics" the legal and ethical components are built in to the courses for that certificate.

Best Regards,

Gerald Emerick, M.Sc., CISSP, PMP, C|EH, E|CSA, GSSP-.NET
Assistant Professor
Information Security & Intelligence
National Security Agency Center of Excellence
DC3 Center of Digital Forensic Academic Excellence
Ferris State University
<http://isi.ferris.edu>
616-951-4676

Paula L Hadley-Kennedy

From: ismjerry <ismjerry@yahoo.com>
Sent: Tuesday, April 11, 2017 5:34 PM
To: Olukemi O Fadayomi
Cc: Paula L Hadley-Kennedy
Subject: Re: ISI Certificate - Academic Senate Meeting

I was just reading the UCC Manual that states a certificate must be at least 6 credits. Given that, I don't necessarily see a problem if a student were to share two courses between the certificate; especially since I believe this is very unlikely scenario. Would you agree that this does not violate policy as written?

Best Regards,

Gerald Emerick, M.Sc., CISSP, PMP, C|EH, E|CSA, GSSP-.NET
Assistant Professor
Information Security & Intelligence
National Security Agency Center of Excellence
DC3 Center of Digital Forensic Academic Excellence
Ferris State University
<http://isi.ferris.edu>
616-951-4676

From: fsu <ismjerry@yahoo.com>
Date: Friday, April 7, 2017 at 11:51 AM
To: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>
Cc: Paula L Hadley-Kennedy <PaulaHadley-Kennedy@ferris.edu>
Subject: Re: ISI Certificate - Academic Senate Meeting

Ok, thank you.
Best Regards,

Gerald Emerick, M.Sc., CISSP, PMP, C|EH, E|CSA, GSSP-.NET
Assistant Professor
Information Security & Intelligence
National Security Agency Center of Excellence
DC3 Center of Digital Forensic Academic Excellence
Ferris State University
<http://isi.ferris.edu>
616-951-4676

From: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>
Date: Friday, April 7, 2017 at 11:19 AM
To: fsu <ismjerry@yahoo.com>
Cc: Paula L Hadley-Kennedy <PaulaHadley-Kennedy@ferris.edu>
Subject: RE: ISI Certificate - Academic Senate Meeting

Hi Jerry,

There may be other questions/suggestions from the Senate in addition to the two questions, so I suggest we wait on the paper work changes until after the April 25th meeting.

I have copied Paula Hadley-Kennedy to this email so she can add this correspondence to your proposal.

Kemi

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ASC 2009, 820 Campus Drive
Big Rapids, MI 49307-2225

fadayok@ferris.edu

Phone: (231) 591-5628

Fax: (231) 591-2540

From: ismjerry [<mailto:ismjerry@yahoo.com>]
Sent: Thursday, April 06, 2017 4:53 PM
To: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>
Subject: Re: ISI Certificate - Academic Senate Meeting

"Ethical Hacking" is a professional, industry term in Cybersecurity as you can see from the recent job postings on indeed.com via some of the world's largest employers. Please share this with those concerned.

I am willing to add verbiage to the certificates that state no classes from one certificate can be used for the other. I'd like to take care of this prior to the next meeting so that both concerns are addressed. Would it be appropriate to make this change now? The verbiage would be "No course from this certificate can be utilized to satisfy the requirements of a separate Cybersecurity certificate."

Paula L Hadley-Kennedy

From: Olukemi O Fadayomi
Sent: Friday, April 7, 2017 11:20 AM
To: ismjerry
Cc: Paula L Hadley-Kennedy
Subject: RE: ISI Certificate - Academic Senate Meeting

Hi Jerry,

There may be other questions/suggestions from the Senate in addition to the two questions, so I suggest we wait on the paper work changes until after the April 25th meeting.

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Kemi

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fadayok@ferris.edu

Phone: (231) 591-5628

Fax: (231) 591-2540

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Sent: Thursday, April 06, 2017 4:53 PM
To: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>
Subject: Re: ISI Certificate - Academic Senate Meeting

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Security Penetration Tester

Ford Motor Company - ★★★★★ 2,840 reviews - Dearborn, MI

A penetration testing / ethical hacking team is being created within Ford IT. Focus in the first year will be staffing of the team, building skills and required...

