Curricular Governance for the PharmD Program

1. Document History **3**
2. The Eshelman Advantage **3**
3. Curricular Governance Philosophy **3**
3.1. Curricular Governance and Faculty Autonomy *4*
4. Mission, Defining Elements, and Guiding Principles of the PharmD Program **5**
4.1. Mission *5*
4.2. Defining Elements *5*
4.3. Guiding Principles *6*
5. Curricular Governance Structure and Reporting System **6**
5.1. Professional Program Leadership Team *6*
5.2. Curricular Governance Structure *7*
6. Curriculum and Assessment Committee **8**
6.1. Charge *8*
6.2. Reporting *9*
6.3. Regular Meetings *9*
6.4. Leadership Team *9*
6.5. Quorum *10*
6.6. Membership *10*
6.7. Goal Setting *12*
7. Role of Divisions in Curricular Governance **12**
8. Roles of Course Directors in Curricular Governance **13**
8.2. Course Director modifications to courses *14*
9. Governance of Individualization Opportunities (including Certificates, Honors, and Dual Degrees) **15**
10. Communication Plan for Curricular Governance **15**
10.1. Communication Structure for Curriculum and Assessment Committee Decision Making *15*
10.2. Intra-Curriculum and Assessment Committee Communication *16*
10.3. Curriculum and Assessment Committee Communication Mechanisms to Outside Stakeholders *16*
11. Subcommittees and Task Forces **17**
11.1. Subcommittee Definition *17*
11.2. Taskforce Definition *17*
11.3. Membership on Subcommittees and Taskforces *17*
11.4. Experiential Learning Subcommittee *17*
11.5. Pharmacotherapy Course Stream Subcommittee *19*
11.6. Leadership, Professional Development Course Stream Subcommittee *21*
11.7. Foundational Component Subcommittee *22*
11.8. Individualization Phase Subcommittee *23*
12. Quality Improvement Process **24**
12.1. Cycle Time *24*
12.2. Responsibility *24*
12.3. Process *24*
Appendix A. Decision-Making Matrix **25**
Appendix B. Professional Program and Curriculum Oversight: Accountability Chart **31**
Appendix C. Draft Curriculum and Assessment Committee Agenda format **32**

1. Document History

Version	Date	Rationale
1.0	August 2022	First draft (Persky)
2.0	August 2022	Reviewed by Division Chairs
3.0	September 2022	Reviewed by Professional Program Leadership Team
4.0	May 2023	Updates based on informal feedback
5.0	June 2023	Reviewed by PACE and DPET divisions, respective Chairs, and Dean
6.0	August 2023	Feedback from Educational Symposium
7.0	September 2023	Version sent for endorsement
8.0	September 2023	Discussion at faculty meeting
9.0	September 2023	Endorsed
9.1	September 2023	Updated Decision Matrix to include Strategy

2. The Eshelman Advantage

Our approach to teaching and active learning is a differentiating element for the UNC Eshelman School of Pharmacy and sets us apart from other pharmacy schools. By fully integrating and aligning active learning and immersive pharmacy practice experiences, our Doctor of Pharmacy (PharmD) students are better prepared to be outstanding practitioners focused on optimizing medication use and patient care.

3. Curricular Governance Philosophy

In line with the Eshelman Advantage, the Eshelman School of Pharmacy believes in faculty governance and that the curriculum's ownership belongs to the faculty. The Faculty have a voice in all curricular matters, and empower the *Curriculum and Assessment Committee* for official review and decision making. Management of the PharmD curriculum must balance academic freedom, allowing for creativity, while maintaining the ideals that a curriculum is a **roadmap,** the alignment of courses (what students learn and its sequence) with the student learning outcomes of the program being the goal. We value a system that has clarity in process and communication, that is transparent to all stakeholders,

where stakeholders are engaged, and whereby management of the curriculum remains efficient and sustainable.

Additionally, accreditation standards must be meet. In alignment with Accreditation Standard 10.2, curricular oversight involves collaboration between faculty and administration. The body/bodies charged with curricular oversight: (1) are representative of the faculty at large, (2) include student representation, (3) effectively communicate and coordinate efforts with body/bodies responsible for curricular assessment, and (4) are adequately resourced to ensure and continually advance curricular quality.

3.1. Curricular Governance and Faculty Autonomy

Organizational flexibility requires a balance between stability and accommodating change. To accomplish this balance, the curriculum needs to be *selectively decentralized* meaning the overall roadmap and adherence to the road map is managed centrally but the local experts have the autonomy needed to be flexible while maintaining the ideals of the curriculum and the roadmap. As such, there could be four potential reviews: (a) exempt from review (items owned by faculty); (b) consulted review (items that require a consult by Curriculum and Assessment Committee Leadership Team before next steps) (c) expediated review (items that may be decided by the Curriculum and Assessment Committee Leadership Team); and (d) full review (items that require full review by the Curriculum and Assessment Committee).

