Academic Senate
Agenda
Tuesday, March 5, 2019
UCB 202A and B

10:00 AM: Business Session

1. Call to Order and Roll Call

2. Approval of Minutes: February 5, 2019

3. Open Forum: items of importance to the Academic Senate
   (Please notify President Alspach)

4. Reports
   A. Senate President – Sandy Alspach
   B. Senate Vice President – Charles Bacon
   C. Senate Secretary – Melinda Isler

5. Senate Standing and Task Force Committee Reports
   A. University Curriculum Committee – Rusty Leonard
       1. Proposal 19-003 – Info. Only
       2. Proposal 19-014 – Info. Only
       3. Proposal 19-017 – Info. Only
       4. Proposal 19-019 – Info. Only
       5. Proposal 19-035 – Info. Only

   B. Academic Program Review Council – Gary Todd
   C. Data-Driven Decision-Making Task Force – Kemi Fadayomi
   D. Election Committee – Charles Bacon

6. New Business: requiring Senate action
   A. University Curriculum Committee – Rusty Leonard
       1. Proposal 19-037 – Vote
   B. Academic Policies and Standards Committee – Jim Nystrom
       1. Academic Add/Withdrawal Policy
       2. Study Abroad Policy
       3. Authentication of Student Identity Policy

11:00 AM: Information Session

1. Announcements
   A. President David Eisler
   B. Provost Paul Blake

2. University Committees and Other Reports
   A. General Education – Victor Piercey
   B. Higher Learning Commission (HLC) Steering Committee – Mark Thomson
   C. Student Government – President Bobby Gill

3. [eta 11:15] "Conversation with the Senate" – Ken Plas and Brett Schuelke, Office of General Counsel
   "Best Practices" in Social Media Use

4. [eta 11:40] Open Forum: items of interest to the University community
   A. FSU Emeriti Association President Doug Haneline
   B. Open Forum
       1. Library MELCat – Melinda Isler

(Please notify President Alspach)

5. Adjournment to Monthly Meeting
    10:00 AM Tuesday, April 2, UCB 202A and B
    11:00 AM: "Conversation with the Senate": Lindsay Barber, Director of Birkham Health Center with Dean of Students Joy Pufhal and Associate Dean/Director of Student Conduct Nick Campau
    Health and Wellness Coalition

Minutes
Ferris State University
February 5, 2019- 10:00 a.m.

Members in Attendance: Alspach, Aslakson, Axford, Bacon, Bajor, Baran, Berghoef, Bright, Daubert, Desmond, Drake, Emerick, Epps, Fadayomi, Gray, Hanna, Herrington, Inabinett, Isler, Johnson, Moore, Rumpf, Shimko, Smith, Swinkunis, Thomson, Todd, Waters, Weaver, Wolfer, Wyss, Zube, Zyla
Members absent with cause: Calkins, Flachs,
Members absent: Foulk, Lotoczky
Ex-Officio and Guests: Bentley, Damari Durst, Goosen, Haik, Haneline, Hawkins, Hoisington, Hawkins, Jackson, Johnson L., Johnson M., Leonard, Mudel, Nicol, Peircey, Reifert, Seiferlein

1.	President Alspach called the meeting to order at 10:02 a.m. She announced changes to the order that the Conversation was cancelled and the president submitted a written report.
2.	**Approval of Minutes.** Senator Todd moved to approve the minutes of January 15, 2019. Senator Wolfer seconded. Motion passed by 93% to 7% with 0% abstaining.
3.	**Open Forum** There were no open forum comments.
4.	**Officer Reports/ President Report** President Alspach reported on the legislative council which she attended and her interest in the 2018-19 expectations. She plans to have link sent out (it is part of SPARC papers). The Virtual Learning Center is a proposal in the legislative process and notes upcoming summer renovations to Ives Avenue. Concerns had been raised about identifying participation in classes and students who were dropped on the fifth day of classes. The Senate referred question to registrar and Financial Aid and who be available for discussion at the March meeting. Courses were only dropped if they were reported as not participating for all courses. Still working on the process. 90% of those reported as no have still not shown up according to the Registrars Office. Vice-President Bacon noted that this is an administrative policy and not a faculty responsibility. It t has not been defined in workload policies(noting this on behalf of the faculty union position). He supports the participation of students in classGray noted should be a step between the no step and the drop to reach out to students to determine what the appropriate action is. Alspach added an open forum item about basketball game on Thursday night that will be broadcast on national television. Students are asked to wear red. There are the red-out games sponsored by SportsCom and sports supporters on Saturday. Vice President Bacon deferred report until the Senate Elections Committee report in the next section. Secretary Isler had no report.
5.	**Senate Committee Reports** Senate Elections Committee Chair Bacon noted that the academic advisors have been added into the librarians/counselors unit. The Apportionment document was shown at the meeting and will be sent to senators following the meeting. Nominations forms are due before March 6th, the list will be presented on March 13th and the elections will be held on March 21st and 22nd. Secretary Isler noted that forms must have signatures. Senator Thomson asked if electronic signatures is possible. Secretary Isler said yes. Chair Bacon will be forming an Elections Committee. University Curriculum Chair Rusty Leonard presented on a number of proposals out for signatures. He presented a list of proposals and where they currently were within the process. He encouraged proposers to make sure that the signatures were followed up on. The College of Business is still working on finished the

| | | signatures for the core refinements. 32 other proposals are in the pipeline. The three proposals (Public Heald, Respiratory courses and Read courses) do not require a vote of the Senate and have been removed from the New Business part of the agenda. His presentation to the Senate included that list. Senator Drake asked if on the UCC website. Leonard said no, only complete proposals are on there. Other senators expressed concern about out of date material on website. Leonard said it required approval from initial proposer before it is placed online. The RAM is currently tracking proposals but not placing that on web. Senator Emerick asked how semester by semester plans get put up. He was unsure how to get form. New checksheets Leonard said are created by MyDegree team. Sample plans can be submitted as part of proposal. Senator Gray said out for signatures sounds easy but involves discussion and work by groups that occurs. Chair Leonard said that they encourage college committees to work as fast as possible.

Academic Program Review Chair Gary Todd said received one report and the other is due on February 15, 2019. Vice-President Bacon encouraged all to apply for the APR chair and reminded them that it included 50% release time. Applications due February 8th.

Senator Fadayomi reported that the committee continued to work on documenting university practices and have a meeting for next month with the University Curriculum Committee. They are on target with the timeline. The plan is to report back in March for the Senate with recommendations. |
|---|---|---|
| 6a. | | **Academic Affairs Policy: Awarding Credit Policy**
Secretary Epps moved to remove the Awarding Credit Policy from the table. Senator Zyla seconded. Senator Zube reported that this policy does not conflict in any way with any language in the no tenure-track faculty contract. Motion passed 100% to 0% with 0% abstaining. |
| 7. | | **New Business**
The Academic Standards and Policies Committee had no proposals ready for the senate. |
| 8. | | **Announcements / Campus Committee Reports.**
A report was read from President Eisler stated Legislative luncheon and higher education budget committee and he was at meetings in Lansing that day.

Provost Paul Blake not present but responding to emails at a college level for a series of sessions about budgeting process.

General Education Coordinator Pericey reported on a session on February 21st. He also noted that they were dealing with difficulty in the Fall 2018 assessment and the email process. It is being reviewed and completed. He continues to work with the Open Educational Resources Group and to work on a sortable list for the website. He also noted that the Honors College is reviewing a possible proposal for an honors general education minor that focuses on problem solving. President Alspach requested a written report be submitted if possible.

Senator Thomson reported the first draft of the accreditation report has been turned in and they are in the reviewing process with the two editors. They met at Kendall College to make sure they are full integrated. Full draft will be ready for review in fall.

Emeriti Association President Doug Haneline reported that the scholarship started in 2015 has now reached the ability to fully fund 3 scholarships. Their goal is to fund one per college. |
| 9. | | The meeting was adjourned at 10:50 a.m. |

February 22, 2019

To: The Board of Trustees
        Ferris State University

From: Dr. Sandy Alspach
        President, Academic Senate

Despite the challenges of the weather, the faculty members elected to represent their Colleges in the Academic Senate have met in January and February to share information and deliberate on recommendations to Academic Affairs to advance the Mission of Ferris State University.

In January, during our "Conversation" hour, we learned about the proposed revisions to the University Mission, Vision, and Core Values from Spence Tower, Chair of the Strategic Planning Initiative. Unfortunately, we had to cancel the announced February "Conversation" on Academic Affairs Budgeting Processes with Provost Paul Blake. However, he has graciously offered to meet with departments in more directed "Conversations", and, these meetings are being scheduled.

In March, we look forward to a briefing and "Conversation" with representatives from the University's legal team at McKessey House about appropriate use of social media, both as individual employees of the University and as representatives of our academic programs. We have deferred to April our scheduled "Conversation" on Health initiatives led by Birkham Health Center Director Lindsay Barber, to honor her maternity leave. She will join with Dean of Students Joy Pufhal and Associate Dean Nick Campau to guide us in accessing resources at the University to address student health issues ranging from anxiety and depression to sexual assault.

Meanwhile the Academic Senate committees continue to deliberate on recommendations to Academic Affairs; including exciting new curriculum proposals and updates to existing programs coming through the University Curriculum Committee. We are still "fine tuning" a new process of reviewing proposals by a consortium called RAM: Registrar, Academic Affairs, and MyDegree. The purpose of this initial review is to ensure that the creative ideas of the faculty can be operationalized effectively by our supporting computer systems. From RAM, curriculum proposals continue through the process of faculty review at the Department, College, and finally University level.

The Academic Senate continues the process of reviewing Academic Affairs Policies, in anticipation of the visit from the Higher Learning Commission. As each Policy is given to us, the Senate Executive Committee moves it to smaller faculty committees, like the Academic Policies and Standards Committee, for their recommendations; reviews those recommendations; and finally brings the Policy to the full Senate for discussion and support before returning it to Academic Affairs.

These are just a few examples of how so many of our faculty members are engaged with Academic Affairs in "continuous quality improvement" of the products and processes of the University.

March brings another Academic Senate election cycle; we are currently inviting nominations for faculty to serve two-year terms representing their Colleges in this dynamic forum. Elections will take place at the end of the month. During April the Executive Committee will solicit and appoint new members to the Academic Program Review Council, the Athletic Advisory Committee, and the University Curriculum Committee so that these groups can begin their work immediately at the beginning of the new academic year. This year, we have also been invited to appoint faculty to the General Education Committee during April. This collaboration begins the process of bringing the Academic Senate, representing our Colleges' degree programs, and the General Education program together to discuss improving all aspects of our students' academic experience.

We thank you for the opportunity to make a difference in the lives of our students and, through them, to make a difference in our communities and our world.

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Proposal Number: 19-003
Proposal Title: Remove MATH 115 and/or MATH 122 from Accounting and Finance checksheets
Type of Curriculum Action (Click here for Definitions) : Revision of Degree
College: BU - College of Business
Department: AFIS - Account, Finance, Info Systems
Program(s): AAS in Accountancy, BS in Accountancy-Finance, BS in Accountancy/CIS, and BS in Finance
Initiating Individual: Teresa K. Cook

Contact Person's Name: Teresa K. Cook   Phone: Ext. 3167

	Email Original Form A and completed Forms E/F & G (when applicable) FSU Curriculum (fsucurriculum@ferris.edu)			
	Date Received	Date Reviewed	Date Completed	After review, proposal is sent concurrently to proposer, College Curriculum Committee, and Dean
FSU Curriculum Review	7/31/2018	9/25/18	11/28/18	
	Electronic Signature of Representative			ACTION - Enter Vote Count
Program Faculty Teresa K. Cook	Teresa K. Cook			_1_ Support ___ Support with Concerns * ___ Not Support* _9_ Abstain
Department Faculty (if applicable) Chair	Teresa K. Cook			_13_ Support _1_ Support with Concerns * _1_ Not Support* ___ Abstain
School Faculty (if applicable) Chair				___ Support ___ Support with Concerns * ___ Not Support* ___ Abstain
Department/School Administrator Lawrence Bajor	L.H. Bajor 1/18/19			✓ Support ___ Support with Concerns* ___ Not Support* ___ Abstain
College Curriculum Committee Chair	L.H.M 2/25/2019			___ Support _X_ Support with Concerns * ___ Not Support* ___ Abstain
Dean David Nicol	2/28/19			☐ For Information Only ☑ Approve ☐ Approve with Concerns ☐ Not Approved
University Curriculum Committee Rusty Leonard				___ Support ___ Support with Concerns * ___ Not Support * ___ Abstain
Senate Sandra Alspach				☐ For Information Only ___% Support ___% Not Support* ___% Abstain
Academic Affairs Leonard Johnson				☐ Approved ☐ Not Approved ☐ Hold

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale
To be completed by Academic Affairs:

Board of Trustees (Date Approved)	Academic Officers of MI (Date Approved)	Date of Implementation

Proposer to complete 1-6.