Sponsored - [save job](#)

Cyber Security Engineer

Net2Source Inc. - ★★★★★ 5 reviews - Auburn Hills, MI 48321

201-221-8131 Cyber Security Engineer, Cryptographic Algorithms, Certificate Management, Trust Anchors, Certifications on Ethical Hacking, Network Security (CCNA,...

Sponsored by Dice - 13 hours ago - [save job](#)

Cyber Security Engineer

AQUA Information Systems, Inc. - Auburn Hills, MI 48326

Automotive domain is not mandatory.(1) Industrial Experience 10+ years(2) Automotive / Networking Domain Experience(3) Cyber Security Experience / Certification...

Sponsored by Dice - 13 hours ago - [save job](#)

Lead Penetration Tester - INF0019434

General Motors - ★★★★★ 3,455 reviews - Detroit, MI

This role will be required to perform hands-on, technical penetration and ethical hacking tests of all facets of the GM environment....

14 days ago - [save job](#) - [more...](#)

Security Penetration Tester

Ford Motor Company - ★★★★★ 2,840 reviews - Dearborn, MI

A penetration testing / ethical hacking team is being created within Ford IT. Focus in the first year will be staffing of the team, building skills and required...

30+ days ago - [save job](#) - [more...](#)

Best Regards,

Gerald Emerick, M.Sc., CISSP, PMP, C|EH, E|CSA, GSSP-.NET

Assistant Professor

Information Security & Intelligence

National Security Agency Center of Excellence

DC3 Center of Digital Forensic Academic Excellence

Ferris State University

<http://isi.ferris.edu>

616-951-4676

From: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>

Date: Thursday, April 6, 2017 at 12:25 PM

To: fsu <ismjerry@yahoo.com>

Subject: RE: ISI Certificate - Academic Senate Meeting

Hi Jerry,

The two questions that came up were

1. "Ethical Hacking Certificate" – the department that teaches Ethics was concerned that the title might be misleading.
2. Students can get both certificates with only 6 additional credits because of the overlap.

Your proposal will be discussed at the April 25th Senate meeting at 10 am in UCB 202A. Let me know if you have additional questions.

Kemi

Olukemi Fadayomi, Ph. D
Professor of Biology
Faculty-in-Residence, Faculty Center for Teaching & Learning
Chair, University Curriculum Committee
Ferris State University
ASC 2009, 820 Campus Drive
Big Rapids, MI 49307-2225

fadayok@ferris.edu

Phone: (231) 591-5628

Fax: (231) 591-2540

From: ismjerry [<mailto:ismjerry@yahoo.com>]
Sent: Wednesday, April 05, 2017 10:08 AM
To: Olukemi O Fadayomi <OlukemiFadayomi@ferris.edu>
Subject: ISI Certificate - Academic Senate Meeting

Good Morning,

I am sorry I wasn't able to stay late at the meeting yesterday to answer questions and address comments / concerns. I had a faculty interview that I needed to attend at 11 AM.

I understand there were some comments / concerns regarding ethics which should be easy to address. I also understand there are some concerns about course overlap between the certificates?

Please detail the concerns so that I may address them. In terms of "ethics" the legal and ethical components are built in to the courses for that certificate.

Best Regards,

Gerald Emerick, M.Sc., CISSP, PMP, C|EH, E|CSA, GSSP-.NET
Assistant Professor
Information Security & Intelligence
National Security Agency Center of Excellence
DC3 Center of Digital Forensic Academic Excellence
Ferris State University
<http://isi.ferris.edu>
616-951-4676

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Certificate program in forensic accounting.