3.1.1. *Exempt Review*

Faculty have the autonomy to voice their concerns on curricular matters. In addition, they can make qualified decisions on without prior Committee approval for the following areas:

- Lesson delivery. The delivery of their content given the guiding principles of the curriculum (see 6 for Guiding Principles), program outcomes, and the curricular roadmap. These decisions can be informed through curricular subcommittees (page 17). This includes updating lessons to reflect recent guideline changes.
- Assessment Method: The assessment of knowledge, skills, or attitudes given the guiding principles of the curriculum (see page 6 for Guiding Principles), program outcomes, and the curricular roadmap. These decisions can be informed through curricular subcommittees (page 17).
- Select Course Policies. Select course policies within a course (see page 25 for Decision Matrix)
- Instructors. Deciding who should be a course instructor with input from Division Chair or designate (see page 14).
- Course topic/content order. Deciding on what order topics are taught given alignment with other courses.

3.1.2. *Consulted Review*

Faculty need to consult the *Curriculum and Assessment Committee Leadership Team* prior to make the following changes to ensure changes do not have more substantive, external impact:

- Grade Contribution. The relative weighting of assessments used to calculate a course grade

(e.g., contributions of exams, quizzes, team vs individual contributions, etc)
- Content. Add or remove content areas from the course (e.g., disease states, classes of drugs).

The results of the consulted review can be: (1) exempted review – move forward with changes; or (2) expediated or full review by the Committee.

3.1.3. *Expediated or Full Review*

Faculty need centralized curricular approval either through the *Curriculum and Assessment Committee Leadership Team* or through the full *Curriculum and Assessment Committee* (see page 25 for Decision Matrix) to:

- Grading System. Change the course grading system (e.g., letter grade to Pass / Fail);
- Curricular Assessments. Alter assessments or assessment tools (e.g., rubrics) that are marked as milestones [1] for the curriculum or co-curriculum[1] or altering an assessment tool used across multiple courses (e.g., PCN rubric);
- Course Delivery. Change the instructional delivery of an entire course (e.g., lecture to small group facilitation);
- Substantial Changes in Course Assessments. Adding or removing substantial portions of assessments within a course (e.g., quizzes, exams);
- Course Learning Objectives. Change course level learning objectives;
- Registrar Content. Alter any component related to University related registrar requirements (credit hours, prerequisites, course description);
- Course Director. Change in course directors for required courses; course director for electives managed by Curriculum and Assessment Committee Leadership Team).

4. Mission, Defining Elements, and Guiding Principles of the PharmD Program2

4.1. Mission

We will create:

- Exemplary pharmacy practitioners who provide high-quality, team-based, patient-centered care;
- Leaders and innovators who identify opportunity, lead teams toward improvement and change, and positively impact human health and health care; and
- Lifelong learners who continually strive for positive impact both personally and professionally.

4.2. Defining Elements

- Self-directed learning outside the classroom and active engagement of students in higher forms of thinking and problem solving inside the classroom.

---

[1] Milestones will be identified in relevant course syllabi

[2] Roth MT, Mumper RJ, Singleton SF, Lee CR, Rodgers PT, Cox WC, McLaughlin JE, Joyner P, Blouin RA. A renaissance in pharmacy education at the University of North Carolina at Chapel Hill. NCMJ. 2014 Jan-Feb;75(1):48-52.

- Fostering of scientific inquiry and innovation.
- Early and more frequent immersion in direct patient care and experiential learning as a member of an interprofessional team.

4.3. Guiding Principles

- Create exemplary pharmacy practitioners who graduate with the clinical knowledge, skills, and attitudes to bring value to any career in the profession, while providing opportunities for select, high-quality differentiation.

    - Cultivate habits of inquiry, curiosity, cultural intelligence, and critical thinking and inspire students to be lifelong learners and leaders in pharmacy.
    - Ensure the highest-quality curriculum that provides the necessary breadth to shape student development, while providing students with a deeper understanding of medications and the pharmaceutical sciences.
    - Integrate intentional active learning and assessment of outcomes throughout the educational experience to build upon knowledge and skills and to develop higher forms of thinking and problem solving.
    - Create opportunities for students to provide patient-centered, team-based, high-quality care as members of an interprofessional team.
    - Evaluate and refine the curriculum to ensure that it remains innovative and impactful and utilizes a vanguard, evidence-based approach to implementation and continuous quality improvement.