1. **If a PCAF is required,** *the President's Council must approve it **prior** to submitting this proposal to the UCC. Provide a link to the Academic Affairs website of the approved PCAF.*
   Provide link here, when applicable

2. **Proposal Summary**: *Summarize the rationale, curriculum action, desired effective date.*

   This proposal will complete the removal of MATH 115 and MATH 122 from all accounting and finance programs. BS in Accountancy has already been changed. This means that all students who major in accounting or finance will be required to take MATH 114 (or take no math if Math ACT/SAT score is high enough). In the affected checksheets, MATH 115 will not be allowed for MATH 114.

   The Accounting Courses on the ACCF-BS on the ACIS-BS checksheet have been modified to reflect the ACCT-BS changes that were made last year.

   An optional 400-level accounting elective has been removed from the Finance degree (FIN-BS).

   Teresa Cook has consulted with Jimmie Joseph and Vivian Nazar who agree to these changes.

3. **Summary of All Course Action Required** - *Complete a Form E/F for each course. Add more rows if needed.*

Prefix	Course Number	Course Title (Existing, or Newly Created Course Title)	Action	General Education Attribute*
MATH	115	Intermediate Algebra	Remove Existing Course from Program	☐
MATH	122	Mathematical Analysis for Business	Remove Existing Course from Program	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐

Course has or will have a General Education attribute

4. **Are there plans to offer blended or online courses?** No

5. **Will External Accreditation be sought?** *(For new programs or certificates only)* No

   If yes, name the organization involved with accreditation for this program.

   Accrediting Organization name, when applicable

6. **Email Original Form A and completed Forms E/F and G (when applicable) to FSU Curriculum (fsucurriculum@ferris.edu).**

_____STOP HERE_____

7. **Summary of All Consultations** – *RAM will provide a list of units affected; proposer is responsible for the completion of consultation form(s) required.*

Form	Unit	Contact	Banner Program Title	Banner Program Code	Date Sent
Form B - UG	AS - MATH - Mathematics	Kirk Weller			
Select	Select a Unit				
Select	Select a Unit				
Select	Select a Unit				
Select	Select a Unit				
Select	Select a Unit				
Select	Select a Unit				
Select	Select a Unit				
Select	Select a Unit				

8. **Summary of Program/Degree Action Affecting Department Checksheets**
   RAM will provide CURRENT Checksheet(s) & PROPOSED checksheet(s) for each.

Action	Degree Type	Banner Program Title	Banner Program Code
Modification	AAS - Associate in Applied Science	Accountancy	ACCT_AAS_BU
Modification	BS - Bachelor of Science	Accountancy/Finance	ACCF_BS_BU
Modification	BS – Bachelor of Science	Accountancy/Computer Information Systems	ACIS_BS_BU
Modification	BS - Bachelor of Science	Finance	FIN_BS_BU

Changes/Concerns to your other proposal below::

Committee members expressed concerns regarding proposed check sheets, noting that course credits do not align with total degree credits.

Committee members raised concerns about where credit for MATH 115 could be incorporated into program check sheets to best serve students.

Additionally, the Committee noted the only course which references the MATH 114 as a requirement is ACCT 310. ACCT 310 is a prerequisite requirement for all of the subsequent ACCT courses but there is no further reference of MATH 114 as a requirement in those courses. This creates a loophole whereby students could avoid MATH 114 by taking ACCT 310 elsewhere and transferring it back rather than taking the additional 4 credits of MATH 114.

Best Regards

Awm

Alexander Manga, Ph.D, MBA
MBA Director
Assistant Professor College of Business
Ferris State University
Big Rapids, Mi. 49037
C: 269.625.1025
O: 231-591-2972

Response:

Amy Buse and I spent nearly two hours trying to disseminate the accounting courses from the finance courses in order to ensure consistency of these check sheets with others across campus. We thought we had properly counted the credits but will review this prior to the check sheet being published.

More often than not, students taking the dual degrees are working toward the 150 hours required to become a Certified Public Accountant (CPA). These "extra" math credits count toward the 150 hours.

I'm sure that this is true of many courses on many check sheets. However, it is extremely rare that this occurs (only 1 time I can think of in my 16 years of teaching) because Ferris, as is done at many other universities, accepts very few 300 or 400 level accounting courses from other institutions. Additionally, while we have many students who transfer into accounting from other Ferris programs, it is rare that a student would transfer into accounting from another accounting program elsewhere. Basically, the risk of this becoming a real issue is miniscule compared to the benefits of having all other students take MATH 114.

Jerry Emerick – Support with Concerns

Concern: I support but recommend that the program consider keeping 115 as an option for the math requirement so that online and off-campus students can transfer their math course. The program states that Math 114 cannot be substituted. I think you may regret keeping that requirement as online and off campus grows but I would certainly consider this a program decision

Reply: This comment on the check sheet was intended to clarify many of the questions surrounding the MATH courses in our programs. In addition, this point probably does not apply so much to any ACCT program, including the dual degrees, because there are currently no plans to move them to a fully-online environment. However, to address the concern we will change the wording to the following:

MATH 115 is NOT a replacement for this course.

Steve Jakubowski – No Support

Comments: The proposal indicates that MATH 115 cannot be substituted for MATH 114. There needs to be a mechanism for students taking their general education requirements at the various community colleges.
FSU students are no more or less deficient in math than most other college students. Requiring FSU students to take a four credit course is unfortunate for our students, especially for transfer students.
The math requirement is for a 3 credit course at most other colleges, community college or otherwise.

There should be no differences in the math requirements for accounting students at the Niles and Traverse City locations compared to those of the on-campus students. The proposal does not consider the remote locations. To say the least, math requirements across the campuses should be compared before you proceed with the proposal. There is no reason for any differences.

There should be no differences in the math requirements for our accounting students in the BS Accountancy program compared to our students in the double major programs. Whether there is any difference was not clear in the proposal.

Reply: MATH 114 was developed in response to the many discussions which have occurred regarding the lack of math skills of college students. It is felt that MATH 114 will help address this issue for accounting, finance, and computer information students who rely a great deal on math in their disciplines.

I have checked with both the Traverse City and Niles locations and discovered that MATH 114 is now being taught in Traverse City while Niles is still currently following the 115/122 sequence. While this is a slightly different approach, I think it's fair to say that we cannot ever guarantee that all students will receive the same math no matter where they take their math classes. In addition, I have prompted the math department to move MATH 114 to more off-campus locations (which has been part of the conversation about that course from its inception).

This proposal specifically addresses the disparity between the BS in Accountancy and the dual degree programs as noted in the description on the Form A. A review of the current and proposed check sheets makes this clear.

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Form A

Effective FALL 2018

Proposal Number: 19-014G
Proposal Title: Television and Digital Media Production B.S Degree Cleanup
Type of Curriculum Action (Click here for Definitions): Curriculum Cleanup
Proposer's College: ED - College of Education - Human Services
Proposer's Department: SDGM - School of Digital Media
Proposer: Glen Okonoski
Contact Person's Name: _____ Phone: 231-591-2709

	Email Original Form A and completed Forms E/F & G (when applicable) to fsucurriculum@ferris.edu				
	Received	Reviewed	Proposer Approved Packet	Complete	The proposal is "complete," once all consultation responses have been received.
FSU Curriculum Review Dates:	9/24/18	10/5/18	11/20/18		
	Electronic Signature of Representative				ACTION - Enter Vote Count
Program Faculty Chair	Glen Okonoski	Digitally signed by Glen Okonoski Date: 2019.01.15 10:28:58 -05'00'			_4_ Support ____ Support with Concerns * ____ Not Support* ____ Abstain
Department Faculty (if applicable) Chair					____ Support ____ Support with Concerns * ____ Not Support* ____ Abstain
School Faculty (if applicable) Chair	Glen Okonoski	Digitally signed by Glen Okonoski Date: 2019.01.15 10:31:19 -05'00'			_14_ Support ____ Support with Concerns * ____ Not Support* ____ Abstain
Department/School Administrator Bob Ewigleben	Robert Ewigleben	Digitally signed by Robert Ewigleben Date: 2019.01.15 10:50:54 -05'00'			☐ Support ☐ Support with Concerns* ☐ Not Support* ☐ Abstain
College Curriculum Committee Chair	Tim Eklin	Digitally signed by Tim Eklin Date: 2019.01.16 11:16:52 -05'00'			X Support ____ Support with Concerns * ____ Not Support* ____ Abstain
Dean Arrick Jackson	Arrick Jackson	Digitally signed by Arrick Jackson Date: 2019.01.31 12:10:31 -05'00'			☐ For Information Only ☑ Approve ☐ Approve with Concerns ☐ Not Approved
University Curriculum Committee Rusty Leonard					____ Support ____ Support with Concerns * ____ Not Support* ____ Abstain
Senate Sandra Alspach					☐ For Information Only ____% Support ____% Not Support* ____% Abstain
Academic Affairs Leonard Johnson					☐ Approved ☐ Not Approved ☐ Hold

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale
To be completed by Academic Affairs:

Board of Trustees (Date Approved)	Academic Officers of MI (Date Approved)	Date of Implementation

1. **If a PCAF is required,** *the President's Council must approve it **prior** to submitting this proposal to the UCC. Provide a link to the Academic Affairs website of the approved PCAF.*
   Provide link here, when applicable

2. **Proposal Summary**: *Provide a detailed rationale including all curriculum action and desired date of implementation.*
   This proposal includes the renaming of a few courses so that the course content is better reflected in course names, creating titles that students will better identify with, and ones that are more current. There are a few tweaks to the learning outcomes of courses included in this proposal. In most cases these tweaks are clean-up to align better with program outcomes, and University guidelines that include best practices around reducing the number of outcomes of a course. We are seeking a Cultural General Education attribute attached to the TDMP 110 course. This proposal creates two new courses, TDMP 276 and TDMP 365, that will both be new elective courses for students. We are also proposing to remove TDMP 420 as DVD Production is no longer relevant. These changes will impact the current check sheet and require updating there as well. We would like these changes to be effective for Summer 2019, as we would like to put TDMP 276 on the books for summer, if approved in a timely manner.

3. **Summary of All Course Action Required** - *Complete a Form E/F for each course, email fsucurriculum@ferris.edu for more rows.*

Prefix	Course Number	Course Title (Existing, or Newly Created Course Title)	Action	General Education Attribute*
TDMP	110	Intro to Video Communications	Modify Existing Course	☒
TDMP	132	Digital Media Art & Technology	Modify Existing Course	☐
TDMP	136	Audio Production	Modify Existing Course	☐
TDMP	243	Field Production	Modify Existing Course	☐
TDMP	255	Compositing Video	Modify Existing Course	☐
TDMP	276	Lighting for Film & Video	Create a New Course	☐
TDMP	328	Streaming Media Production	Modify Existing Course	☐
TDMP	343	Documentary Production	Modify Existing Course	☐
TDMP	359	Television Operations	Modify Existing Course	☐
TDMP	365	Color Grading	Create a New Course	☐
TDMP	420	DVD Production	Delete Course from FSU Catalog	☐

*Course has or will have a General Education attribute

4. **Are there plans to offer blended or online courses?** No

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

   If yes, name the organization involved with accreditation for this program.

6. Email Original Form A and completed Forms E/F & G (when applicable) to FSU Curriculum (fsucurriculum@ferris.edu).

To be completed with RAM Consultation

7. Summary of All Consultations – *RAM will provide a list of units affected; proposer is responsible for the completion of consultation form(s) required.*

Form	Unit	Contact	Banner Program Title	Banner Program Code	Date Sent
Form B - UG	ED - SCED - School of Education	Liza Ing	Speech Communication Teaching Minor	SPCO-MNR	
Form B - UG	AS - HUMN - Humanities	R. Scott Cohen	Sports Communication	SPTC_BS	
Form B - UG	AS - ELWL - Engilsh, Language, & World Literature	Jody Ollenquist	Multimedia Journalism	MJOU-MNR	
Form B - UG	AS - HUMN - Humanities	R. Scott Cohen	Film Studies	FIST-MNR (no changes to the checksheet)	

8. Summary of Program/Degree Action Affecting Department Checksheets
   RAM will provide CURRENT Checksheet(s) & PROPOSED checksheet(s) for each.