Initiating Individual: Phillip M. Kohn

Initiating Department or Unit: AFIS

Contact Person's Name: Phillip M. Kohn

Email: kohnp@ferris.edu

Phone: 310-612-6898

NOTE: ALL required forms must be completed and included BEFORE submission of the proposal to the University Curriculum Committee.	FORM (checkboxes indicate typically required forms specific to the curricular action)						
	PCAF Link	A	B-UND B-GRA	C	D	EF	FIN
PROPOSAL GROUP: See Table B-1 in the UCC Manual for description.							
I-A: New Degree, major, concentration, minor, or redirection of a current offering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B: Deletion of a degree, major, concentration, or minor		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
II-A: New Course, modification of a course, deletion of a course Check here if deleting a course		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II-B: Minor Curriculum Clean-up		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
III: Certificate (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit <input type="checkbox"/> New Certificate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV: Off Campus: Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
IV: Non-degree Offering : Other site location (<input type="checkbox"/> College Credit <input type="checkbox"/> Non-credit)	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		
	PLEASE PRINT and SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count				
Program Representative **	Phillip M. Kohn 	2-20-2017	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain				
Department/School/Faculty Representative Vote **	L.H. Bajor 	3-1-17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain				
Department/School Administrator	L.H. Bajor 	3-1-17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain				
College Curriculum Committee/Faculty	Amy M. Doney 	AD- 4-4-17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain				
UCC Representative	Billie Anderson 	4-5-17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support				
Dean		4/5/17	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support				
University Curriculum Committee **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain				
Senate **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain				
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support				

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

** Number Count must be given for all members present and/or voting.

To be completed by Academic Affairs Date of Implementation: _____

President (Date Approved)

Board of Trustees (Date Approved)

Academic Officers of MI (Date Approved)

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)

Create a new course, ACCT 372 and a certificate level program in Forensic Accounting.

Forensic accounting encompasses such areas as financial fraud detection, fraud types, the financial and accounting aspects of business disputes, data recovery and analysis, and expert witness testimony. Students desiring to pursue a career in this field need a course that focuses on the financial aspects of business disputes and fraud. The current forensic accounting course (ACCT 370) has a fraud concentration and does not devote enough time to quantification or linking legal entitlement to financial damage. ACCT 372 would include an overview of the legal aspects of disputes from an expert witness perspective, quantification of financial damage techniques in areas such as breach of contract, lost profits and breach of fiduciary duty. Additionally, students will examine issues unique to contracts between private companies and government entities. Prerequisites: Junior standing and completion of ACCT 202 with a C- or better. Offered Fall.

The Accounting Program faculty are proposing the creation of a certificate level program in forensic accounting that will offer FSU students a unique learning opportunity in an expanding career field. Forensic accounting encompasses such areas as financial fraud detection, fraud types, the financial and accounting aspects of business disputes, data recovery and analysis, and expert witness testimony. This certificate would enhance the marketability of students with interests in accounting, computer information systems, risk management or criminal justice by providing foundational knowledge in fraud, business disputes and data analytics. These areas of expertise are in demand across all industries as well as in organizations such as the FBI.

The certificate would consist of the following courses:

Fraud Examination (HSCJ 317)

Students will examine the fundamental reasons of why people commit fraud. Participants will investigate and explore how opportunity, pressures and rationalization are linked together to foster an atmosphere that can allow fraud to occur. Additionally, students will learn basic examination techniques for discovering fraud and more importantly, how to deter fraud from taking place.

Forensic Accounting (ACCT 370)

Topics covered include: principles and methodology of fraud detection and deterrence; ethical issues related to accounting and auditing; the nature of fraud and its effects on business organizations. Methods to prevent, detect, and investigate fraud will be explored in detail with a focus on management and financial statement fraud. Students will develop skills in preventing and detecting fraudulent activities.

Forensic Accounting II (ACCT 372) New Course

Students will focus on the financial aspects of business disputes and fraud. This includes an overview of the legal aspects of disputes from an expert witness perspective, quantification of financial damage techniques in areas such as breach of contract, lost profits and breach of fiduciary duty. Additionally, students will examine issues unique to contracts between private companies and government entities.

Link and Visual Analysis (ISIN 300)

Transformation of information into a visual format for analysis, interpretation, reporting and presentation. Students apply link and visual analysis techniques to investigative processes involved in gathering information, as well as develop techniques and strategies to work through the digital implications for dealing with data from multiple sources. Analysis of digital data such as phone and financial records, surveillance information and visual media are included.

The core of the certificate is the study financial fraud: having an understanding of how and why it occurs, ways to detect and avoid fraud, how to quantify the financial impacts and how to explain the results of fraud as an expert witness are all valuable and marketable skills.