5. Curricular Governance Structure and Reporting System

5.1. Professional Program Leadership Team

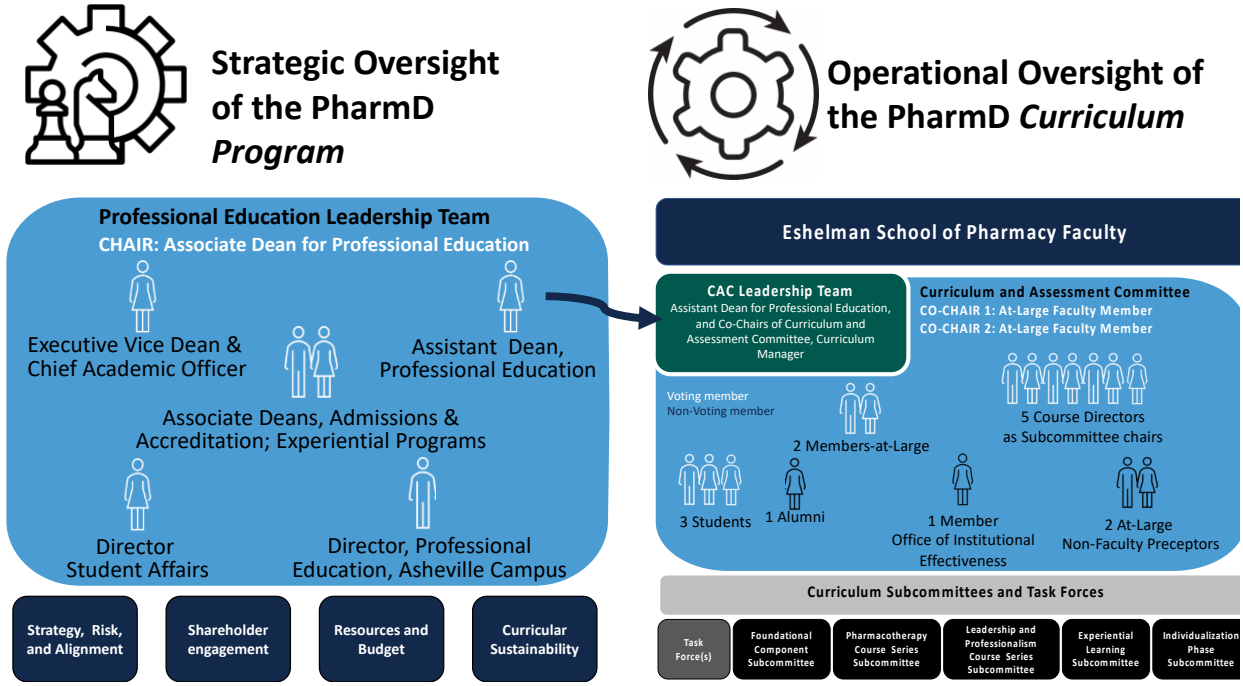
The Professional Program Leadership Team (Figure 1) provides the global vision and is responsible for strategic oversight of the PharmD program (from admissions to graduation), establishes philopshy to guide future decisions, ensures alignment of program initiatives with it's the mission (Strategy, Risk, and Alignment), resource availability (Resource and Budget) and ensures collaboration across all aspects of the program (Stakeholder Engagement). The professional program leadership team reviews and discusses important initiatives and may support various initiatives to advance on to the Curriculum and Assessment Committee to ensure sustainability (Curricular Sustainability) and alignment with mission and vision. However, the Curriculum and Assessment Committee remains the official approval body for the curriculum. A more complete description of roles and responsibilities of the Professional Program Leadership Team (page 6). The Assistant Dean for Professional Education serves as the liaison between the Professional Program Leadership Team and the Curricular and Assessment Committee Leadership Team

Membership includes:

1. Co-Chairs: Associate Dean for Professional Education, Executive Vice Dean-Chief Academic Officer
2. Assistant Dean for Professional Education (liaison to Curriculum and Assessment Committee)
3. Associate Dean Experiential Programs and Interprofessional Affairs
4. Director of Student Affairs

5. Associate Dean for Admissions and Accreditation
6. Director, Professional Education, Asheville Campus
7. Vice-Chair, Division of Pharmacotherapy and Experimental Therapeutics (ad-hoc)
8. Vice-Chair, Division of Practice Advancement and Clinical Education (ad-hoc)