Action	Degree Type	Banner Program Title	Banner Program Code
Modification	AS - Associate in Science	Digital Media	DGM-AS
Modification	BS - Bachelor of Science	Television/Digital Media Prod	TDMP_BS
Modification	BAS - Bachelor of Applied Science	Digital Animation/Game Design	DAGD-BAS

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Form A
Effective FALL 2018

Proposal Number: 19-017
Proposal Title: Social Work – SCWK Curriculum Clean-Up

Type of Curriculum Action (Click here for Definitions):   Curriculum Cleanup
Proposer's College: AS - College of Arts & Sciences
Proposer's Department: SCWK - Social Work
Proposer:___Michael Berghoeff_____
Contact Person's Name:__Wendy Sammuels_____   Phone: _231-591-5896_____

	Email Original Form A and completed Forms E/F & G (when applicable) to fsucurriculum@ferris.edu				
	Received	Reviewed	Proposer Approved Packet	Complete	The proposal is "complete," once all consultation responses have been received.
FSU Curriculum Review Dates:	9/27/18	10/9/18	11/27/18		
	Electronic Signature of Representative				ACTION - Enter Vote Count
Program Faculty Chair	Michael Berghoef	Digitally signed by Michael Berghoef Date: 2019.01.09 13:51:32 -05'00'			_12_ Support ____ Support with Concerns * ____ Not Support* ____ Abstain
Department Faculty (if applicable) Chair	Michael Berghoef	Digitally signed by Michael Berghoef Date: 2019.01.09 13:52:02 -05'00'			_12_ Support ____ Support with Concerns * ____ Not Support* ____ Abstain
School Faculty (if applicable) Chair	Michael Berghoef	Digitally signed by Michael Berghoef Date: 2019.01.09 13:52:20 -05'00'			_12_ Support ____ Support with Concerns * ____ Not Support* ____ Abstain
Department/School Administrator	Michael Berghoef	Digitally signed by Michael Berghoef Date: 2019.01.09 13:52:48 -05'00'			☑ Support ☐ Support with Concerns* ☐ Not Support* ☐ Abstain
College Curriculum Committee Chair	Mark Thomson	Digitally signed by Mark Thomson Date: 2019.02.01 14:18:27 -05'00'			_5_ Support _1_ Support with Concerns * ____ Not Support* ____ Abstain
Dean Kristi Haik	Joseph Lipar	Digitally signed by Joseph Lipar Date: 2019.02.05 12:06:23 -05'00'			☐ For Information Only ☑ Approve ☐ Approve with Concerns ☐ Not Approved
University Curriculum Committee Rusty Leonard					____ Support ____ Support with Concerns * ____ Not Support* ____ Abstain
Senate Sandra Alspach					☐ For Information Only ____% Support ____% Not Support* ____% Abstain
Academic Affairs Leonard Johnson					☐ Approved ☐ Not Approved ☐ Hold

* Support with Concerns or Not Support _must_ include identification of specific concern with appropriate rationale
To be completed by Academic Affairs:

Board of Trustees (Date Approved)	Academic Officers of MI (Date Approved)	Date of Implementation

1. **If a PCAF is required,** *the President's Council must approve it **prior** to submitting this proposal to the UCC. Provide a link to the Academic Affairs website of the approved PCAF.*
   Provide link here, when applicable

2. **Proposal Summary**: *Provide a detailed rationale including all curriculum action and desired date of implementation.*

When our program began in 1988, the founders develop several courses with a "lab" component to the course, adding an extra contact hour to the credit load of the course. The BSW Curriculum Committee and the Leadership Team of the Social Work Department have analyzed the need for this additional hour in some of the classes, and are submitting curriculum changes for these. Our senior seminars, SCWK 481 and SCWK 482 have three contact hours attached to a two-credit course. The program has determined two contact hours are sufficient for this class, as much of the work, such as weekly journaling, happen on line in Blackboard. This technology was not available when the program was developed.

3. **Summary of All Course Action Required -** *Complete a Form E/F for each course, email fsucurriculum@ferris.edu for more rows.*

Prefix	Course Number	Course Title (Existing, or Newly Created Course Title)	Action	General Education Attribute*
SCWK	481	Field Instruction 1	Modify Existing Course	☐
SCWK	482	Field Instruction 2	Modify Existing Course	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐

Course has or will have a General Education attribute

4. **Are there plans to offer blended or online courses?** ▼

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

   If yes, name the organization involved with accreditation for this program.

   Accrediting Organization name, when applicable

6. Email Original Form A and completed Forms E/F & G (when applicable) to FSU Curriculum (fsucurriculum@ferris.edu).

Hi Rusty,

I'm in agreement with Mark's comments below. If there is no other obstacle to doing so I think we would like to change the course designation to the more accurate "Seminar" category for Scwk 481 and Scwk 482.

Please let me know if I need to submit additional paperwork or if this email suffices.

Thanks very much,

Mike

From: Rusty A Leonard <RustyLeonard@ferris.edu>
Sent: Monday, February 4, 2019 4:37 PM
To: Michael D Berghoef <MichaelBerghoef@ferris.edu>
Cc: FSU Curriculum <fsucurriculum@ferris.edu>; Leonard R Johnson <LeonardJohnson@ferris.edu>; Michelle L Johnson <MichelleJohnson@ferris.edu>; Elise M Gramza <EliseGramza@ferris.edu>; Amy L Buse <AmyBuse@ferris.edu>; Joyce A Mudel <JoyceMudel@ferris.edu>; FSU Curriculum <fsucurriculum@ferris.edu>
Subject: Re: Curriculum Proposals

Mike,

Please address the concern raised by the CCC in the email string below. We will attach the response email and the concern to the proposal.

Thanks,

Russell A. Leonard, Jr., Ph.D.
Professor
UCC Chair
Ferris State University
College of Engineering Technology

From: Michael D Berghoef <MichaelBerghoef@ferris.edu>
Date: Sunday, February 3, 2019 at 4:23 PM
To: Rusty A Leonard <RustyLeonard@ferris.edu>
Subject: RE: Curriculum Proposals

Thanks Rusty,

Let me know if there is anything else I need to do to update or correct this proposal. As I mentioned before, Wendy submitted this under my name, I think because she knew she'd be out on sabbatical

this semester, and that caught me a bit off-guard with some of these details. Looking at it now the seminar designation seems to be the obvious better choice, unless I'm missing something.
Mike

From: Rusty A Leonard <RustyLeonard@ferris.edu>
Sent: Friday, February 1, 2019 4:56 PM
To: Mark A Thomson <MarkThomson@ferris.edu>; Joseph Lipar <JosephLipar@ferris.edu>
Cc: Gayle E Driggers <GayleDriggers@ferris.edu>; Joyce A Mudel <JoyceMudel@ferris.edu>; Michelle L Johnson <MichelleJohnson@ferris.edu>; Meral Topcu <MeralTopcu@ferris.edu>; Michael D Berghoef <MichaelBerghoef@ferris.edu>
Subject: Re: Curriculum Proposals

Mark,

We will attach the concern as a pdf to the proposal and discuss it at the next UCC meeting.

Thank you,

Russell A. Leonard, Jr., Ph.D.
Professor
UCC Chair
Ferris State University
College of Engineering Technology

From: Mark A Thomson <MarkThomson@ferris.edu>
Date: Friday, February 1, 2019 at 2:39 PM
To: Joseph Lipar <JosephLipar@ferris.edu>, Rusty A Leonard <RustyLeonard@ferris.edu>
Cc: Gayle E Driggers <GayleDriggers@ferris.edu>, Joyce A Mudel <JoyceMudel@ferris.edu>, Michelle L Johnson <MichelleJohnson@ferris.edu>, Meral Topcu <MeralTopcu@ferris.edu>, Michael D Berghoef <MichaelBerghoef@ferris.edu>
Subject: Curriculum Proposals

Curriculum Proposals from CAS CCC signed and ready to move on.

A concern was raised with Proposal 19-017 (Support with Concerns) and it was unclear how to attach or include this concern in our new era of digital signatures and electronic copies.

The concern is as follows:
    Both E/F Forms indicate contact hours of 1 Lec and 1 Lab. As these are 2 CR classes, concern was raised about satisfying policy regarding contact hour to credit hour conversion. Discussion with the Proposer, Mike Berghoef, resulted in the suggestion that it should be changed to contact hours 2 Sem as this is basically a seminar class. The vote for "Support with Concerns" indicated that this would be an appropriate modification.

Rusty,
Please either include this concern as you see fit or advise on how I should include it.

Thanks,
Mark Thomson
CAS CCC Chair

I have approved and digitally signed the attached curriculum proposal.

Note: I know that our college's curriculum committee raised some concerns over the number of credits assigned to this course. Subsequent discussions within our college indicate that the course (both credits) should be designated as a seminar. This most accurately reflects the content and focus of the course, and it also eliminates concerns over the assignment of credits.

Joseph Lipar
Associate Dean, College of Arts and Sciences
Ferris State University
820 Campus Drive, ASC 3052
Big Rapids, MI 49307
231-591-3671

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Form A

Effective FALL 2018

Proposal Number: 19-019

Proposal Title: PSYC415 - Course Curriculum Clean-Up

Type of Curriculum Action (Click here for Definitions): Curriculum Cleanup

College: AS - College of Arts & Sciences

Department: SBSC - Social & Behavioral Sciences

Proposer: Dr. Jim Van Treese

Contact Person's Name: Dr. Meral Topcu Phone: 2751

Email Original Form A and completed Forms E/F & G (when applicable) to fsucurriculum@ferris.edu					
	Received	Reviewed	Proposer Approved Packet	Complete	The proposal is "complete," once all consultation responses have been received.
FSU Curriculum Review Dates:			11/8/18		
	Electronic Signature of Representative				ACTION - Enter Vote Count
Program Faculty Chair	Meral Topcu Digitally signed by Meral Topcu Date: 2018.11.09 10:41:15 -05'00'				**8** Support ___ Support with Concerns * **0** Not Support* **0** Abstain
Department Faculty (if applicable) Chair	Meral Topcu Digitally signed by Meral Topcu Date: 2018.11.09 10:41:37 -05'00'				**10** Support ___ Support with Concerns * **0** Not Support* **0** Abstain
School Faculty (if applicable) Chair					___ Support ___ Support with Concerns * ___ Not Support* ___ Abstain
Department/School Administrator Meral Topcu	Meral Topcu Digitally signed by Meral Topcu Date: 2018.11.09 10:42:00 -05'00'				☑ Support ☐ Support with Concerns* ☐ Not Support* ☐ Abstain
College Curriculum Committee Chair	Mark Thomson Digitally signed by Mark Thomson Date: 2019.02.01 14:15:56 -05'00'				**6** Support **1** Support with Concerns * **0** Not Support* **0** Abstain
Dean Kristi Haik	Joseph Lipar Digitally signed by Joseph Lipar Date: 2019.02.05 12:04:42 -05'00'				☐ For Information Only ☑ Approve ☐ Approve with Concerns ☐ Not Approved
University Curriculum Committee Rusty Leonard					___ Support ___ Support with Concerns * ___ Not Support* ___ Abstain
Senate Sandra Alspach					☐ For Information Only ___ % Support ___ % Not Support* ___ % Abstain
Academic Affairs Leonard Johnson					☐ Approved ☐ Not Approved ☐ Hold

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

To be completed by Academic Affairs:

Board of Trustees (Date Approved)	Academic Officers of MI (Date Approved)	Date of Implementation

1. **If a PCAF is required,** *the President's Council must approve it **prior** to submitting this proposal to the UCC. Provide a link to the Academic Affairs website of the approved PCAF.*
   Provide link here, when applicable

2. **Proposal Summary**: *Provide a detailed rationale including all curriculum action and desired date of implementation.*

   Enter summary here.
   This proposal is for changing the pre-requisite of PSYC 415 to PSYC 150 and PSYC 210 only. PSYC 415- Measure-Assessment in PSYC more pre-requisites than other psychology courses. It has PSYC 326 or 331 or 422; & PSYC 210, PSYC 310 as pre-requisites. Dr. Van Treese who teaches the course thought that having these pre-requisites would let students do better in class, however after teaching the class for a while, he realized that the class do not need this many pre-requisites.

3. **Summary of All Course Action Required** - *Complete a Form E/F for each course. Add more rows if needed.*

Prefix	Course Number	Course Title (Existing, or Newly Created Course Title)	Action	General Education Attribute*
PSYC	415	Measure-Assessment in PSYC	Modify Existing Course	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐

Course has or will have a General Education attribute

4. **Are there plans to offer blended or online courses?** No

5. **Will External Accreditation be sought?** *(For new programs or certificates only)* No

   If yes, name the organization involved with accreditation for this program.