2. Summary of Curricular Action (Check all that apply to this proposal)

- Degree Major Minor Concentration Certificate Course
 New Modification Deletion

Name of Degree, Major, etc.: [Click here to enter text.](#)

3. Summary of All Course Action Required:

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
ACCT	372	Forensic Accounting II

B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

C. Existing Courses to be Modified

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

D. Addition of existing FSU courses to program

Prefix	Number	Title
HSCJ	317	Fraud Examination
ACCT	370	Forensic Accounting
ISIN	300	Link and Visual Analysis

E. Removal of existing FSU courses from program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

4. Summary of All Consultations

Form Sent (B/B-UGPC or C)	Date Sent	Responding Department	Date Received & By Whom
Form C 3-1-17 Flite Services	3-1-17	David Scott	

5. Will External Accreditation be sought? (For new programs or certificates only)

Yes No

If yes, name the organization involved with accreditation for this program. [Click here to enter text.](#)

6. Is a PCAF required? Yes No Is the PCAF approved? Yes No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal) **REQUIRED**

Add Course Delete Course Modify Course Change Prerequisite Move from required to elective
 Move from elective to required Change Outcomes and Assessment Plan Change Credit hours

8. List all Checksheets affected by this proposal:

College	Department	Program
COB	AFIS Accounting	
New check sheet attached – See Form D		

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the Initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Certificate Program in Forensic Accounting

Projected number of students per year affected by proposed change: 25

Initiator(s): Philip M. Kohn	
Proposal Contact: Philip M. Kohn	Date Sent: 3-1-2017
Department: AFIS Campus Address: IRC 212P (Please type)	
Liaison Librarian Signature: <i>[Signature]</i> 3-6-17	Date Received: Click here to enter text. 3-6-17
Dean of FLITE Signature: <i>[Signature]</i> 3-6-17	Date Returned: Click here to enter text. 3-6-17

Based upon our review on 3-6-17 (date), FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$ Click here to enter text.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary. Click here to enter text.



FORM D - PROPOSED
Forensic Accounting Certificate - 12 Credits
College of Business

Student Name: _____ **Student CWID:** _____

ADMISSION REQUIREMENTS

Any person admitted to a Ferris State University degree program may enroll in courses for undergraduate COB certificates. No more than 50% of the credits in a certificate may be transferred from another institution. If a student is in an FSU degree seeking program, the certificate will not be granted if more than 50% of the certificate credits are required in the program/major.

Individuals wanting to advance their career, but not admitted to an FSU degree program, may also earn undergraduate COB certificates.

Admission process for individuals seeking only a certificate:

- Unless it is determined by the COB dean's office that regular program admission criteria should be met in order to complete the certificate successfully and be a contributing member of the course, applicants need only show proof of a 2.35 high school GPA. Students should submit all college transcripts. An advisor will be assigned by the College of Business in the certificate program.
- Students wishing to pursue a bachelor or associate's degree must meet the admission criteria for the program. This criteria review is initiated when the "Program Change Form" request is processed through the COB dean's office.

REQUIRED COURSES – 12 Credits Required				
Required		Course Title (Prerequisites shown in parenthesis)	Crs	Gr
ISIN	300	Link and Visual Analysis	3	
HSCJ	317	Fraud Examination	3	
ACCT	370	Forensic Accounting (Junior standing and completion of ACCT202 with a C- or better)	3	
ACCT	372	Forensic Accounting II (Junior standing and completion of ACCT202 with a C- or better)	3	

NOTES:

- No more than 50% of the credits in this certificate may be transferred from another institution, nor, will this certificate be granted if more than 50% of the certificate credits are specifically required in the students major.
- Accountancy students must be able to demonstrate competency in ISYS 105 topics or take ISYS 105.

For more information, please contact the AFIS Department at 231-591-2434.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES
 Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the certificate which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

Student Signature: _____ **Date:** _____

AFIS Department Approval: _____ **Date:** _____

For Office Use Only
 Banner Program Code: ASI-CT-BU
 Department/School: AFIS/College of Business
 231-591-2434 afis@ferris.edu

MyDegree Blocks	
PreProd	Prod

Original Creation Date: 200605
 Update Effective Term: 201708
 Update Effective Catalog Year: 2017/2018
 Update UCC Proposal Number:

Certificate Program in Forensic Accounting - 12 Credits

CERTIFICATE OUTCOMES (the outcomes will be used in TracDAT)	
1.	Outcome 1: Identify and describe various forms of fraud. Learn accepted methods of collecting and handling evidence. Summarize the economic consequences of business activities to inform decision makers in complex economic environments supported by accepted accounting principles and industry standards.
2.	Outcome 2: Identify and describe possible ethical issues such as conflict of interest, bribery and breach of fiduciary duty. Adhere to the ethical requirements of the profession and be able to make value-based decisions by identifying ethical issues and formulating well-founded ethical judgments in the practice of accounting.
3.	Outcome 3: Explore how motive, opportunity and rationalization can lead to fraud. Evaluate economic effects of business transactions and identify assumptions, extraneous information, reasoning, and evaluation of arguments.
4.	Outcome 4: Learn to transform digital information into visual format for analysis, interpretation and presentation. Present and defend interpretations of financial information through formal and informal, written, and oral presentations using appropriate technology.