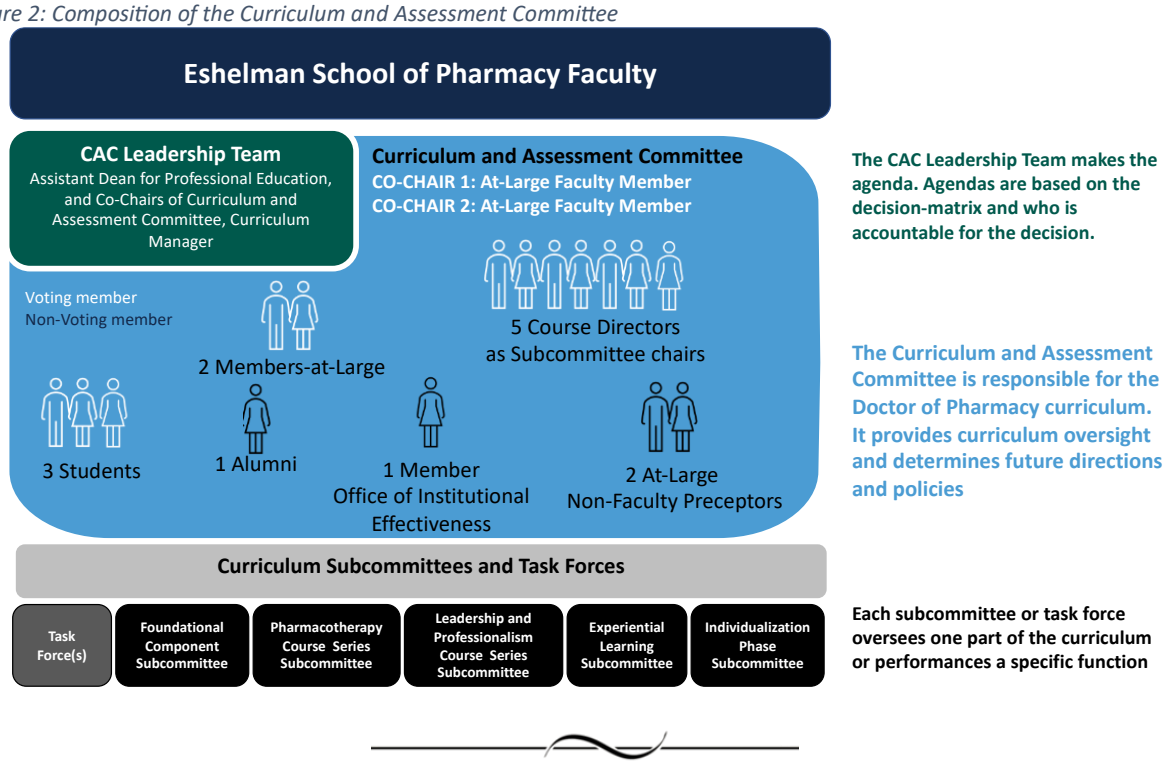
Figure 1: Relationship and roles of the Professional Program Leadership Team and the Curriculum and Assessment Committee.



5.2. Curricular Governance Structure

Proposed governance structure of the Curriculum and Assessment Committee can be found in Figure 2. Note, this is the governance structure, not the reporting structure. The Curriculum and Assessment Committee reports to the Associate Dean for Professional Education (not shown) on their activities.

Figure 2: Composition of the Curriculum and Assessment Committee



6. Curriculum and Assessment Committee

6.1. Charge

The *Curriculum and Assessment Committee* is a standing committee of the faculty that provides oversight of the PharmD curriculum, ensuring that the professional program remains innovative and impactful and utilizes a vanguard, evidence-based approach to implementation and continuous quality improvement. See curriculum governance document for more details regarding charge and expectations.

The Curriculum and Assessment Committee oversees the PharmD program as a whole and is responsible for the detailed development, design, and implementation of all program components. The Committee acts on behalf of the faculty regarding curricular matters. The Committee ensures faculty, pharmacy student, and outside stakeholder participation (see 10, e.g., Chairs, relevant Deans); utilizes expertise in curricular design, pedagogy, and evaluation methods; and leverages empowerment to work in the best interests of the institution and student learning.

The Committee has the responsibility and authority to make necessary changes in the curriculum to meet the Accreditation Council on Pharmacy Education (ACPE) standards. The Curriculum and Assessment Committee is responsible for updating the faculty at large on the committee's work.

Specifically, the Committee is charged to:

- Establish and approve the program outcomes and to review, reaffirm, and/or alter them during each review of the curriculum.
- Ensure ongoing review and updating of curriculum content while minimizing curricular

hoarding[3].

- Design, manage, and evaluate the PharmD program to ensure the program outcomes are met in accordance with the mission and vision of the Eshelman School of Pharmacy and the requirements of the Accreditation Council of Pharmacy Education. This includes ensuring instructional alignment between the program outcomes, assessments, and instructional methods.
- Establish and performing a process for reviewing, evaluating, and revising each segment of the curriculum on a recurring timeline to ensure that the curriculum is integrated, coherent, coordinated, current, and effective.
- Defining performance standards for educators and evaluating educators performance in conjunction with the Office of Organizational Effectiveness, Planning and Assessment
- Advise the Associate Dean of Professional Education on resources required to support the curriculum.
- Establish performance standards required for progression and graduation.

6.2. Reporting

The Committee reports directly to the Associate Dean of Professional Education.

6.3. Regular Meetings

The Committee shall meet at the call of the Co-Chairs. Regular meetings shall be held at least quarterly or as deemed necessary by the Co-Chairs. The *Leadership Team* may meet more often. Times and dates of meetings should consider availability of Committee members and minimize conflict with the School's philosophy on protected times (e.g., wellness days, no meeting days, lunch hours)

6.4. Leadership Team

The *Curriculum and Assessment Committee* will be led by a Leadership Team which will create meeting agendas and have decision making responsibility for select issues regarding the curriculum. The Leadership Team will consist of the *Curriculum and Assessment Committee* Co-Chairs, the Assistant Dean for Professional Education, and Director of Curriculum Services (TBD). When needed, the Leadership Team will invite others to join to provide guidance (e.g., registrar).