   Accrediting Organization name, when applicable

6. Email Original Form A and completed Forms E/F (when applicable) to FSU Curriculum (fsucurriculum@ferris.edu).

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM   Form A

Effective FALL 2018

Proposal Number: 19-035
Proposal Title: Digital Animation Game Design Update
Type of Curriculum Action (Click here for Definitions): Curriculum Cleanup
Proposer's College: ED - College of Education - Human Services
Proposer's Department: SDGM - School of Digital Media
Proposer: Nick Pattison
Contact Person's Name: _____   Phone: 616.643.5735

Email Original Form A and completed Forms E/F & G (when applicable) to fsucurriculum@ferris.edu					
	Received	Reviewed	Proposer Approved Packet	Complete	The proposal is "complete," once all consultation responses have been received.
FSU Curriculum Review Dates:	11/19/18	11/20/18	12/05/2018		
	Electronic Signature of Representative				ACTION - Enter Vote Count
Program Faculty Chair	david baker Digitally signed by david baker Date: 2018.12.06 12:06:55 -05'00'				____ Support ____ Support with Concerns * ____ Not Support* ____ Abstain
Department Faculty (if applicable) Chair	Venkat Varun Reddy Singireddy Digitally signed by Venkat Varun Reddy Singireddy Date: 2018.12.06 11:27:28 -05'00'				X Support ____ Support with Concerns * ____ Not Support* ____ Abstain
School Faculty (if applicable) Chair	Glen Okonoski Digitally signed by Glen Okonoski Date: 2018.12.06 12:25:47 -05'00'				13 Support ____ Support with Concerns * ____ Not Support* ____ Abstain
Department/School Administrator Glen Okonoski	Glen Okonoski Digitally signed by Glen Okonoski Date: 2018.12.06 12:26:49 -05'00'				☑ Support ☐ Support with Concerns* ☐ Not Support* ☐ Abstain
College Curriculum Committee Chair	Tim Eklin Digitally signed by Tim Eklin Date: 2019.01.16 11:55:54 -05'00'				____ Support ____ Support with Concerns * ____ Not Support* ____ Abstain
Dean Arrick Jackson	Arrick Jackson Digitally signed by Arrick Jackson Date: 2019.01.31 12:11:01 -05'00'				☐ For Information Only ☑ Approve ☐ Approve with Concerns ☐ Not Approved
University Curriculum Committee Rusty Leonard	Russell A. Leonard Jr. Digitally signed by Russell A. Leonard Jr. DN: cn=Russell A. Leonard Jr., o, ou, email=leonardr@ferris.edu, c=US Date: 2019.02.12 13:08:51 -05'00'				6 Support ____ Support with Concerns * ____ Not Support* ____ Abstain
Senate Sandra Alspach	Sandra Alspach Digitally signed by Sandra Alspach Date: 2019.02.14 13:55:08 -05'00'				☐ For Information Only ____ % Support ____ % Not Support* ____ % Abstain
Academic Affairs Leonard Johnson					☐ Approved ☐ Not Approved ☐ Hold

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale
To be completed by Academic Affairs:

Board of Trustees (Date Approved)	Academic Officers of MI (Date Approved)	Date of Implementation

1. **If a PCAF is required,** *the President's Council must approve it **prior** to submitting this proposal to the UCC. Provide a link to the Academic Affairs website of the approved PCAF.*
   Provide link here, when applicable

2. **Proposal Summary**: *Provide a detailed rationale including all curriculum action and desired date of implementation.*

   We would like to move our game programming curriculum out of SENG 100, and into a new course DAGD 155. There are a few reasons for doing this, but most importantly, the SENG program would like to use SENG 100 for other purposes as they are updating their own curriculum. Therefore, we need to REPLACE SENG 100 on the DAGD checksheet with the new DAGD 155.

3. **Summary of All Course Action Required** - *Complete a Form E/F for each course, email fsucurriculum@ferris.edu for more rows.*

Prefix	Course Number	Course Title (Existing, or Newly Created Course Title)	Action	General Education Attribute*
DAGD	155	Intro to Coding for Games	Create New Course and Add to Program	☐
SENG	100	Intro to Computer Programming	Remove Existing Course from Program (no EF required)	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐

   Course has or will have a General Education attribute

4. **Are there plans to offer blended or online courses?** Yes

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

   If yes, name the organization involved with accreditation for this program.

   Accrediting Organization name, when applicable

6. **Email Original Form A and completed Forms E/F & G (when applicable) to FSU Curriculum** (fsucurriculum@ferris.edu).

7. **Summary of All Consultations** – *RAM will provide a list of units affected; proposer is responsible for the completion of consultation form(s) required.*

NO FORM B'S ARE REQUIRED

Form	Unit	Contact	Banner Program Title	Banner Program Code	Date Sent
Form C - FLITE	FLITE	Fran Rosen	na	na	
Select	Select a Unit				

8. Summary of Program/Degree Action Affecting Department Checksheets
   RAM will provide CURRENT Checksheet(s) & PROPOSED checksheet(s) for each.

Action	Degree Type	Banner Program Title	Banner Program Code
Modification	BS - Bachelor of Science	Digital Animation Game Design	DAGD-BAS
Choose an item.	Choose an item.		

CURRICULUM PROPOSAL SUMMARY AND ROUTING FORM

Form A
Effective FALL 2018

Proposal Number: 19-037
Proposal Title: Pharmacy & Masters of Public Health

Type of Curriculum Action (Click here for Definitions): Create a New Minor or Concentration
Proposer's College: HP - College of Health Professions
Proposer's Department: Choose a Department from the dropdown
Proposer: Mike Reger
Contact Person's Name: _____ Phone: 231.591.3132;
MichaelReger@ferris.edu

Email Original Form A and completed Forms E/F & G (when applicable) to fsucurriculum@ferris.edu					
	Received	Reviewed	Proposer Approved Packet	Complete	The proposal is "complete," once all consultation responses have been received.
FSU Curriculum Review Dates:	11/26/18	12/4/18	1/28/19	2/19/19	
	Electronic Signature of Representative			ACTION - Enter Vote Count	
Program Faculty Michael Reger	Michael K. Reger *Digitally signed by Michael K. Reger DN: cn=Michael K. Reger, o=Ferris State University, ou=College of Health Professions, email=michaelreger@ferris.edu, c=US Date: 2019.02.18 22:12:53 -05'00'*			4 Support 0 Support with Concerns * 0 Not Support* 0 Abstain	
Department Faculty (if applicable) Steven Karnes	Steven D Karnes MHA *Digitally signed by Steven D Karnes MHA Date: 2019.02.19 09:32:35 -05'00'*			16 Support 0 Support with Concerns * 0 Not Support* ___ Abstain	
School Faculty (if applicable)				___ Support ___ Support with Concerns * ___ Not Support* ___ Abstain	
Department/School Administrator Greg Zimmerman	Gregory R. Zimmerman *Digitally signed by Gregory R. Zimmerman Date: 2019.02.19 09:36:50 -05'00'*			☒ Support ☐ Support with Concerns* ☐ Not Support* ☐ Abstain	
College Curriculum Committee Mary Beaudry	Mary Beaudry *Digitally signed by Mary Beaudry Date: 2019.02.19 13:18:55 -05'00'*			4 Support ___ Support with Concerns * ___ Not Support* 2 Abstain	
Dean Lincoln Gibbs	Lincoln A. Gibbs *Digitally signed by Lincoln A. Gibbs Date: 2019.02.21 12:43:28 -05'00'*			☐ For Information Only ☒ Approve ☐ Approve with Concerns ☐ Not Approved	
University Curriculum Committee Rusty Leonard				___ Support ___ Support with Concerns * ___ Not Support* ___ Abstain	
Senate Sandra Alspach				☐ For Information Only ___ % Support ___ % Not Support* ___ % Abstain	
Academic Affairs Leonard Johnson				☐ Approved ☐ Not Approved ☐ Hold	

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale
To be completed by Academic Affairs:

Board of Trustees (Date Approved)	Academic Officers of MI (Date Approved)	Date of Implementation

1. **If a PCAF is required,** *the President's Council must approve it **prior** to submitting this proposal to the UCC. Provide a link to the Academic Affairs website of the approved PCAF.*
   Provide link here, when applicable

2. **Proposal Summary**: *Provide a detailed rationale including all curriculum action and desired date of implementation.*

   This proposal is to create a pathway for students to complete the Doctor of Pharmacy (PharmD) and Masters of Public Health (MPH) modeled after the existing dual PharmD/MBA program that has been reviewed, approved, and is currently listed in the University Catalog.

   The PharmD program currently requires 137 credit hours of coursework, of which 6 credit hours are in didactic electives. It is being proposed that PUBH 500, PUBH 520, PUBH 530, PUBH 540, PUBH 550, PUBH 555, PUBH 560, and PUBH 594 be added to the PharmD checksheet as viable course offerings to meet the elective requirement for the PharmD degree.

   The MPH program currently requires 42 credit hours of coursework, of which 12 credit hours are in electives. It is being proposed that PHAR 515, PHAR 516, PHAR 640, PHAR 653, PHAR 654, PHAR 656, PHAR 668, PHAR 671, PHAR 673, PHAR 730, PHAR 751, and PHAR 755 be added to the MPH checksheet as viable course offerings to meet the elective requirement for the MPH degree. The MPH will create two new concentrations: 1) Generalist MPH which will include two required courses, PUBH 525 and PUBH 555 and 2 electives (6 credits); and 2) Pharmacy MPH which will include two required courses, PUBH 525 and PUBH 555 and 2 electives (6 credits) from the list of the Pharmacy courses listed.

   We are creating a new course, PUBH 555 and PUBH 525 that have been taught as an experimental course.

3. **Summary of All Course Action Required** - *Complete a Form E/F for each course, email fsucurriculum@ferris.edu for more rows.*

Prefix	Course Number	Course Title (Existing, or Newly Created Course Title)	Action	General Education Attribute*
PUBH	525	Health Communication and Mass Media	Create a New Course	☐
PUBH	555	Chronic Disease Epidemiology	Create a New Course	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐
			Choose an item.	☐

*Course has or will have a General Education attribute

4. **Are there plans to offer blended or online courses?** No

5. **Will External Accreditation be sought?** *(For new programs or certificates only)* No

   If yes, name the organization involved with accreditation for this program.

   Accrediting Organization name, when applicable

6. **Email Original Form A and completed Forms E/F & G (when applicable) to FSU Curriculum (fsucurriculum@ferris.edu).**

7. **Summary of All Consultations** – *RAM will provide a list of units affected; proposer is responsible for the completion of consultation form(s) required.*

Form	Unit	Contact	Banner Program Title	Banner Program Code	Date Sent
Form B - GR	PH - College of Pharmacy	Greg Wellman	Adding Pharmacy courses to the Public Health checksheet		
Select	Select a Unit				

8. **Summary of Program/Degree Action Affecting Department Checksheets**
   RAM will provide CURRENT Checksheet(s) & PROPOSED checksheet(s) for each.

Action	Degree Type	Banner Program Title	Banner Program Code
Modification	MPH - Master of Public Health	Public Health	MPH-MPH
Modification	PD - Doctor of Pharmacy	Pharmacy	PHDR_PD

CONSULTATION FORM

Proposal Number: 19-037

Proposal Title: Pharmacy Doctoral & Masters of Public Health Concentration Creation

Proposer: Michael Reger **Department:** Choose a Department from the dropdown

Contact Person's Name: Mike Reger   **Phone:** 231-591-3132

Instructions: 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.

The following programs/codes (checksheets) have been identified as being affected by the changes in this proposal (Contact FSUCurriculum@ferris.edu for this list):

Pharmacy PHDR_PD

Faculty Meeting Vote (2/26/19): 27-Support; 0-Support with Concerns; 0-Not Support; 0-Abstain

Department: PH - College of Pharmacy

Administrator: Greg Wellman

Date Received: ___1/31/19___   Date Returned: _____
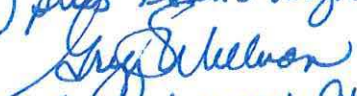
Signature: _____

Based upon department faculty review on: _____ (Date)

We: ☐ Support the above proposal and authorizes updates to the checksheet(s) listed above.

☐ Support the above proposal with the modifications and concerns listed below and authorizes updates to the checksheet(s) listed above.

☐ Do not support the proposal for the reasons listed below and will submit a curriculum proposal to correct the checksheet(s) listed above as a result of these changes, if fully approved.

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:

The College of Pharmacy Curriculum Committee reviewed and approved this proposal at the February meeting (2/12/19) with a unanimous vote 6-0-0. The proposal will need to go to the full faculty for approval because it is a change to the Doctor of Pharmacy check sheet (scheduled for 2/26/19) plus Dean's signature.

Greg Wellman 2/15/19

GREG WELLMAN, CHAIR PHARMACY CURRICULUM COMMITTEE

FLITE SERVICES FORM

Proposal Number: 19-037
Proposal Title: Pharmacy & Masters of Public Health
Proposer: Mike Reger
Proposer's Department: Public Health, MS
Contact Person's Name: Mike Reger **Phone**: 231-591-3132

Projected number of students per year affected by proposed change: _____
Include a copy of the proposal when submitting this form to FLITE.

Sent on 02/22/19 for Consultation to the Liaison Librarian: _____Ali Konieczny_____

1. To be completed by the liaison librarian and approved by the Dean of FLITE.
2. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator.
3. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal. <u>**Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal**</u>.

Liaison Librarian Reviewer: _____Alison M. Konieczny_____
Digitally signed by Alison M. Konieczny
Date: 2019.02.28 17:20:46 -05'00'

Dean of FLITE Signature: _____

Based upon our review on _____2/28/19_____ (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:
_____

There are existing collections and resources to support both the College of Pharmacy and Department of Public Health, so resources to support these programs are available and will continue to be collected.