Course Information Form (formerly Form E and Form F)

I. ACTION TO BE TAKEN:

CREATE, MODIFY, OR DELETE

Desired Term Effective Date (6-digit code): 201808

NOTE: The first four digits indicate year, the next two digits indicate month in which term begins.

II. COURSE IDENTIFICATION: Click here to enter course information

ACCT372 - Forensic Accounting II

If deleting a course **STOP HERE.**

For modification, complete all fields that will be changed.

If creating a course, complete all relevant fields.

CURRENT						PROPOSED					
Prefix	Number	Contact Hours	Lecture	Lab	Seminar	Prefix	Number	Contact Hours	Lecture	Lab	Seminar
						ACCT	372	45			
Title: Click here to enter text.						Title: Forensic Accounting II					
Credit Hours		Prerequisites		Co-requisites		Credit Hours		Prerequisites		Co-requisites	
						3		Junior standing and completion of ACCT202 with a C- or better			
Course/Catalog Description (125 words)						Course/Catalog Description (125 words)					
Click here to enter text.						Students will focus on the financial aspects of business disputes and fraud. This includes an overview of the legal aspects of disputes from an expert witness perspective, quantification of financial damage techniques in areas such as breach of contract, lost profits and breach of fiduciary duty. Additionally, students will examine issues unique to contracts between private companies and government entities. Prerequisites: Junior standing and completion of ACCT 202 with a C- or better. Offered Fall.					
Course Outcomes and Assessment Plan						Course Outcomes and Assessment Plan					
Click here to enter text.						Technical Knowledge & Skills: Summarize the economic consequences of business activities to inform decision makers in complex economic environments supported by generally accepted accounting principles. Ethical Issues: Adhere to the ethical requirements of the profession and be able to make value-based decisions by identifying ethical issues and formulating well founded ethical judgments in the practice of accounting. Critical Thinking: Evaluate economic effects of business transactions and identify assumptions, extraneous information, reasoning, and evaluation of arguments.					

	<p>Communication Skills: Present and defend interpretations of financial information through formal and informal, written, and oral presentations using appropriate technology. Students will be evaluated/graded using case study analysis, conventional in-class exams and written reports.</p>
<p>Course Outline including Time Allocation</p>	<p>Course Outline including Time Allocation</p>
<p>Click here to enter text.</p>	<p>Litigation services provided by topic experts including the role of the expert witness, standards of conduct and testifying under oath. Contact hours - 5.00; Evidence management, contact hours - 2.50; Quantification of financial damages including lost profits, cost behavior, mitigation and discounting. Contact hours - 7.50; Antitrust disputes, contact hours - 3.75; Intellectual property disputes including patents, trademarks and trade secrets. contact hours - 5.00; False Claims Act litigation, contact hours - 5.00; Public contract disputes, contact hours - 6.25; Business valuations, contact hours - 5.00; In-class assessment including exams and presentations, contact hours -5.00 Total Contact Hours - 45.00</p>

- A. If not LEC/LAB/SEM, Check box as appropriate [See Definitions in Appendix E]:
- Practicum
 - Independent Study
- B. College Code: BU
- C. Department Code: AFIS - Account, Finance, Info Systems
- D. Credit Hours:
- Variable
 - Fixed
- E. Minimum Credit Hours: 3
- F. Maximum Credit Hours: 3
- G. Hours may be repeated for additional credit:
- No
 - Yes – If yes, max times repeated: Click here to enter text. **OR** max credits awarded: Click here to enter text.
- H. Levels:
- Undergraduate
 - Graduate
 - Professional
- I. Grade Method:
- Standard Letter Grading
 - Credit/No Credit
- J. Does the proposed course replace an equivalent course?
- No
 - Yes – If yes, enter equivalent course: Click here to enter text.