6.4.1. *Co-Chairs*

Two co-chairs are responsible for the effective functioning of the Curriculum and Assessment Committee in its role in managing the PharmD curriculum. The role of the Co-Chairs is to call meetings and help set agenda items. The Co-Chairs have full voting rights. The Co-Chairs shall be appointed by the Dean of the School (or designate) and serve at their discretion. The Co-Chair should not hold a "dean" title and ideally have at least 3-years' experience at the School. The term limit for a Co-Chair is 4 years nonrenewable with the exception of managing succession planning in which case one co-chair may have a 3- or 5-year term to prevent both co-chairs vacating positions at the same time.

[3] Curricular hoarding – accumulation of content by a curriculum (Romanelli, FR, Am J Pharm Educ, 2020)

6.5. Quorum

A quorum for the *Curriculum and Assessment Committee* shall be constituted when 70% of voting members is present, including at least one co-chair. Official votes may be taken only when a quorum is present, and all motions shall pass by a two-thirds vote. The Co-Chairs have the prerogative to obtain an electronic vote should an urgent decision be needed, and a quorum may not be attainable.

6.6. Membership

The Committee has a total of 12 voting members (9 voting faculty members, 3 voting student members) and a maximum of 5 non-voting ex-officio advisory resources. *Of note:* We will strive to ensure divisional representation on the committee, where this aligns with faculty expertise/experience and PharmD program needs. In the event that a Division does not have a faculty representative on the committee, another faculty member will be designated as that Divisional representative and will be responsible for ensuring communication between the Division and Curriculum Assessment Committee.

- Co-Chairs of the Curriculum and Assessment Committee ☑☑
- Chair of the Foundational Component Subcommittee ☑
- Chair of the Pharmacotherapy Course Stream Subcommittee ☑
- Chair of the Leadership and Professional Development Course Stream Subcommittee ☑
- Chair of the Experiential Education Subcommittee or designee ☑
- Chair of the Individualization Phase Subcommittee ☑
- Three members of the student body representing the second and third professional year with one being an Asheville-based student (nominated by their class) ☑☑☑
- Faculty Members-at-Large (2) ☑☑
- Two preceptors (by request of the School, ex-officio advisory, non-voting member)
- One alumni (non-voting member)
- Staff liaison (non-voting) or Curricular Manager (non-voting member)
- Registrar
- Representative from the Office of Institutional Effectiveness, Assessment, and Planning (if not already included as part of another role on the Committee; non-voting unless has another role on the committee)

☑ = voting member

6.6.1. *Appointment of Subcommittee Chairs*

The Associate Dean for Professional Education provides Division Chairs (or designate e.g, Vice Chair) with a list of open positions on the Committee and a list of faculty that would qualify for that position based on their role in the Curriculum. The Division Chairs or designate would then determine the interest of those individuals in serving on the Committee. Those individuals who expressed interest would then be placed on the ballot for selection onto the committee. Subcommittee Chairs cannot hold a dean-level administrative position to ensure a broad faculty perspective and perspective of their subcommittee in the Committee's decision-making. The term for faculty is three years, with the potential for one consecutive renewal at the discretion of the Associate Dean for Professional Education.

6.6.2. *Appointment of Members-at-Large*

The Associate Dean for Professional Education announces the opening of the nomination period to Division Chairs or designate (e.g., Vice Chair). The announcement invites Division Chairs or designate to identify faculty members to express interest in being nominated for the Member-at-Large positions. Those individuals who expressed interest would then be placed on the ballot for selection onto the committee. The qualifications for Members-at-Large are faculty who do not hold a dean administrative title. The term for faculty is three years, with the potential for one consecutive renewal at the discretion of the Co-Chairs of the Curriculum and Assessment Committee.

6.6.3. *Appointment of Alumni*

The Associate Dean for Professional Education will work with the Associate Dean for Advancement to identify potential alumni. The qualifications for Alumni Members are alumni of the PharmD program that have a faculty appointment. Ideal candidates will have experience as a practitioner. The term for Alumni is three years, with the potential for one consecutive renewal at the discretion of the Co-Chairs of the Curriculum and Assessment Committee.

6.6.4. *Appointment of Preceptors*

The Associate Dean for Professional Education will work with various stakeholders to identify potential preceptors. Preceptors should have relevant practice experience including direct patient care, health system practice, ambulatory care, or community pharmacy settings. Ideal candidates will have experience with early and advanced immersion students. The term for preceptors is three years, with the potential for one consecutive renewal at the discretion of the Co-Chairs of the Curriculum and Assessment Committee.