Public Health (MPH) - 42 Credits

Master of Public Health (MPH)

CURRENT CHECKSHEET

MPH_MPH_2018_2019

College of Health Professions

FERRIS STATE UNIVERSITY

Prefix	###	Course Title (Prerequisites shown in parenthesis)	Crs
CORE COURSES – 21 Credits Required (these courses ARE used to calculate the major 3.0 GPA requirement)			
PUBH	500	Public Health Concepts (Admission to MPH Program)	3
PUBH	510	Biostatistics in Public Health (Admission to MPH Program)	3
PUBH	520	Health Behavior & Health Promotion in Public Health (PUBH 500)	3
PUBH	530	Environmental Health Sciences in Public Health (PUBH 550)	3
PUBH	540	Cultural Diversity & Competence in Public Health Practice (PUBH 520 & 560)	3
PUBH	550	Epidemiology in Public Health (PUBH 500 & 510)	3
PUBH	560	Health Services Administration & Management in Public Health (PUBH 520 & 550)	3
CAPSTONE/SYNTHESIS/INTEGRATION COURSES – 9 Credits Required (these courses ARE used to calculate the major 3.0 GPA requirement)			
PUBH	600	Grant & Research Proposal Writing in Public Health (PUBH 520 & 530)	3
PUBH	692	Capstone Project I (PUBH 520 & 550)	2
PUBH	694	Capstone Project II (All PUBH courses & electives) (must complete thesis paper prior to graduation)	4
ELECTIVES – 12 Credits Required; Select electives to align with career goals – advisor approval required (these courses ARE used to calculate the major 3.0 GPA requirement)			

ADDITIONAL GRADUATION REQUIREMENTS

Students must
1. maintain a 3.00 GPA in all PUBH courses (maintain a grade of "B" or higher in all PUBH courses)
2. earn no grade lower than a "C"
3. Earn a minimum of 70% of total MS degree credits from FSU – for MPH this is 30 credits.
4. Complete at least four PUBH 500 level courses before enrolling in PUBH 692
5. Complete all PUBH courses and other program requirements, including a passing grade in a comprehensive exam, before enrolling in PUBH 694
6. Complete all degree requirements within 5 years from the first enrollment in a graduate course following admission.

ADDITIONAL INFORMATION

- Two unsuccessful attempts (grades less than "B") in any PUBH course(s) will result in dismissal from the program.
- If a student returns to the university after an interrupted enrollment (not including summer semester), the requirements of the curriculum which are in force at the time of return must be met, not the requirements in effect at the time of original admission. In special circumstances, the academic department head/chair may permit the student to finish under the program requirements in force at the time of original admission to the program.
- *Selected Electives Guidelines for Graduate Courses Required for MPH:
  - Students may select from a variety of graduate courses offered within the University or at other institutions to meet the "Selected Electives" for the program (see below).
  - Selected electives must be at the graduate level. If it is a course that is offered at both the undergraduate and graduate levels, it must have assignments specifically designated for the graduate MPH student.
  - Selected electives must have public health relevance and may not be redundant to one of the MPH core courses, but could be an "advanced" MPH course.
  - Selected electives must be approved by the advisor.
  - Elective courses are dependent on the student's interest, areas of expertise, and future career aspirations. Examples could be from Health Informatics, Data Analytics, Public Policy and Administration, Social Work, Health Policy and Management, Mass Communication in Public Health, Research Methods in Public Health/Health Care Management, Public Health Preparedness and Emergency Response, Pharmacology, Biochemistry, Pharmaceutical Chemistry, Virology, Parasitology, Microbiology, Advanced Statistics Courses, etc.
- Selected Electives Guidelines for Undergraduate Courses Required for MPH:
  - Students who enter the MPH program without the required coursework as outlined in the admissions requirements may take some of these courses concurrently with beginning MPH courses. See Semester by Semester MPH Program Plan.
- *Note: Selected electives for graduate PUBH courses will be developed for the program that will clearly reflect the rural health focus for public health programming here at Ferris. Please see the addendum at the end of this proposal which lists possible courses to be considered for development as the faculty complement is determined over the next few years.

Department/School: CRHA
Banner Program Code: MPH-MPH
UCC Proposal #: 18-094   Reference #2018-0612

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Public Health – Master of Public Health - 42 Credits

ADMISSION REQUIREMENTS

New Students

- Applicants must submit their application on time. Fall semester entry: Applications due March 1st. Spring Semester Entry: Applications due September 1st.
- Applicants must have a bachelor's degree from an accredited college or university.
- Applicant's undergraduate/graduate GPA must be a 3.0 or higher.
- Applicants must have a GRE score or equivalent professional aptitude test (MCAT, GMAT, LSAT) that was taken within the last three years with scores in the upper 50th percentile. A waiver of the test requirement may be considered if the applicant holds a relevant professional certification, another master's, doctorate degree, or a bachelor's degree with a GPA of 3.5 or higher.
- International applicants must have a TOEFL score of 70 or higher on Internet-based test.
- Applicants must submit a personal statement of interest in the program that includes their educational and professional history, area of interest in public health, interest and motivation for seeking MPH degree and professional or academic career plans upon completion. This should be no more than 3 pages with 12-point font, double spaced.
- Applicant must submit 3 professional references as letters of recommendation from individuals familiar with the applicant's academic or professional background. Letters should include an assessment of the applicant's current work quality and ability to successfully complete graduate education.
- Must submit a current professional resume.
- Must have successful completion of a college level mathematics course with a grade of C or higher; equivalent to MATH 115 or higher
- Must have successful completion of a basic statistics course with a grade of C or higher; equivalent to COHP 350 or higher
- Coursework to include college level social and natural science courses – grade of C or higher in courses such as Biology, Chemistry, Physics, and Social Science Electives
- Interview (if required) with program faculty – satisfactory professional demeanor, able to articulate professional goals alignment with MPH
- Provisional Admission may be granted to students who do not meet admission requirements. If provisional admission is granted, students must complete 9 semester hours of graduate coursework with a 3.0 GPA to satisfy admission requirements and clear any remaining deficiencies in their admission requirements.

Transfer Students

- Applicants must submit their application on time. Fall semester entry: Applications due March 1st. Spring Semester Entry: Applications due September 1st.
- Applicants must have a bachelor's degree from an accredited college or university.
- Applicant's undergraduate/graduate GPA must be a 3.0 or higher.
- Applicants must have a GRE score or equivalent professional aptitude test (MCAT, GMAT, LSAT) that was taken within the last three years with scores in the upper 50th percentile. A waiver of the test requirement may be considered if the applicant holds a relevant professional certification, another master's, doctorate degree, or a bachelor's degree with a GPA of 3.5 or higher.
- International applicants must have a TOEFL score of 70 or higher on Internet-based test.
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- Interview (if required) with program faculty – satisfactory professional demeanor, able to articulate professional goals alignment with MPH
- Provisional Admission may be granted to students who do not meet admission requirements. If provisional admission is granted, students must complete 9 semester hours of graduate coursework with a 3.0 GPA to satisfy admission requirements and clear any remaining deficiencies in their admission requirements.

Public Health – Master of Public Health - 42 Credits

DEGREE OUTCOMES	
1.	Synthesize advanced public health concepts, skills and principles of ethical analysis (Public Health Code of Ethics) to analyze public health data in order to improve the health status of the population through evidence-based research, practice, and service.
2.	Analyze the role of socio-behavioral determinants of health in both the onset and solution of public health problems in individuals and population groups.
3.	Synthesize advanced principles of program planning, policy development, staff supervision, grant writing, budgeting, management, evidence-based research, and evaluation in public health practice and community initiatives.
4.	Synthesize health informatics concepts with vital statistics and public health records in the analysis of public health characteristics and in public health evidence-based research and evaluation.
5.	Analyze public health problems in terms of magnitude, person, time and place.
6.	Analyze personal leadership skills for building public health partnerships and coalitions.
7.	Deliver written and oral presentations based on public health concepts/principles for both public health professionals and lay audiences.
8.	Synthesize advanced public health skills and knowledge, including community needs assessment methods, research strategies, and policy development.

Semester-by-Semester layout of classes

FIRST YEAR (DIRECT ENTRY) OR YEAR 4 (ACCELERATED BSPH PROGRAM)

Fall Semester

Class	Credits
PUBH 500	3
PUBH 510	3
*Selected Elective, Undergrad	(3)
Selected Elective, Grad	3
Total Credits	9-(12)

Spring Semester

Class	Credits
PUBH 520	3
PUBH 550	3
*Selected Elective, Undergrad	(3)
Selected Elective, Grad	3
Total Credits	9-(12)

Summer Semester

Class	Credits
PUBH 600	3
PUBH 692	2
*Selected Elective, Undergrad	(3)
Total Credits	5-(8)

SECOND YEAR (DIRECT ENTRY) OR YEAR 5 (ACCELERATED BSPH PROGRAM)

Fall Semester

Class	Credits
PUBH 530	3
PUBH 560	3
Selected Elective, Grad	3
Total Credits	9

Spring Semester

Class	Credits
PUBH 540	3
Selected Elective, Grad	3
Total Credits	6

Summer Semester

Class	Credits
PUBH 694	4
Total Credits	4

* Students who need to take undergraduate coursework to meet the foundational requirements for the MPH may take these courses at these designated points. These courses noted in credits in parenthesis ( ) do not count toward the 42 credits required for the MPH.

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FERRIS STATE UNIVERSITY

PUBLIC HEALTH (MPH) – 42 CREDITS	PROPOSED CHECKSHEET	2019-2020
Master of Public Health (MPH)		College of Health Professions

Student Name	Student ID

ALL MAJOR REQUIREMENTS – 42 CREDITS REQUIRED   (Prerequisites are shown in parentheses)

These courses are used to calculate the major 3.0 GPA requirement.

CORE COURSES – 27 CREDITS REQUIRED

Prefix	Code	Course Title	Credits	Grade
PUBH	500	Public Health Concepts (Admission to MPH Program and ORO Score of 1)	3	
PUBH	510	Biostatistics in Public Health (Admission to MPH Program and ORO Score of 1)	3	
PUBH	520	Health Behavior and Health Promotion in Public Health (PUBH 500)	3	
PUBH	525	Health Communication and Mass Media (PUBH 500 with a B or higher)	3	
PUBH	530	Environmental Health Sciences in Public Health (PUBH 550)	3	
PUBH	540	Cultural Diversity and Competence in Public Health Practice (PUBH 520 and 560)	3	
PUBH	550	Epidemiology in Public Health (PUBH 500 and 510)	3	
PUBH	555	Chronic Disease Epidemiology (PUBH 550 with B or higher or Instructor Approval)	3	
PUBH	560	Health Services Administration and Management in Public Health (PUBH 520 and 550)	3	

CAPSTONE/SYNTHESIS/INTEGRATION COURSES – 9 CREDITS REQUIRED

Prefix	Code	Course Title	Credits	Grade
PUBH	600	Grant and Research Proposal Writing in Public Health (PUBH 520 and 530)	3	
PUBH	692	MPH Capstone Project 1 (PUBH 520 and 550)	2	
PUBH	694	MPH Capstone Project 2 (PUBH 500, 510, 520, 530, 540, 550, 560, 600, 692, and ORO Score of 1) (*Must Complete Thesis Paper Prior to Graduation*)	4	

CONCENTRATIONS – 6 CREDITS REQUIRED   (Prerequisites are shown in parentheses)

Choose one concentration below. Requires advisor approval.

GENERALIST MPH CONCENTRATION (CODE) – 6 CREDITS REQUIRED

Prefix	Code	Course Title	Credits	Grade
		Elective	3	
		Elective	3	

PHARMACY MPH CONCENTRATION (CODE) – 6 CREDITS REQUIRED

Prefix	Code	Course Title	Credits	Grade
CHOOSE 6 CREDITS	PHAR 515	Pharmacy and Health Care System 1 (None)	3	
	PHAR 516	Pharmacy and Health Care System 2 (None)	3	
	PHAR 640	Drug Literature, Informatics and Biostatistics (None; Co-Requisite PHAR 622)	3	
	PHAR 653	Topics in Nutrition Biochemistry (None)	2	
	PHAR 654	Current Controversies in Health Care (None)	2	
	PHAR 656	Introduction to Pharmacy Law and Ethics (None)	2	
	PHAR 668	Pharmacy and Geriatric Health (None)	2	
	PHAR 671	Pharmacoepidemiology (None)	2	
	PHAR 673	Introductory Pharmacy Research Experience (Instructor Permission)	2	

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Prefix	Code	Course Title	Credits	Grade
	PHAR 730	Pharmacy Practice Management 2 (PHAR 630)	3	
	PHAR 751	Advanced Topics in Infect Diseases (None)	2	
	PHAR 755	Medical Research: Methods and Design (None)	2	

NOTES

- Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.
- Two unsuccessful attempts, grades less than B, in any PUBH course(s) will result in a dismissal from the program.
- Students who need to take undergraduate coursework to meet the foundational requirements for the MPH may take these designated points. These courses noted in credits in parentheses do not count towards the 42 credits required for the MPH.

SELECTED ELECTIVES GUIDELINES FOR UNDERGRADUATE COURSES REQUIRED FOR MPH

- Students who enter the MPH program without the required coursework as outlined in the admission requirements may take some of these courses concurrently with beginning MPH courses. See the *Semester Layout of Courses*.