Course Prefix, Number – Course Title

- K. Term(s) Offered: Fall
- L. Max Section Enrollment:
Lecture: 30
Lab: [Click here to enter text.](#)

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
 Basic Skill (BS), General Education, Occupational Education, Gen Ed. Codes: _____

UCC Chair Signature & Date:

Academic Affairs Approval Signature & Date:

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: _____ Date Completed: _____
Entered: SCACRSE, SCADETL, SCARRES, SCAPREQ

FINANCIAL AID FORM

FORM FIN

Effective Fall 2016

To be completed by the Director of Financial Aid (DFA). The DFA must return the original form to the Academic Senate Office to be inserted into the original proposal and a copy to the Initiator (proposer). The DFA must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for this proposal.

Proposal Title: Certificate program in forensic accounting

Initiators: Phillip Kohn

Proposal Contact: Phillip Kohn

Date Sent: 3-1-17

Department: AFIS

Campus Address: IRC212P

Director of Financial Aid Signature: Heide Wisby

Date Returned: March 2, 2017

Please check all that apply:

The new program is remedial as it prepares students for study at the postsecondary level. This program is not an eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.

The new program is considered a preparatory program as it prepares a student for a given program, i.e., they do not meet the academic criteria to be admitted into the program. Student is only eligible for Federal Direct Loans for one year.

The new program is a certificate program. Certificate programs are not eligible programs per Federal requirements; therefore students in this program are not eligible to receive financial aid.

The new program is a teacher certification program where it provides coursework required for a professional State credential necessary for employment as an elementary or secondary school teacher, but for which the institution awards no academic credential. Students are eligible for Federal Direct Loans only at an undergraduate level.

The new program is a teacher certification program that will award a certificate credential. Certificate programs are not eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.

The new program is a Bachelor Completion program; a two-year degree completion program that requires an associate degree or the successful completion of at least two years of college coursework as a prerequisite for admission. These are aid eligible programs and students may receive financial aid.

The new program is a Master's, Professional, or Doctoral Degree/Major program that allows students to take some undergraduate courses where some deficiency exists. Please note, students are eligible to receive Federal loans for the program, but undergraduate courses will not be included in the total credit count to determine loan eligibility. Students must be half time (Graduate/Professional = 5 credits, Doctoral = 3 credits) in graduate level courses to receive Federal aid.

The new program is an Associate's, Bachelor's, Master's, Professional, or Doctoral Degree/Major and is conferred upon graduation. Per Federal requirements, these are aid eligible programs and students may receive financial aid.

Please include the number of credit hours to earn the degree or credential being sought. This is required as it must be reported to the Department of Education as well as the National Student Loan Clearinghouse, regardless if students are receiving federal aid.

Credits Required to Earn Degree: 12

Darlene J Waring

From: Phillip M Kohn
Sent: Friday, March 31, 2017 10:37 AM
To: Darlene J Waring
Subject: Fw: Foresenic Accounting Certificate Proposal

From: Billie S Anderson
Sent: Tuesday, March 21, 2017 9:38 AM
To: Phillip M Kohn
Cc: Amy M Dorey; Jeff A Ek; Sharon L George; Felix A Bollou; Lisa Eshbach; Alexander W Manga; Paul W Jackson
Subject: Foresenic Accounting Certificate Proposal

Hi Phil,

I wanted to follow-up with you regarding our question in the CCC meeting you attended last week. I did reach out to Kemi regarding whether multiple rows could be selected on Form A. Below is Kemi's response:

"You can pick multiple groups but typically proposals with multiple groups that do not require a PCAF will fall under the Minor Curriculum Clean-up.

My advice is to ask for clarification from UCC whenever a proposal initiator is unsure of what actions to take."

I would follow Kemi's (UCC) advice. If you look on p. 14 of the manual it does state that a Minor Curriculum Clean-up is for a new course (which you have) and a PCAF is not required (which is also true for your proposal).

The reason I think this proposal is not a New Certificate (row/group III) is based on p.p. 14-15 of the UCC manual. You are not creating a certificate with three or more new courses and you do not need a PCAF.

I would recommend that you change Form A to indicate a Minor Curriculum Clean-Up.

And, of course, if any members of the CCC would like to add/correct my suggestion, please feel free to respond.

I hope this helps. I am excited for the Accounting students (and others) that you are offering such a relevant program offering!