6.6.5. *Appointment of Student Members*

There shall be three voting student members of the Committee each reflecting, second- and third-year classes and an Asheville student member. These are one-year appointments and will be nominated from their respective classes. There is an option for a second-year re-appointment. Students may be nominated from their respective class or self-nominate. The Committee will select the student based on nominations.

6.6.6. *Committee Member Responsibilities*

All Committee members are expected to contribute to the Committee's activities and attend at least two-thirds (2/3) of regular meetings during an academic year. The Co-Chairs shall review attendance annually to determine whether each member's responsibility has been met. Failure to participate as required will jeopardize committee membership. Members serve as extensions of the Committee and are responsible for providing meeting highlights and solicit thoughts, feedback, and ideas from the general faculty or students.

6.6.7. *Term Limits*

When sustainable, the term for any member is three years, with the potential for one consecutive renewal. When, and if, members' terms are implemented, terms will be staggered to ensure historical context of the committee. Additional term renewals can be granted, at the discretion of the Associate

Dean for Professional Education, to avoid significant overturn of the committee's membership during a single year. This would assure maintenance of institutional and committee experience.

6.6.8. *Loss of Committee Members*

Members who no longer wish to serve on the Committee shall submit their resignations in writing via email to the *Curriculum and Assessment Committee* Chair with approval of their respective Division Chair or designate. Vacated positions would be filled via discussion with Division Chairs or designate to ensure representation on the committee.

6.6.9. *Time Commitment for Members[4].*

Member	Description	Estimate FTE%
At-Large and Ex-officio	Member of the larger committee and most likely will be a member of a subcommittee	2-6%
Subcommittee Chair	Member of the larger committee and leads a subcommittee	3-6%
Co-Chairs, and Assistant Dean of Professional Education	Part of the larger committee and participating in Leadership Team	4-7%

6.7. Goal Setting

At the start of each committee cycle, yearly goals will be defined by the Curriculum and Assessment Committee in collaboration with the Associate Dean for Professional Education. Subcommittee goals are defined yearly by the Curriculum and Assessment Committee in collaboration with the subcommittees and the Associate Dean for Professional Education.

7. Role of Divisions in Curricular Governance

Faculty representing all five divisions should engage in the PharmD curriculum to design and deliver courses. While division faculty are largely represented on the Curriculum and Assessment Committee, there may be times where divisional representation is not necessary. In these cases, it is the responsibility of the faculty member serving on the Curriculum and Assessment Committee who has close ties to respective divisions and the associated teaching within that Division to ensure open communication with that Division. Each division has input into decision making through several venues. Each core course is represented within the curricular governance structure via the curricular subcommittees. The Decision Matrix (page 25) outlines processes for input which include Division leaders and faculty. Finally, Division faculty may nominate at-large members to be elected to the Curriculum and Assessment Committee (see members-at-large page 10). Communication between

[4] Based on a 2000 hour calendar year (40 hours a week, 52 weeks a year with 2 days a month vacation and 11 holidays)

division faculty and the Curriculum and Assessment Committee is essential to ensure transparency and engagement. Division meetings should set aside time on the agenda for updates from the Curriculum and Assessment Committee representative. In cases where there is no divisional representation on the Curriculum and Assessment Committee, a member of the Curriculum and Assessment Committee will be designated as the responsible faculty for ensuring communication back to the Division. *Of note: We will strive to ensure divisional representation on the committee, where this aligns with faculty expertise/experience and PharmD program needs. In the event that a Division does not have a faculty representative on the committee, another faculty member will be designated as that Divisional representative and will be responsible for ensuring communication between the Division and the Curriculum and Assessment Commitee.*

8. Roles of Course Directors in Curricular Governance

Course Directors function under the guidance of the Curriculum and Assessment Committee and the professional education leadership and are a key component of the management of the educational program leading to the Doctor of Pharmacy degree. Under this supervision, the course director:

- Initiating, conducting, and concluding the course
- Ensures course is compliant with policies and procedures for the program; that course & lesson outcomes are aligned with other courses where appropriate, program outcomes and competencies and applicable to real world experiences;
- Ensures alignment between course assessments, course instructional strategies and course outcomes;
- Works with appropriate units within the School to communicate future course resources (Space, Human, Financial, Technological) needed;
- Works and meets with the teaching team and Curriculum and Assessment Committee (or respective subcommittee) for planning, implementing, and making course revisions;
- Development, organization, and oversight of the learning management system (e.g. Sakai, Canvas,);
- Utilizes appropriate technology associated with the course (e.g. Exam Soft, EHRgo, CAE, etc);
- Updates E-syllabus by assigned course director deadline based upon class schedule including appropriate tagging/mapping;
- Ensures the course is well organized and clearly communicated to all those involved (students, faculty, TAs);
- Mentors and trains new and guest faculty and educators to ensure understanding of expectations of pre-, in-class, post-class elements;
- Ensures all faculty within the course will work to provide a consistent delivery of course learning objectives by understanding their expectations of pre-, in-class, post-class elements and the requirement of digital accessibility (https://digitalaccessibility.unc.edu);
- Solicits feedback from everyone involved in course execution to assist in future planning [e.g. educators, teaching assistants, students (from course evaluations), etc.];
- Monitors for student learning/performance and professionalism during the course and assist in identifying struggling learners for possible early assistance programs;
- Releases assessment scores and submits final grades in a timely manner;
- Conducts timely review of assessment results/content with class and individual students (as needed);
- Provides documentation of course practices and student performance as needed by the Office of Organizational Effectiveness, Planning, and Assessment, other School administrative offices,