ADMISSION REQUIREMENTS

NEW STUDENTS

- Applicants must submit their application on time. Fall Semester Entry: Applications due March 1st. Spring Semester Entry: Applications due September 1st.
- Applicants must have a bachelor's degree from an accredited college of university.
- Applicant's undergraduate/graduate GPA must be a 3.0 or higher.
- Applicants must have a GRE score or equivalent professional aptitude test (MCAT, GMAT, LSAT) that was taken within the last three years with scores in the upper 50th percentile. A waiver of the test requirement may be considered if the applicant holds a relevant professional certification, another master's, doctorate degree, or a bachelor's degree with a GPA of 3.5 or higher.
- International applicants must have a TOEFL score of 70 or higher on Internet-based test.
- Applicants must submit a personal statement of interest in the program that includes their educational and professional history, area of interest in public health, interest and motivation for seeking MPH degree and professional or academic career plans upon completion. This should be no more than 3 pages with 12-point font, double spaced.
- Applicant must submit 3 professional references as letters of recommendation from individuals familiar with the applicant's academic or professional background. Letters should include an assessment of the applicant's current work quality and ability to successfully complete graduate education.
- Must submit a current professional resume.
- Must have successful completion of a college level mathematics course with a grade of C or higher; equivalent to MATH 115 or higher.
- Must have successful completion of a basic statistics course with a grade of C or higher; equivalent to COHP 350 or higher.
- Coursework to include college level social and natural science courses with a grade of C or higher in courses, such as: Biology, Chemistry, Physics, and Social Science Electives
- Interview (if required) with program faculty – satisfactory professional demeanor, able to articulate professional goals alignment with MPH.
- Provisional admission may be granted to students who do not meet admission requirements. If provisional admission is granted, students must complete 9 semester hours of graduate coursework with a 3.0 GPA to satisfy admission requirements and clear any remaining deficiencies in their admission requirements.

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TRANSFER STUDENTS

- Applicants must submit their application on time. Fall Semester Entry: Applications due March 1st. Spring Semester Entry: Applications due September 1st.
- Applicants must have a bachelor's degree from an accredited college of university.
- Applicant's undergraduate/graduate GPA must be a 3.0 or higher.
- Applicants must have a GRE score or equivalent professional aptitude test (MCAT, GMAT, LSAT) that was taken within the last three years with scores in the upper 50th percentile. A waiver of the test requirement may be considered if the applicant holds a relevant professional certification, another master's, doctorate degree, or a bachelor's degree with a GPA of 3.5 or higher.
- International applicants must have a TOEFL score of 70 or higher on Internet-based test.
- Applicants must submit a personal statement of interest in the program that includes their educational and professional history, area of interest in public health, interest and motivation for seeking MPH degree and professional or academic career plans upon completion. This should be no more than 3 pages with 12-point font, double spaced.
- Applicant must submit 3 professional references as letters of recommendation from individuals familiar with the applicant's academic or professional background. Letters should include an assessment of the applicant's current work quality and ability to successfully complete graduate education.
- Must submit a current professional resume.
- Must have successful completion of a college level mathematics course with a grade of C or higher; equivalent to MATH 115 or higher.
- Must have successful completion of a basic statistics course with a grade of C or higher; equivalent to COHP 350 or higher.
- Coursework to include college level social and natural science courses with a grade of C or higher in courses, such as: Biology, Chemistry, Physics, and Social Science Electives
- Interview (if required) with program faculty – satisfactory professional demeanor, able to articulate professional goals alignment with MPH.
- Provisional admission may be granted to students who do not meet admission requirements. If provisional admission is granted, students must complete 9 semester hours of graduate coursework with a 3.0 GPA to satisfy admission requirements and clear any remaining deficiencies in their admission requirements.

DEGREE OUTCOMES

1. Synthesize advanced public health concepts, skills and principles of ethical analysis (Public Health Code of Ethics) to analyze public health data in order to improve the health status of the population through evidence-based research, practice, and service.
2. Analyze the role of socio-behavioral determinants of health in both the onset and solution of public health problems in individuals and population groups.
3. Synthesize advanced principles of program planning, policy development, staff supervision, grant writing, budgeting, management, evidence-based research, and evaluation in public health practice and community initiatives.
4. Synthesize health informatics concepts with vital statistics and public health records in the analysis of public health characteristics and in public health evidence-based research and evaluation.
5. Analyze public health problems in terms of magnitude, person, time and place.
6. Analyze personal leadership skills for building public health partnerships and coalitions.
7. Deliver written and oral presentations based on public health concepts/principles for both public health professionals and lay audiences.
8. Synthesize advanced public health skills and knowledge, including community needs assessment methods, research strategies, and policy development.

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GRADUATION REQUIREMENTS

In addition to meeting all the programmatic requirements, students must:
1. Maintain a 3.0 GPA in all PUBH courses.
2. Maintain a grade of B or higher in all PUBH courses.
3. Earn a minimum of 70% of total MS degree credits from FSU; for MPH this is 30 credits.
4. Complete at least four PUBH 500 level courses before enrolling in PUBH 692.
5. Complete all PUBH courses and other program requirements, including a passing grade in a comprehensive exam, before enrolling in PUBH 694.
6. Complete all degree requirements within five years from the first enrollment in a graduate course following admission.

CONTACT INFORMATION

COLLEGE: College of Health Professions
DEPARTMENT/SCHOOL: Clinical Laboratory Science, Respiratory Care, and Health Care System Administration

PHONE: 231-591-2270
EMAIL: chp@ferris.edu

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SEMESTER LAYOUT OF COURSES

FIRST YEAR (DIRECT ENTRY) OR FOURTH YEAR (ACCELERATED BSPH PROGRAM)

Fall Courses	Credits
PUBH 500	3
PUBH 510	3
Undergrad Selected Elective	0-3
Concentration Course	3
Total Credits	9-12

Spring Courses	Credits
PUBH 520	3
PUBH 525	3
PUBH 550	3
Undergrad Selected Elective	0-3
Total Credits	9-12

Summer Courses	Credits
PUBH 600	3
PUBH 692	2
Undergrad Selected Elective	0-3
Total Credits	5-8

SECOND YEAR (DIRECT ENTRY) OR FIFTH YEAR (ACCELERATED BSPH PROGRAM)

Fall Courses	Credits
PUBH 530	3
PUBH 560	3
Concentration Course	3
Total Credits	9

Spring Courses	Credits
PUBH 540	3
PUBH 555	3
Total Credits	6

Summer Courses	Credits
PUBH 694	4
Total Credits	4

Department/School: CRHA
Banner Program Code: MPH-MPH-HP
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FERRIS STATE UNIVERSITY

PHARMACY (PHDR) – 137 CREDITS	CURRENT CHECKSHEET	2019-2020
Doctor of Pharmacy (PD)		College of Pharmacy

Student Name	Student ID

MAJOR REQUIREMENTS – 137 CREDITS REQUIRED

(Prerequisites are shown in parentheses)

These courses are used to calculate the major 2.0 GPA requirement.

PROFESSIONAL YEAR 1 – 119 CREDITS REQUIRED

Prefix	Code	Course Title	Credits	Grade
PHAR	515	Pharmacy & Health Care System 1 (None)	3	
PHAR	516	Pharmacy & Health Care System 2 (None)	3	
PHAR	519	Foundations & Pharmacotherapy 1 (None)	3	
PHAR	520	Foundations & Pharmacotherapy 2 (None)	3	
PHAR	523	Dosage Forms and Biopharmaceutics (None)	4	
PHAR	524	Dosage Forms and Pharmacokinetics (None)	4	
PHAR	531	Over-the-Counter Pharmacotherapy (None)	3	
PHAR	587	Pharmacy Skills and Patient Care Lab 1 (None)	3	
PHAR	588	Pharmacy Skills and Patient Care Lab 2 (None)	2	
PHAR	593	Medication Distribution Community IPPE (None)	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 520)	4	
PHAR	623	Integrated Pharmacotherapy 5 (PHAR 520)	4	
PHAR	624	Integrated Pharmacotherapy 6 (PHAR 520)	4	
PHAR	630	Pharmacy Practice Management 1 (PHAR 516)	3	
PHAR	640	Drug Literature, Informatics and Biostatistics (None; Co-Requisite PHAR 622)	3	
PHAR	691	Direct Patient Care IPPE 1 (PHAR 593) *(Required to be Taken Twice)*	1	
PHAR	693	Medication Distribution Health System IIPPE (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 624)	4	
PHAR	723	Integrated Pharmacotherapy 11 (PHAR 624)	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 IPE 2 (PHAR 624) *(Required to be Taken Twice)*	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 (PHAR 724) *(Required to be Taken Twice)*	1	

Department/School: College of Pharmacy
Banner Program Code: PHDR-PD-PHR
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REQUIRED ELECTIVES – 18 CREDITS REQUIRED

Prefix	Code	Course Title	Credits	Grade
		Pharmacy Didactic Elective (See Didactic Electives Section)	2	
		Pharmacy Didactic Elective (See Didactic Electives Section)	2	
		Pharmacy Didactic Elective (See Didactic Electives Section)	2	
		Pharmacy APPE Elective - 800 Level Advanced Pharmacy Practice Experience (See APPE Electives Section)	6	
		Pharmacy APPE Elective - 800 Level Advanced Pharmacy Practice Experience (See APPE Electives Section)	6	

DIDACTIC ELECTIVES

Student must complete didactic electives by end of the third year.

Prefix	Code	Course Title	Credits	Grade
PHAR	651	Introduction to Public Health (None)	2	
PHAR	652	Institutional Pharmacy (None)	2	
PHAR	653	Topics in Nutrition Biochemistry (None)	2	
PHAR	654	Current Controversies Health Care (None)	2	
PHAR	656	Introduction to Pharmacy Law & Ethics (None)	2	
PHAR	657	Data Instrument and Analysis (None)	2	
PHAR	658	Pharmaceutical Science Seminar (None)	2	
PHAR	659	Botanical Supple – Alt Therapy (None)	2	
PHAR	660	Natural Product Toxins (None)	2	
PHAR	664	Medicinal Chemistry Research (None)	2	
PHAR	665	Selected Topics in Medicinal Chemistry (None)	2	
PHAR	667	Carcinogenesis (None)	2	
PHAR	668	Pharmacy and Geriatric Health (None)	2	
PHAR	669	Toxicology (None)	2	
PHAR	671	Pharmacoepidemiology (None)	2	
PHAR	672	Advanced Compounding (None)	2	
PHAR	673	Introductory Pharmacy Research Experience (Instructor Permission)	2	
PHAR	674	Biosynthesis of Natural Products (PHAR 520 or Instructor Permission)	2	
PHAR	675	History of Pharmacy (PHAR 515)	2	
PHAR	750	Managed Care Pharmacy Practice (None)	2	
PHAR	751	Advanced Topics in Infect Diseases (None)	2	
PHAR	752	Palliative Care (None)	2	
PHAR	753	Complementary & Alternative Medicine for Clinical Pharmacy (None)	2	
PHAR	754	Special Topics in Community Pharmacy Practice (None)	2	
PHAR	755	Medical Research: Methods and Design (None)	2	
PHAR	756	Interdisciplinary Community Practicum (None)	2	
PHAR	757	Advance Card Life Support (None)	2	
PHAR	758	Elder Care Initiative (None)	1	
PHAR	759	Special Populations: Pediatrics and Geriatrics (None)	2	
PHAR	760	Integrated Team-Based Health Care (None)	2	
PHAR	761	Carpe DIEM (PHAR 640)	2	
PHAR	762	Medication Therapy Management (PHAR 589 or 724)	2	
PHAR	763	Innovations in Pharmacy Practice (None)	2	

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APPE ELECTIVES

Prefix	Code	Course Title	Credits	Grade
PHAR	850	Academic APPE (None)	6	
PHAR	851	Drug Information APPE (None)	6	
PHAR	852	Prof Organization Manage APPE (None)	6	
PHAR	853	Community Management APPE (None)	6	
PHAR	854	Hospital Pharmacy Admin APPE (None)	6	
PHAR	855	Managed Care APPE (None)	6	
PHAR	856	Specialty Community Practice APPE (None)	6	
PHAR	857	Veterinary Medicine APPE (None)	6	
PHAR	858	Nuclear Pharmacy APPE (None)	6	
PHAR	859	Special Topics in Inpatient Medicine APPE (None)	6	
PHAR	860	Special Topics in Ambulatory Care APPE (None)	6	
PHAR	861	Corporate Pharmacy MBA APPE (None)	6	
PHAR	862	Pharmaceutical Industry MBA APPE (None)	6	
PHAR	863	Health Systems Pharmacy MBA APPE (None)	6	
PHAR	864	International Pharmacy APPE (None)	6	
PHAR	865	Research APPE (None)	6	

NOTES

- Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.
- Additional dismissal rules can be found in the student handbook.
- Co-curricular requirements can be found in the student handbook.

Department/School: College of Pharmacy
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ADMISSION REQUIREMENTS

New Students

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. Grade below a C (2.0 GPA) 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

Transfer Students

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. Grade below a C (2.0 GPA) are not accepted for any pre-pharmacy course.
- Pharmacy College Admission Test (PCAT).
- Results of an in-person interview, including verbal and written components.
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- 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

Department/School: College of Pharmacy
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PRE-PHARMACY REQUIREMENTS

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

Course	Credits
General Chemistry	8 to 10
Organic Chemistry	8 to 10
Biochemistry	3 to 4
General Biology	8
Anatomy and Physiology	7
Microbiology (with lab)	3 to 4
Genetics	3
Physics	4
Calculus for the Life Sciences or Calculus	3 to 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

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.
- 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 preparation (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 statues that regulate the practice of pharmacy, along with relevant civil and contract law.
- 1.1.9   Applying 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.

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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 subject and objective evidence (including socioeconomic and 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 transition 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, technology, 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 systems.

   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.

   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.

