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| Syllabus |
| Course Abbreviation & Number |
| Course Title |
| Semester & Credit Hours |
| **Section Number(s)** |
| UNC Eshelman School of Pharmacy |

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| **Course Director** | Name | |
| Title and/or Division | |
| Office location: | Office hours: |
| Phone: | Email: |
| * *If you operate “by appointment,” or prefer e-mail, please state. If you encourage students to visit you in person, determine how you will give equitable access for students enrolled on a satellite campus (if applicable) and include this info.* | | |
| **Liaisons, Participating Faculty, and/or Teaching Assistants** | Name | |
| Title and/or Division | |
| Office location: | Office hours: |
| Phone: | Email: |
|  |  | |
|  | Name | |
| Title and/or Division | |
| Office location: | Office hours: |
| Phone: | Email: |
|  |  | |
|  | Name | |
| Title and/or Division | |
| Office location: | Office hours: |
| Phone: | Email: |
|  |  | |
| **Class Meeting Times and Locations**   * *Include days, times, and locations (for all campuses) for scheduled lectures, recitations, and/or labs.* | | |
| **Course Resources**   * *List required or recommended textbooks, course packs, course resources, web sites, and equipment.* * *Include an explanation of how to obtain or access course resources.* | | |
| **Course Description and Prerequisites**   * *Insert a brief, general description of the course, e.g., the catalog course description.* * *Include the target audience for the course.* * *List pre-requisites for the course.* * *List important rules that describe who is eligible to take the course or who can obtain credit.* | | |
| **Desired Course Outcomes**   * *Briefly describe the broad learning goals/outcomes (knowledge, skills, behaviors) that students should expect to develop through participation in this course.* | | |
| **Description of Teaching / Learning Methods**   * *Briefly describe the teaching / learning methods used in this course and the general goals of each.*   *Examples: Lectures Case discussion*  *Recitations Labs*  *Field work Projects*  *Papers Independent work / homework* | | |
| **Expectations for Classroom Decorum**   * *State concisely your behavioral expectations.* * *Remember to include any consequences, especially if points can be gained or lost in these areas.*   *Possible areas:**Attendance Punctuality*  *Preparation for class Participation*  *Communication Professionalism / civility*  *Examples:*   1. You are expected to attend and participate in class discussions. Your attendance and participation will contribute to your final grade. *[Be sure to delineate how in the assessment section*.*]* Please arrive on time and be respectful of your fellow students. 2. Students are expected to review topic objectives, complete all reading assignments, and, if applicable, prepare homework assignments **prior to class discussion**. Student preparedness for class is a critical element for the active learning experience in this course. Pre-class quizzes and the collection of homework assignments may be used to evaluate preparedness for class. Students must come to class prepared to discuss case-based problems consistent with learning objectives and reading assignments. Students may be called upon randomly during class to discuss issues related to cases assigned for the day or to similar cases presented in class. 3. The faculty and staff consider the instructor-student relationship as collegial and respectful. As more experienced, professional colleagues, we view ourselves as mentors in your professional development. You should expect us to communicate expectations and instructions clearly and concisely. You should also expect us to provide you with relevant resources, activities, experiences and feedback to facilitate your success in the curriculum and in practice. We are fully committed to fulfilling this responsibility and we pledge to work diligently to ensure that each of you has the opportunity to be successful. In return, we expect you to behave in a professional, responsible, and ethical manner; demonstrate a positive attitude, enthusiasm for learning, and respect for yourself and others; be prepared for each session; be flexible and be accountable for your assigned responsibilities.   *See the PCL course syllabi, e.g., Lisa Dinkins’ PHCY 404, for several additional detailed examples of expectations and consequences for attendance, punctuality, and professional behavior.* | | |
| **Class Recordings**   * *Insert a statement consistent with the School’s policy on the use of class recordings. The School’s Classroom Capture policy can be found on the Faculty Resources page of the School’s web site (*[*http://www.pharmacy.unc.edu/faculty/faculty-resources*](http://www.pharmacy.unc.edu/faculty/faculty-resources)*).*   **Assessment and Grading**   * *List all assessments / quizzes / graded assignments, with point allocations.* * *If applicable, state how student participation in class will be assessed.*   *Example:*  Weekly assessments 250 points  (preparation, performance / task assessments, quizzes,  product inspection and analysis)  Recitation case notes 125 points  Formulary report 75 points  Chart review case reports 75 points  DUE reports 75 points  New drug update 50 points  Portfolio and professionalism assessment 50 points  Calculations exam (best of 2 scores) 100 points  OSCE (standardized patient exam) 100 points  Written / practical exam 100 points  **Total possible 1000 points**   * *Provide the numerical grading scale used for the course.*   + For the School of Pharmacy’s grading polices see [www.pharmacy.unc.edu/faculty/faculty-resources/policies-and-procedures/grading-policies](http://www.pharmacy.unc.edu/faculty/faculty-resources/policies-and-procedures/grading-policies).   + For PharmD courses, only ABCF grades (no D) can be assigned. Pluses and minuses may NOT be assigned.   *Typical grading scale(s):*  A/H 90-100  B/P 80-89  C/L 70-79  F <69   * + Numerical scale may vary at the discretion of the course director, but must be stated in the syllabus. * *State course policy related to adjusting grades.*   *Example:*  Students who have questions regarding their grade for a particular assignment or exam must contact the course director within two business days after the grade is posted.   * *State course policies and consequences related to missed quizzes and exams (e.g., what constitutes an excused absence; whether / how make-up quizzes or exams may be scheduled) and missed or late assignments (e.g., whether you will accept late work; whether there will be a penalty, and if so, what it is).*   *Examples of missed exam policies:*  Students are expected to be present for all midterm exams and the final exam unless arrangements are made with the course coordinator prior to the exam date. Make up exams are not permitted for unexcused absences and students who fail to attend an exam will be given a grade of zero for the exam. Only students providing a doctor’s note stating they were sick on the day of the exam will be exempt from this rule. In this case, the grade of the missed exam will be made up by (c*hoose or edit one of the following):*   1. increasing the percentage of the remaining exams to cover the missed exam 2. assigning the final exam a higher percentage to cover the missed exam 3. a make-up exam (not the original exam) 4. If the final is cumulative, the section relating to the missed examination material can be used as the grade for that missed exam. | | |
| *Examples of late assignment policies:*   1. 10 points will be deducted for any late assignment. 2. Late papers will not be accepted unless you have permission from the course instructor prior to the due date.  * *State course policies for remediation/re-testing/IN grades.*   + Include the following information: 1) Qualification criteria to be eligible for remediation, 2) Remediation timing and planning, and 3) Remediation assessment and determination of final grade. Please see [Remediation Guidance](https://pharmacy.unc.edu/faculty/faculty-resources/policies-and-procedures/pharmd/remediation-guidance) document for suggested practices and example policies.   + Graduate courses - Course policy of no remediation of a final course grade of F in accordance with the Graduate School policy   *Examples of remediation policies:*   1. At the end of the course, students who do not have enough points to pass (C or higher) will have the opportunity to remediate by taking a “remediation exam” that covers the same topics as the exam for which they scored lowest (out of the four exams taken during the semester). The score of this exam will then be averaged 50/50 with the original exam on that subject area, and this average score will replace the original exam score. The remediation exam will not necessarily be multiple choice and will be given during the first week of the spring semester. Using this procedure, only students who have the potential to increase their point total above the minimum for passing the course will be allowed this opportunity to remediate. Students who plan to remediate should contact Dr. Lee by December 19 so that they may be given an incomplete grade.   *Examples of remediation policies continued:*   1. Students who do not demonstrate the minimal acceptable knowledge and/or skills will either be given the grade of F or IN. An IN will be given if the student’s final numerical score is equal to or higher than 65% but lower than 67.50%.  A student who receives an IN grade in a required course must remedy that grade, which will include the demonstration of acquisition of acceptable knowledge and/or skill for that course by completing a written remediation exam, as discussed below.  An “F” will be given if the student’s final numerical score is lower than 65%.  No remediation will be offered for students with a final grade of “F”.  The student may not enroll in subsequent courses for which the “failed” course serves as a prerequisite until the student has passed the prerequisite course.  A student who again receives an F grade upon repeating a course, or who receives F grades in two or more required courses is subject to dismissal from the PharmD curriculum.  The Scholastic Achievement and Progression Committee will determine whether or not such a student will be allowed to continue in the PharmD curriculum, and, if the student is allowed to continue, specific conditions for continuation will be determined.   Students who do not pass one of the two modules, may be re-tested or re-assessed.  A remediation exam may be offered to re-evaluate student competencies by written and/or verbal examination.  The student may also be required to complete specific reading assignments, review of content slides, review of course videotapes, and/or topic discussions with content experts.  Acceptable knowledge and/or skills must be demonstrated to the module coordinator, consistent with progression guidelines, before a student will pass the module.  Re-mediation will be conducted as soon as practical (usually the second week after classes start in January), and should be accomplished prior to the end of the subsequent Spring semester.  If a student fails a remediation program, this outcome will be referred to the Scholastic Achievement and Progression Committee for review and decision regarding the students continued progress through the curriculum. | | |
| **Assignment Guidelines**   * *Describe all major assignments (projects, papers, etc.):*   + Nature (individual or group)   + Due date   + Submission method   + Grading criteria * *For complex or lengthy assignments, a brief summary might be provided here, to be supplemented by an additional handout or Sakai posting.* | | |