Thank you.

Billie

Billie Anderson, Ph.D.
Hagerman Endowed Chair in Medical Informatics
Associate Professor of Informatics
College of Pharmacy
University Curriculum Committee
Ferris State University

Darlene J Waring

From: Phillip M Kohn
Sent: Friday, March 31, 2017 10:35 AM
To: Darlene J Waring
Subject: Fw: Forensic Certificate

Darlene,

This is the most recent email in the string. More to follow.

Phil

From: Amy M Dorey
Sent: Tuesday, March 28, 2017 3:17 PM
To: Phillip M Kohn
Subject: RE: Forensic Certificate

Phillip,

Yes, I would recommend moving your marked boxes to Group II and I believe white out and marking the correct line on the existing Form A is sufficient.

Amy M Dorey, RS, CHE

Ferris State University

Hospitality Management

1319 Cramer Circle WCO 106

Big Rapids, MI 49307

doreya@ferris.edu

231.591.2383

<http://www.ferris.edu/business/programs/hospitality>

From: Phillip M Kohn
Sent: Thursday, March 23, 2017 11:44 AM
To: Amy M Dorey <AmyDorey@ferris.edu>
Subject: Forensic Certificate

Me again.

Here is the relevant portion of the UCC Manual:

Group II: New courses; Minor curriculum changes

- New course, modification of any element of a course, deletion of a course from the Catalog.
- Technical revision of degree or program/major: e.g., modification of sequence of courses, revisions to entrance,

progression or exit policies, or program/major name change;
fewer than three new courses.

- New concentrations comprised of existing courses or fewer than three new courses.

Group III: Certificates

Requiring PCAF:

- New certificates including three or more new courses
- New non-credit certificates

Not Requiring PCAF:

- New college-credit certificates comprised of existing courses or fewer than three new courses

Based on my reading of this it seems like it should be row III.

Phil

Darlene J Waring

From: Phillip M Kohn
Sent: Friday, March 31, 2017 10:36 AM
To: Darlene J Waring
Subject: Fw: S17-016 Certificate Program in Forensic Accounting status
Attachments: Forensic-FormD-Checksheets.docx; Forensic-Outcomes.docx; Forensics-FormC-Signed.pdf

From: Phillip M Kohn
Sent: Wednesday, March 15, 2017 4:28 PM
To: Amy M Dorey
Subject: Re: S17-016 Certificate Program in Forensic Accounting status

Dear Amy,

What should be attached:
Revised Form D with prerequisites added
Signed Form C
Certificate outcomes that cover all courses

Please let me know if everything is satisfactory.

Have yet to hear from Billie about the Form A box checking issue, (Form A, Section IIA) so will leave as is until further notice.

Thanks so much for your help.

Phil

From: Amy M Dorey
Sent: Wednesday, March 15, 2017 10:33:00 AM
To: Phillip M Kohn
Cc: Alexander W Manga; Felix A Bollou; Jeff A Ek; Lisa Eshbach; Paul W Jackson; Sharon L George; Jerry J Emerick
Subject: S17-016 Certificate Program in Forensic Accounting status

Hello Phillip,

Based on the discussion during this morning's CCC meeting, the following suggestions were made:

1. Need Form C sent to FLITE in light of the new course developed
2. Revise the certificate outcomes to reflect the comprehensive outcomes of all four courses
3. Add the pre-requisites of all courses on the Form D proposed check sheet

Upon completion of these changes, please send the updated version to me via email and I will disburse to the committee for electronic vote.

Thank you in advance Phillip.

Amy M Dorey, RS, CHE
Ferris State University
Hospitality Management
1319 Cramer Circle WCO 106
Big Rapids, MI 49307
doreya@ferris.edu
231.591.2383
<http://www.ferris.edu/business/programs/hospitality>

Darlene J Waring

From: Phillip M Kohn
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To: Darlene J Waring
Subject: Fw: Forensic Certificate

Darlene,

This is the most recent email in the string. More to follow.

Phil

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To: Phillip M Kohn
Subject: RE: Forensic Certificate

Phillip,

Yes, I would recommend moving your marked boxes to Group II and I believe white out and marking the correct line on the existing Form A is sufficient.