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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, and 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 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-personal 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 Communicator (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, clearly in verbal nonverbal, and written form commensurate with professional practice setting.

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.

    4.1.5 Identify constructive strategies to detect, and manage personal and professional stress that impact pharmacy practice and personal health.

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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 to 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.

GRADUATION REQUIREMENTS

In addition to meeting all the programmatic requirements, students must:
   1. Maintain a 2.00 cumulative GPA at the end of the first, second, and third professional years to continue the program (see student handbook).

CONTACT INFORMATION

COLLEGE: College of Pharmacy
DEPARTMENT/SCHOOL: Pharmacy

PHONE: 231-591-3780
EMAIL: pharmacydeansoffice@ferris.edu

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SEMESTER LAYOUT OF COURSES

FIRST YEAR

Fall Courses	Credits		Spring Courses	Credits		Summer Courses	Credits
PHAR 515	3		PHAR 516	3		PHAR 593	2
PHAR 519	3		PHAR 531	3			
PHAR 523	4		PHAR 520	3			
PHAR 587	3		PHAR 524	4			
			PHAR 588	2			
Total Credits	13		Total Credits	15		Total Credits	

SECOND YEAR

Fall Courses	Credits		Spring Courses	Credits		Summer Courses	Credits
PHAR 619	4		PHAR 622	4		PHAR 693	2
PHAR 620	4		PHAR 623	4			
PHAR 621	4		PHAR 624	4			
PHAR 630	3		PHAR 640	3			
PHAR 691	0.5		PHAR 691	0.5			
Total Credits	15.5		Total Credits	15.5		Total Credits	2

THIRD YEAR

Fall Courses	Credits		Spring Courses	Credits		Summer Courses	Credits
PHAR 719	4		PHAR 722	4		Didactic Elective	2
PHAR 720	4		PHAR 723	4		Didactic Elective	2
PHAR 721	4		PHAR 724	4		Didactic Elective	2
PHAR 730	3		PHAR 735	3			
PHAR 791	0.5		PHAR 791	0.5			
Total Credits	15.5		Total Credits	15.5		Total Credits	6

FOURTH YEAR

Courses	Credits
PHAR 800	6
PHAR 802	6
PHAR 810	6
PHAR 811	6
PHAR 800 Level	6
PHAR 800 Level	6
PHAR 820	1
Total Credits	37

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PHARMACY (PHDR) – 137 CREDITS	PROPOSED CHECKSHEET	**2019-2020**
Doctor of Pharmacy (PD)		College of Pharmacy

Student Name	Student ID

MAJOR REQUIREMENTS – 137 CREDITS REQUIRED

(Prerequisites are shown in parentheses)

These courses are used to calculate the major 2.0 GPA requirement.

PROFESSIONAL YEAR 1 – 119 CREDITS REQUIRED

Prefix	Code	Course Title	Credits	Grade
PHAR	515	Pharmacy & Health Care System 1 (None)	3	
PHAR	516	Pharmacy & Health Care System 2 (None)	3	
PHAR	519	Foundations & Pharmacotherapy 1 (None)	3	
PHAR	520	Foundations & Pharmacotherapy 2 (None)	3	
PHAR	523	Dosage Forms and Biopharmaceutics (None)	4	
PHAR	524	Dosage Forms and Pharmacokinetics (None)	4	
PHAR	531	Over-the-Counter Pharmacotherapy (None)	3	
PHAR	587	Pharmacy Skills and Patient Care Lab 1 (None)	3	
PHAR	588	Pharmacy Skills and Patient Care Lab 2 (None)	2	
PHAR	593	Medication Distribution Community IPPE (None)	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 520)	4	
PHAR	623	Integrated Pharmacotherapy 5 (PHAR 520)	4	
PHAR	624	Integrated Pharmacotherapy 6 (PHAR 520)	4	
PHAR	630	Pharmacy Practice Management 1 (PHAR 516)	3	
PHAR	640	Drug Literature, Informatics and Biostatistics (None; Co-Requisite PHAR 622)	3	
PHAR	691	Direct Patient Care IPPE 1 (PHAR 593) *(Required to be Taken Twice)*	1	
PHAR	693	Medication Distribution Health System IIPPE (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 624)	4	
PHAR	723	Integrated Pharmacotherapy 11 (PHAR 624)	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 IPE 2 (PHAR 624) *(Required to be Taken Twice)*	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 (PHAR 724) *(Required to be Taken Twice)*	1	

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PHARMACY (PHDR) – 137 CREDITS
Doctor of Pharmacy (PD)

PROPOSED CHECKSHEET

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REQUIRED ELECTIVES – 18 CREDITS REQUIRED

Prefix	Code	Course Title	Credits	Grade
		Pharmacy Didactic Elective (See Didactic Electives Section)	2	
		Pharmacy Didactic Elective (See Didactic Electives Section)	2	
		Pharmacy Didactic Elective (See Didactic Electives Section)	2	
		Pharmacy APPE Elective - 800 Level Advanced Pharmacy Practice Experience (See APPE Electives Section)	6	
		Pharmacy APPE Elective - 800 Level Advanced Pharmacy Practice Experience (See APPE Electives Section)	6	

DIDACTIC ELECTIVES

Student must complete didactic electives by end of the third year.

Prefix	Code	Course Title	Credits	Grade
PHAR	651	Introduction to Public Health (None)	2	
PHAR	652	Institutional Pharmacy (None)	2	
PHAR	653	Topics in Nutrition Biochemistry (None)	2	
PHAR	654	Current Controversies Health Care (None)	2	
PHAR	656	Introduction to Pharmacy Law & Ethics (None)	2	
PHAR	657	Data Instrument and Analysis (None)	2	
PHAR	658	Pharmaceutical Science Seminar (None)	2	
PHAR	659	Botanical Supple – Alt Therapy (None)	2	
PHAR	660	Natural Product Toxins (None)	2	
PHAR	664	Medicinal Chemistry Research (None)	2	
PHAR	665	Selected Topics in Medicinal Chemistry (None)	2	
PHAR	667	Carcinogenesis (None)	2	
PHAR	668	Pharmacy and Geriatric Health (None)	2	
PHAR	669	Toxicology (None)	2	
PHAR	671	Pharmacoepidemiology (None)	2	
PHAR	672	Advanced Compounding (None)	2	
PHAR	673	Introductory Pharmacy Research Experience (Instructor Permission)	2	
PHAR	674	Biosynthesis of Natural Products (PHAR 520 or Instructor Permission)	2	
PHAR	675	History of Pharmacy (PHAR 515)	2	
PHAR	750	Managed Care Pharmacy Practice (None)	2	
PHAR	751	Advanced Topics in Infect Diseases (None)	2	
PHAR	752	Palliative Care (None)	2	
PHAR	753	Complementary & Alternative Medicine for Clinical Pharmacy (None)	2	
PHAR	754	Special Topics in Community Pharmacy Practice (None)	2	
PHAR	755	Medical Research: Methods and Design (None)	2	
PHAR	756	Interdisciplinary Community Practicum (None)	2	
PHAR	757	Advance Card Life Support (None)	2	
PHAR	758	Elder Care Initiative (None)	1	
PHAR	759	Special Populations: Pediatrics and Geriatrics (None)	2	
PHAR	760	Integrated Team-Based Health Care (None)	2	
PHAR	761	Carpe DIEM (PHAR 640)	2	
PHAR	762	Medication Therapy Management (PHAR 589 or 724)	2	
PHAR	763	Innovations in Pharmacy Practice (None)	2	
PUBH	500	Public Health Concepts (ORO Score of 1)	3	
PUBH	520	Health Behavior & Health Promotion in Public Health (PUBH 500)	3	
PUBH	530	Environmental Health Sciences in Public Health (PUBH 550)	3	

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Prefix	Code	Course Title	Credits	Grade
PUBH	540	Cultural Diversity & Competence in Public Health Practice (PUBH 520 and 560)	3	
PUBH	550	Epidemiology in Public Health (PUBH 500 and 510)	3	
PUBH	555	Chronic Disease Epidemiology (PUBH 550 with B or higher or Instructor Approval)	3	
PUBH	560	Health Services Administration & Management in Public Health (PUBH 520 and 550)	3	
PUBH	594	MPH Special Topics (ORO Score of 1)	3	

APPE ELECTIVES

Prefix	Code	Course Title	Credits	Grade
PHAR	850	Academic APPE (None)	6	
PHAR	851	Drug Information APPE (None)	6	
PHAR	852	Prof Organization Manage APPE (None)	6	
PHAR	853	Community Management APPE (None)	6	
PHAR	854	Hospital Pharmacy Admin APPE (None)	6	
PHAR	855	Managed Care APPE (None)	6	
PHAR	856	Specialty Community Practice APPE (None)	6	
PHAR	857	Veterinary Medicine APPE (None)	6	
PHAR	858	Nuclear Pharmacy APPE (None)	6	
PHAR	859	Special Topics in Inpatient Medicine APPE (None)	6	
PHAR	860	Special Topics in Ambulatory Care APPE (None)	6	
PHAR	861	Corporate Pharmacy MBA APPE (None)	6	
PHAR	862	Pharmaceutical Industry MBA APPE (None)	6	
PHAR	863	Health Systems Pharmacy MBA APPE (None)	6	
PHAR	864	International Pharmacy APPE (None)	6	
PHAR	865	Research APPE (None)	6	

NOTES

- Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.
- Additional dismissal rules can be found in the student handbook.
- Co-curricular requirements can be found in the student handbook.

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ADMISSION REQUIREMENTS

New Students

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. Grade below a C (2.0 GPA) 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

Transfer Students

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:

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  - **1.1.2** Apply the chemical basis of drug action, with an emphasis on the application of physico-chemical properties.
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  - **1.1.8** Apply the federal and appropriate state-specific statues that regulate the practice of pharmacy, along with relevant civil and contract law.
  - **1.1.9** Applying 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.
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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 subject and objective evidence (including socioeconomic and 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 transition 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, technology, 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 systems.

   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.

   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.

Department/School: College of Pharmacy
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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, and 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 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-personal 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 Communicator (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, clearly in verbal nonverbal, and written form commensurate with professional practice setting.

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.

    4.1.5 Identify constructive strategies to detect, and manage personal and professional stress that impact pharmacy practice and personal health.

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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 to 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.

GRADUATION REQUIREMENTS

In addition to meeting all the programmatic requirements, students must:
1. Maintain a 2.00 cumulative GPA at the end of the first, second, and third professional years to continue the program (see student handbook).

CONTACT INFORMATION

COLLEGE: College of Pharmacy
DEPARTMENT/SCHOOL: Pharmacy

PHONE: 231-591-3780
EMAIL: pharmacydeansoffice@ferris.edu

Department/School: College of Pharmacy
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SEMESTER LAYOUT OF COURSES

FIRST YEAR

Fall Courses	Credits		Spring Courses	Credits		Summer Courses	Credits
PHAR 515	3		PHAR 516	3		PHAR 593	2
PHAR 519	3		PHAR 531	3			
PHAR 523	4		PHAR 520	3			
PHAR 587	3		PHAR 524	4			
			PHAR 588	2			
Total Credits	13		Total Credits	15		Total Credits	

SECOND YEAR

Fall Courses	Credits		Spring Courses	Credits		Summer Courses	Credits
PHAR 619	4		PHAR 622	4		PHAR 693	2
PHAR 620	4		PHAR 623	4			
PHAR 621	4		PHAR 624	4			
PHAR 630	3		PHAR 640	3			
PHAR 691	0.5		PHAR 691	0.5			
Total Credits	15.5		Total Credits	15.5		Total Credits	2

THIRD YEAR

Fall Courses	Credits		Spring Courses	Credits		Summer Courses	Credits
PHAR 719	4		PHAR 722	4		Didactic Elective	2
PHAR 720	4		PHAR 723	4		Didactic Elective	2
PHAR 721	4		PHAR 724	4		Didactic Elective	2
PHAR 730	3		PHAR 735	3			
PHAR 791	0.5		PHAR 791	0.5			
Total Credits	15.5		Total Credits	15.5		Total Credits	6

FOURTH YEAR

Courses	Credits
PHAR 800	6
PHAR 802	6
PHAR 810	6
PHAR 811	6
PHAR 800 Level	6
PHAR 800 Level	6
PHAR 820	1
Total Credits	37

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Course Information Form

I. ACTION:

☒ **CREATE,** ☐ **MODIFY,** ☐ **DELETE, OR** ☐ **Update TracDat**
Desired Term Effective: 201908

II. COURSE IDENTIFICATION: PUBH 525 – Health Communication and Mass Media
If deleting a course STOP HERE.

III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): ABDEFGHIJKLMPQR
ONLY complete the fields that are proposing changes.