and accrediting bodies;
- Engages in continuous quality improvement;
- Ensures all materials needed for the learning experience are available and ready prior to class;
- Answers learner and faculty questions regarding course (not content related);
- Works with diverse learners and ensures any accommodations are provided;
- Oversees TAs, facilitators, standardized patients, and evaluators (written assignments);
- Coordinates with division and curricular leadership on the course specific needs for teaching assistants, facilitators, evaluators, and instructors;
- Works with course faculty to ensure course materials are developed and provided to learners;
- Ensures learners understand course expectations.
- Ensure alignment with School and University communications regarding course matters before any changes are made to course operations (e.g., cancellations, shifting to remote) when dealing with University-wide matters (e.g., Adverse Weather or Emergency Events)

8.1.1. *Appointment and Selection*

Course Directors must hold a faculty appointment and possess credentials or experiences relevant to the topic area of the course they will direct. Additional, course directors must:

- Have familiarity with the School's policies and procedures related to pharmacy student education;
- Have demonstrated commitment to excellence in pharmacy education and the ability to lead others toward that goal.

A nomination for course director is initiated by the Division Chair or designate of the sponsoring Division to the Assistant Dean for Professional Education. The nomination will be reviewed by the Leadership Team of the Curriculum and Assessment Committee with a recommendation to approve or reject it. If approved by the Leadership Team, the *Assistant Dean for Professional Education* will contact the newly selected course director to schedule an orientation session. This appointment is also communicated to the Associate Dean for Professional Education for approval prior to communication with the newly selected course director.

8.2. Course Director modifications to courses

For changes to courses (e.g., content, delivery), Course Directors should refer to Decision Matrix in Appendix A (page 24) for process and who should be consulted in the process. Course Directors have the authority to manage the course in which they direct and ultimate decision is at the discretion of the Course Director unless otherwise directed by the Curriculum and Assessment Committee (see Appendix A. Decision-Making Matrix).

8.2.1. *Process for Course Director Initiated Changes*

For courses within the purview of a subcommittee (e.g., Pharmacotherapy), the Course Director should engage that subcommittee in discussion and seek support The Course Director can then request the course modification to the Curriculum and Assessment Committee Leadership Team and include the request change, a brief summary of who was engaged in providing feedback, and the level of the support provided by the subcommittee. Of note, subcommittee support does not preclude a Course

Director from bringing forward a proposed change to Curriculum and Assessment Commitee Leadership but adds perspective and context for Curriculum and Assessment Committee consideration.

For courses not within the purview of a subcommittee, the Course Directors can directly request the course modification to the Curriculum and Assessment Commitee Leadership Team. The Curriculum and Assessment Committee Leadership Team will then seek feedback on the request (per the Communication for Decision Making cycle).

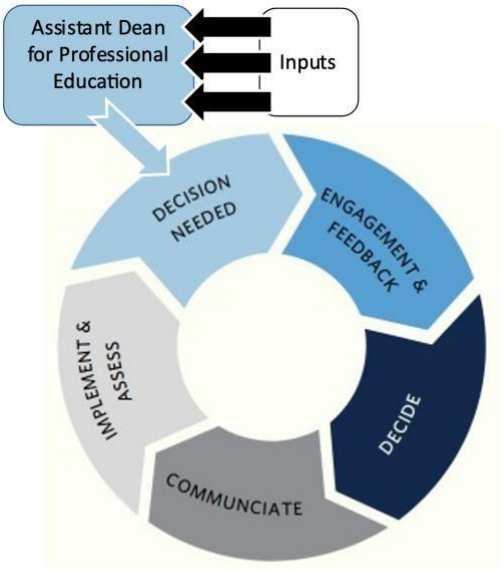
9. Governance of Individualization Opportunities (including Certificates, Honors, and Dual Degrees)

The *Curriculum and Assessment Committee* has oversight of any individualization opportunity (e.g., pathway, certificate program, honors designation, and dual-degree program). This may occur primarily through a designated subcommittee (see *Individualization Phase Subcommittee* on page 23). Any changes within these opportunities may require decisions and guidance by the Professional Program Leadership Team, *Curriculum and Assessment Committee Leadership Team*, or the Committee itself. The Assistant Dean for Professional Education is the liaison to these specialty areas. The curriculum will have a limited number of pathways to ensure they are high-quality, aligned with the current market needs and strengths of the faculty.