Amy M Dorey, RS, CHE
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From: Phillip M Kohn
Sent: Thursday, March 23, 2017 11:44 AM
To: Amy M Dorey <AmyDorey@ferris.edu>
Subject: Forensic Certificate

Me again.

Here is the relevant portion of the UCC Manual:

Group II: New courses; Minor curriculum changes

- New course, modification of any element of a course, deletion of a course from the Catalog.
- Technical revision of degree or program/major: e.g., modification of sequence of courses, revisions to entrance,

progression or exit policies, or program/major name change;
fewer than three new courses.

- New concentrations comprised of existing courses or fewer than three new courses.

Group III: Certificates

Requiring PCAF:

- New certificates including three or more new courses
- New non-credit certificates

Not Requiring PCAF:

- New college-credit certificates comprised of existing courses or fewer than three new courses

Based on my reading of this it seems like it should be row III.

Phil

ACADEMIC SENATORS 2017-2018

	College/Unit	Last Name	First Name	Office	Ext.	Committee Assignment
1.	Allied Health	Epps	Antoinette (2)	VFS 409	2266	International Education Committee
2.		Zyla	Emily (2)	VFS 318	2275	Professional Development Committee
3.		Wancour	Susan (1)	VFS 312	2398	
4.		Moore	Gary (2)	VFS 320	3187	
5.	Arts & Sciences	Alspach	Sandy (2)	JOH 127	2779	Athletic Advisory Committee, Senate E-board member
6.		Berghoef	Michael (2)	ASC 2108	2765	Health Promotion Committee
7.		Gray	John Scott (2)	JH 119	3515	Senate Diversity Committee
8.		Thomson	Mark (2)	ASC 3007	5895	
9.		Bacon	Charles (2)	ASC 3019	2586	Student Life Committee, Athletic Advisory, Senate Vice President
10.		Daubert	Daisy (2)	ASC 2012	2554	
11.		Conley	Kristin (1)	ASC 1027	2808	
12.		Weaver	Janice (2)	ASC 2098	3597	
13.		Balanda	Peter (1)	ASC 3012	5870	Academic Policy and Standards Committee
14.		Johnson	Jennifer (2)	ASC 2074	2768	
15.		Stone	Mischelle (1)	ASC 2108	3782	Graduate Task Force
16.		Fadayomi	Kemi (1)	ASC 2009	5628	University Curriculum Committee
17.	Business	Marion	David (1)	BUS 342	3164	Academic Program Review Council
18.		Bajor	Larry (2)	IRC 212B	3153	Professional Development Committee
19.		Wolfer	Kathryn (2)	WCO 102	2399	
20.		Inabinett	Jean (2)	IRC 212 E	3133	
21.		Shimko	James (1)	IRC 212Q	3157	Faculty Research Committee
22.	Counselors/	VanLent	Mark (1)	BHC 210	5968	University Curriculum Committee
23.	Librarians	Isler	Melinda (2)	FLT 358	3731	Senate E-board, University Grad & Professional Council
24.	Education	Wyss	Vanessa (2)	BIS 414	5377	
25.		Ing	Liza (1)	BIS 410	5362	Graduate and Professional Council
26.	Optometry	Aslakson	Emily (2)	MCO 231	2177	
27.		Dinardo	Amy (1)	MCO 231	2202	Faculty Research Committee
28.	Non-tenure Track Inst. Faculty (Fall Election)	Brecken	Don (1)			University Curriculum Committee
29.		Bacon	Mary (1)	ASC 3019	2586	Library/Historical/Archival Committee
30.		Fox	Bernadette (1)	ASC 3080	2522	Arts and Lectures Committee
31.	Pharmacy	Baran	Rose (1)	PHR G	616-463-1134	Academic Policy and Standards, Senate E-board member
32.		Axford	Katie (2)	PHR 202A	2209	
33.		Bright	David (2)	PHR 202B	2231	Health Promotions
34.	Engineering Technology	Drake	Chuck (1)	SWN 405	2788	Student Life Committee
35.		Hanna	David (1)	GRN 227	2788	Distinguished Teacher Committee
36.		Rumpf	Jim (2)	SWN 108	3591	International Education Committee
37.		Desmond	Christiaan (2)	UT 103H	2361	
38.		Todd	Gareth (1)	JOH 309	5041	Academic Program Review
39.		Maike	Gary (1)	HEC 203	2816	Arts and Lectures Committee

Bold = Current Senate Officer