A. Course Title *(30 Characters)* Health Communication and Mass Media
B. Contact Hours: Lab: ▼ Lecture: 3 Seminar: ▼
C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼
D. College Code: HP - College of Health Professions
E. Department Code: CRHA - Clinical Lab-Resp Care-Hlth Ad
F. Credit Hours - Fixed: 3
   Credit Hours – Variable *(numeric range)*: _____
G. Hours may be repeated for additional credit: No
   If yes, max times repeated _____ **OR** max credits awarded _____
H. Levels: Graduate
I. Grade Method: Standard Letter Grading
J. Does the proposed course replace an equivalent course? No
   If yes, enter equivalent course: Course Prefix, Course Number – Course Title
K. Term(s) Offered: Fall, Summer
L. Max Section Enrollment: 20
M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D-and if more than one course, use "AND" or "OR" to separate:* PUBH 500 (B) or Instructor Consent
N. Other Pre-requisites or restrictions: _____
O. Co-requisite: _____
P. Course/Catalog Description *(125 words)*
   i. Current Description: _____
   ii. Proposed Description: This course is designed for graduate students to gain knowledge and experience in the use of mass media in health communication. It will include two extremely important subjects for today's for-profit and nonprofit organizations alike – risk communication and social marketing. Much of what you will learn is applicable to many fields (e.g., communicating in a crisis situation or changing consumer behavior). Traditional media and the evolving web-based and mobile media, as well as media ethics, will be explored through case studies and practical exercises.
Q. Course Outcomes and Assessment Plan
   i. Current Outcomes/Assessment: _____
   ii. Proposed Outcomes/Assessment:
   1. Discuss theories and concepts in communication and mass media as they relate to public health. Assessment methods: Online Discussion or Activity and Case Study Analysis
   2. Develop risk communication strategies for public health emergencies. Assessment methods: Risk Communication Simulation Activity and Assignment
   3. Apply the social marketing model to health promotion and education. Assessment methods: Social Marketing Simulation Activity and Assignment
   4. Interpret current trends and emerging issues in health communication that employs the mass media. Assessment methods: Emerging Issues Analysis Paper
   5. Examine the ethical dimensions of health communication through mass media. Assessment

methods: Online Discussion or Activity and Case Study Analysis

6. Integrate communication theories and mass media technologies into public health practice.
Assessment methods: Group Project – Health Communication Campaign

R. Course Outline including Time Allocation

    i.   Current Outline & Time Allocation:

    ii.   Proposed Outline & Time Allocation:

Introduction to Health Communication and Mass Media: 3 hours
Principles of Strategic Communication: 3 hours
Risk Communication Strategies: 3 hours
Principles of Marketing: 3 hours
Social Marketing: 3 hours
Group project orientation: 3 hours
Web Media: 6 hours
Survey Question Design: 3 hours
Mobile Media: 6 hours
Health Communication and Gamification: 3 hours
Health Informatics: 3 hours
Health Communication and Communication Systems: 3 hours
Health Communication and Media Ethics: 3 hours
Group Presentations: 3 hours
Total: 45 hours

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

_____   _____

Course Information Form

I. ACTION:

☒ **CREATE,** ☐ **MODIFY,** ☐ **DELETE, OR** ☐ **Update TracDat**
Desired Term Effective: 201905

II. COURSE IDENTIFICATION: PUBH 555 – Chronic Disease Epidemiology
If deleting a course STOP HERE.

III. COURSE DATA - TO MODIFY, INDICATE THE LETTER(S) OF ALL CHANGES (A-R): _____
ONLY complete the fields that are proposing changes.

A. Course Title *(30 Characters)* Chronic Disease Epidemiology

B. Contact Hours: Lab: ▼ Lecture: 3 Seminar: ▼

C. If not LEC/LAB/SEM, Choose from drop down *[See Definitions in Appendix E]*: ▼

D. College Code: HP - College of Health Professions

E. Department Code: CRHA - Clinical Lab-Resp Care-Hlth Ad

F. Credit Hours - Fixed: 3
   Credit Hours – Variable *(numeric range)*: _____

G. Hours may be repeated for additional credit: No
   If yes, max times repeated _____ **OR** max credits awarded _____

H. Levels: Graduate

I. Grade Method: Standard Letter Grading

J. Does the proposed course replace an equivalent course? No
   If yes, enter equivalent course: Course Prefix, Course Number – Course Title

K. Term(s) Offered: Fall, Summer

L. Max Section Enrollment: 20

M. Pre-requisite Course(s) **AND** minimum grade requirement in parenthesis for each course. *If left blank default will be D- and if more than one course, use "AND" or "OR" to separate:* PUBH 550 (B) or Instructor Consent

N. Other Pre-requisites or restrictions: _____

O. Co-requisite: _____

P. Course/Catalog Description *(125 words)*
   i.   Current Description: _____
   ii. Proposed Description: This course introduces the graduate student to the foundations of chronic disease epidemiology, including disease background and risk factor assessment for many of the most common chronic diseases in the United States and other developed countries. The focus of this course is to provide the student with the opportunity to apply epidemiological methods, including study design and ethical aspects, in the investigation of chronic diseases. Student projects will focus on specific chronic disease topics. Prerequisites: PUBH 550 or approval by instructor. Typically offered in Fall.

Q. Course Outcomes and Assessment Plan
   i.   Current Outcomes/Assessment: _____
   ii. Proposed Outcomes/Assessment: 1)   Identify and apply the appropriate application of common associative measures used in chronic disease epidemiology.
   Assessment Methods: Proposal Project Part 1 and Evaluation Project Part 1

   2)   Select the relevant study design used in a chronic disease epidemiology study
   Assessment Methods: Proposal Project Part 2

   3)   Identify and describe risk factors and biologic outcomes associated with chronic diseases.
   Assessment Methods: Quizzes and Brochure Project

4) Design a study to examine a chronic disease condition or preventive intervention
Assessment methods: Proposal Project Part 2

5) Apply epidemiology methods to quantify and propose solutions to a chronic disease public health issue
Assessment Methods: Evaluation Project Part 2 and Solution Presentation Project

R. Course Outline including Time Allocation
   i. Current Outline & Time Allocation: _____
   ii. Proposed Outline & Time Allocation: What is Chronic Disease Epidemiology? (3 hours)

Basic Concepts/Principles of Chronic Disease Epidemiology (3 hours)
Descriptive and Analytic Epidemiology of Chronic Diseases (6 hours)
Study Designs in Chronic Epidemiology Research (3 hours)
Epidemiology of Common Chronic Diseases (24 hours)
Student Assignments, Research, and Presentations (6 hours)
Total: 45 hours

UCC Chair Signature & Date: Academic Affairs Approval Signature & Date:

_____   _____

Joyce,

Please attach this email to 19-037 for the senate packet.

Thanks

Russell A. Leonard, Jr., Ph.D.
Professor
UCC Chair
Ferris State University
College of Engineering Technology

From: Fathima Wakeel <FathimaWakeel@ferris.edu>
Date: Thursday, February 28, 2019 at 12:58 PM
To: FSU Curriculum <fsucurriculum@ferris.edu>
Subject: Re: PUBH 525

Hi Rusty,

Thanks for your email! Here you go:

ii. Proposed Outline & Time Allocation: Introduction to Health Communication and Mass Media: 3 hours
Principles of Strategic Communication: 3 hours Risk Communication Strategies: 3 hours
Principles of Marketing: 3 hours
Social Marketing: 3 hours
Web Media: 6 hours
Survey Question Design: 3 hours
Mobile Media: 6 hours
Health Communication and Gamification: 3 hours Health Informatics: 3 hours
Health Communication and Communication Systems: 3 hours
Health Communication and Media Ethics: 3 hours Group Presentations: 3 hours
Total: 45 hours.

Thanks,
Fathima

Get Outlook for iOS

Fathima,

The UCC reviewed Proposal 19-037 and the following concerns emerged:

1. Please change the outline below so the hours add up to 45 they currently add up to 48.

Email me ASAP with the updated outline so that it can be included in the Senate Packet today.

Thanks,

Rusty

ii. Proposed Outline & Time Allocation: Introduction to Health Communication and Mass Media: 3 hours Principles of Strategic Communication: 3 hours Risk Communication Strategies: 3 hours Principles of Marketing: 3 hours Social Marketing: 3 hours Group project orientation: 3 hours Web Media: 6 hours Survey Question Design: 3 hours Mobile Media: 6 hours Health Communication and Gamification: 3 hours Health Informatics: 3 hours Health Communication and Communication Systems: 3 hours Health Communication and Media Ethics: 3 hours Group Presentations: 3 hours Total: 45 hours.

Russell A. Leonard, Jr., Ph.D.
Professor
UCC Chair
Ferris State University
College of Engineering Technology

ACADEMIC DROPS AND WITHDRAWALS POLICY

All students seeking to withdraw from Ferris State University or drop or withdraw from a course must comply with the guidelines and procedures established by the Registrar's Office.

Issue Date: TBD
Academic Drops and Withdrawal Policy

Submitted for Revision: 12/11/2018

Review Completed On: DRAFT

Office of Academic Affairs | 1201 S. State St. | Big Rapids, MI 49307
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FERRIS STATE
UNIVERSITY

Academic Affairs

STUDY ABROAD POLICY

~~Ferris State University values international education. The Study Abroad program is an excellent opportunity for students to become immersed in the language, culture, and people of the countries visited while participating in educational experiences unique to the countries and locations. By participating in a Study Abroad program, students will accelerate their development as citizens of the world. A student's Study Abroad experience can be one of the most enriching and inspiring learning experiences of his/her life.~~ Ferris State University is committed to making ~~this opportunity~~ study abroad opportunities available to every qualified student and to assuring that each student's ~~cultural~~ experience is educationally ~~and personally~~ valuable ~~that the location has adequate facilities to support the program model; and is located in a safe environment for students and faculty~~. Study Abroad programs in which students earn credit hours will have measurable learning outcomes.

Issue Date: 09/30/2007   Revision Date: DRAFT   Reviewed Date: TBD
Study Abroad Policy

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Phone: (231) 591-2300 | Fax: (231) 591-3592 | www.ferris.edu

Academic Affairs

AUTHENTICATION OF STUDENT IDENTITY POLICY

Ferris State University verifies the identity of each student enrolled in and completing its courses and programs. Students' identity will first be verified upon enrollment, when official records (including transcripts) are required through the admissions process. The University re-verifies student identity through a variety of methods that are outlined in its student authentication procedures, ~~including the requirement that students access their online courses through a secure login process. Online courses should provide sufficient interaction between students and instructors to further contribute to verifying a student's identity~~. The University continuously monitors the requirements associated with student authentication at the accreditor, state, and/or national levels and evaluates whether its approaches best meet its requirements.

Issue Date: 03/25/2011
Authentication of Student Identity Policy

Revision Date: DRAFT

Reviewed Date: 8/22/2018

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FERRIS STATE UNIVERSITY
General Education

General Education Updates for Senate: March 5, 2019

1. Listening Sessions

   The listening session on February 21 was attended by 4 faculty members. We had a very rich discussion and I have several pages of notes that I will need to digest. The next will be on April 18 at 11 a.m. in FLITE 133. Announcements will be sent out in early April and shortly before the event.

2. Discussions among Committees

   As the committees evaluate proposals, we have had several interesting discussions. As a result, we are making adjustments to the FLOs and the operational definitions to record what we are learning.

3. Staffing: Committee for Next Year

   The Senate Executive Committee will staff the general education committee next year. The committee will be staffed in April at the same time as the UCC, APRC, and Athletic Advisory Board. This will allow the committee to have an onboarding session prior to the academic year and get started right away. Look for a call from the SEC and help us fill the open positions.

4. Assessment: Closing the Loop

   Cliff, Mandy, and I have been meeting to start the closing the loop process for our gen ed assessment efforts. We have good data for QL and Natural Science. We are going to start piloting a process with QL through an initial discussion in the mathematics department followed by a workshop. We are meeting with the FCTL to discuss the workshop. While our pilot efforts are department-based and do not reflect the university-wide ownership of general education, this is only for logistical purposes of a pilot. Our goal is to have university wide closing the loop conversations, and we are working on identifying appropriate for a for those discussions.

5. Website Updates

   We added a page to the general education website related to open educational resources in large courses (most of which are gen ed but not all). Please share with your faculty.

We have also adjusted the sortable list to indicate which courses count for both types of diversity requirements (global and race/ethnicity/gender).

We are working on adjusting the sortable list so that it will reflect **when** a course does or does not count for a given general education competency.

More generally, we may overhaul the website to make it more user-friendly (based on comments from listening sessions). I am thinking of conducting faculty and student focus groups (similar to FLITE). If you or someone you know is willing to participate, let me know!

6. Initiatives: Gen Ed Minors, Co-Curricular Activities

We have had discussions among the committees about general education minors: these are problem-based minors that allow students to satisfy certain general education competencies merely by completing the minor (as opposed to a list of courses). We are discussing whether we want to try this out or not, and we are speaking with Peter Bradley about a pilot through the Honors College.

We are in very early discussions about piloting a process to connect co-curricular experiences with general education. By "early discussions" I mean we have scheduled a meeting to start talking. We are looking at the annual musical, debate, and the Ferris Torch as potential areas for a target.

7. Possible FLCs in Fall 2020/Spring 2021

I am interested in proposing a faculty learning community through the FCTL for Fall 2020/Spring 2021 related to general education. Possible topics include high-impact practices, learning communities, or connecting general education with the major. I expect to speak with Leonard about determining the most timely topic and then will submit a proposal to Todd Stanislav.

Respectfully submitted,

Victor Piecrey