| **Academic Integrity / Honor Code**   * *Insert a statement consistent with the School and University guidelines. See recommended statement below. Additional, course specific information may be appended as deemed appropriate.* * *Explain requirements for the course that could have Honor Code consequences, such as whether students are permitted to work together on problem sets, what help they are permitted to obtain in preparing various assignments, and whether exams are closed or open book.*   *Recommended wording:*  The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution.  Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition.  Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code.  Academic dishonesty in any form is unacceptable.  If a violation is suspected, it may be reported to the Student Attorney General’s Office. If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please visit the Office of Student Conduct web site (<http://studentconduct.unc.edu>), consult the Graduate and Professional Student Attorney General ([gpsag@unc.edu](mailto:gpsag@unc.edu)), or contact a representative within the UNC Eshelman School of Pharmacy.  **Students with Disabilities Statement**   * *Insert a statement outlining how students with disabilities can self-identify and obtain appropriate accommodations and resources. See recommended statement below.*   *Recommended wording:*  The UNC Eshelman School of Pharmacy is committed to providing reasonable accommodations for all persons with documented disabilities or accessibility concerns in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have a medical condition, disability, or accessibility concern that may impact your ability to meet the academic demands or requirements of the course, please contact the appropriate office on your campus. Students are required to self identify for disability/accessibility support.  Chapel Hill based students, contact Accessibility Resources and Services in person at the Student and Academic Services Building (SASB) Suite 2126, by email at [accessibility@unc.edu](mailto:accessibility@unc.edu) or via their website at <http://accessibility.unc.edu>.  Asheville based students, please contact Disability Services in person at 258 Brown Hall, by phone at (828) 232-5050, or by email at [disabilityservices@unca.edu](mailto:disabilityservices@unca.edu). | | |
| **Course Evaluations**   * *Insert a statement consistent with the School and University guidelines. See recommended statement below. Additional, course specific information may be appended as deemed appropriate.*   *Recommended wording:*  Professional  Students are **expected** to complete the course evaluation. This is a course expectation and a responsibility of all students completing a course. Student feedback is essential and highly valued in the School’s efforts to continually improve the quality of courses and the effectiveness of our faculty as educators. In addition, the accrediting body for the Doctor of Pharmacy Program requires that the School collects and uses assessment data for continuous quality improvement. As a faculty, we can assure you that your feedback is reviewed in detail. The evaluations are taken very seriously by course directors, individual instructors, and the School. More information about the course evaluation policy and insight into how we use your feedback, can be found here: <http://pharmacy.unc.edu/about-us/school-organization/office-of-strategic-planning-and-assessment/course-evaluations>.  Online course evaluations will be available for students beginning the last week of the course. Students will receive an email message directing them to a website where they can complete their course evaluations. The course evaluation must be completed by midnight **[DATE]**. All course evaluations are confidential and anonymous.  Graduate  Students are **expected** to complete the course evaluation. This is a course expectation and a responsibility of all students completing a course. Student feedback is essential and highly valued in the School’s efforts to continually improve the quality of courses and the effectiveness of our faculty as educators. As a faculty, we can assure you that your feedback is reviewed in detail. The evaluations are taken very seriously by course directors, individual instructors, and the School. More information about the course evaluation policy and insight into how we use your feedback, can be found here: <http://pharmacy.unc.edu/about-us/school-organization/office-of-strategic-planning-and-assessment/course-evaluations>.  Online course evaluations will be available for students beginning the last week of the course. Students will receive an email message directing them to a website where they can complete their course evaluations. The course evaluation must be completed by midnight **[DATE]**. All course evaluations are confidential and anonymous. | | |
| **Syllabus Changes**   * *Insert a clause that informs students of possible modifications due to unforeseen events. See recommended statement below.*   *Recommended wording:*  The course director reserves the right to make changes to the syllabus, including project due dates and test dates, when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules.  **Final Comments**   * *You are welcome to include anything else you want students to know about your course or your teaching / learning philosophy.* | | |
| **Course Schedule**   * *Should include the following, at a minimum: date, topic, instructor, estimate of off-loaded material if applicable, reading /preparatory assignments for all class sessions, and dates of review sessions & exams.* * *Ideally will also include learning objectives and (guest) instructor contact information for each session.* * *Please include as part of the syllabus.* | | |
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