10. Communication Plan for Curricular Governance

The goal of the communications plan is to facilitate clarity, transparency, engagement, and efficiency. Most divisions have a Vice-Chair of Education. They can be utilized as a communication pathway to divisions.

10.1. Communication Structure for Curriculum and Assessment Committee Decision Making



Decision Needed	1. Input: Requestor notifies Assistant Dean for Professional Education of a potential change. 2. Requestor compile background materials 3. Requestor establishes meetings with decision stakeholders when appropriate.
Engagement & Feedback	1. Meet with stakeholders for engagement & feedback* 2. Summarize feedback & incorporate into recommendations 3. Request submitted to CAC Leadership Team
Decide	1. CAC Leadership team reviews recommendations 2. Makes decision or moves to Curriculum and Assessment Committee for final decision* 3. Establishes decision rationale & talking points
Communicate	1. Communicate decision talking points with stakeholders 2. Provide written communication on decision to broader community impacted by the decision 3. Socialize in smaller discussion meetings for clarity about decision
Implement & Assess	• Implement decision • Develop plan for CQI

**Consult Decision Matrix to determine recommends, and approves*

There are several closing of the loop mechanisms that can be employed to communicate curricular updates:

10.2. Intra-Curriculum and Assessment Committee Communication

Each meeting is encouraged to use the agenda (page 32) to help close the loop on decisions and provide communication between subcommittees. In addition, the *Curriculum and Assessment Committee* Leadership Team, when appropriate, will provide background information on any prior discussions to facilitate the decision-making process.

10.3. Curriculum and Assessment Committee Communication Mechanisms to Outside Stakeholders

10.3.1. *In-Person / Virtual Meetings*

1. Division Meetings (monthly)
2. Course Directors meetings (pre-semester; mid-semester; post-mortem)
3. Professional Education Team meetings (bi-weekly)
4. Town Halls (as needed)
5. Retreats (as needed)
6. Faculty meetings (3 a year)
    a. Annual summary of activity
    b. Important updates

10.3.2. *School Communications*

1. Eshelman Digest (weekly)
2. Friday Wrap-up (weekly)
3. Eshelman Insider (monthly)

10.3.3. *School Website*

1. Faopharmacy.unc.edu

    a. Build out the Curriculum website to include:

        i. Meeting summaries ii. House important documents, policies, reports

2. Pharmacy.unc.edu

10.3.4. *Emails*

11. Subcommittees and Task Forces

11.1. Subcommittee Definition

Subcommittees are defined as standing subcommittees of the *Curriculum and Assessment Committee*. Their charges remain constant year to year but may have additional goals based on needs.

11.2. Taskforce Definition

Task Forces can be developed and charged by the Curriculum and Assessment Committee itself or the Associate Dean for Professional Education. Task Forces are short-term (1 year) groups with a specific task. While they are designed for one-year, they may be extended based on the work completed. Additional charges for the *Experiential Learning Subcommittee* and Task Forces relative to experiential learning can be developed by the *Associate Dean for Professional Education* in collaboration with the *Associate Dean for Experiential Programs*. Division Chair or designate will be consulted regarding non-committee faculty member assignments.

11.3. Membership on Subcommittees and Taskforces

Membership to Subcommittees and Task Forces will be comprised of members of the *Curriculum and Assessment Committee* and non-committee faculty members with either a vested interest (e.g., course director) or expertise.

11.4. Experiential Learning Subcommittee

(Formerly Regional Directors meetings)

11.4.1. *Charge*

Oversees the required introductory and advanced pharmacy practice experiences. The Subcommittee ensures that the sites and site-based components work together with the didactic curriculum. The

Subcommittee also oversees the PY4 Seminar Series and provides feedback from preceptors and the experiential component to the overall committee.

In the backwards design[5] mindset, experiential learning is a major part in achieving the program outcomes. Downstream, outcomes from experiential learning guide what the pharmacotherapy and complementary courses do to support their experiential mission.

This includes:

- Carry out tasks assigned to the subcommittee by the Associate Deans of Professional Education and Experiential Programs;
- Contribute to ACPE self-study relative to experiential standards as needed;
- Perform reviews of individual courses including, but not limited to: curricular content, methods of pedagogy, assessment methods, course policies, mapping of objectives to the program outcomes, student evaluations, and recommend additions, changes, or deletions to the *Curriculum and Assessment Committee*;
- Identify under-performing elements of the experiential curriculum and develop remediation plans together for approval by the *Curriculum and Assessment Committee*;
- Identify under-performing elements from the didactic curriculum and develop remediation plans for approval by the *Curriculum and Assessment Committee*.

11.4.2. *Courses Overseen*

- PHCY 591: Immersion Experience – Community
- PHCY 691: Immersion Experience – Health System
- PHCY 791: Immersion Experience – Direct Patient Care
- PHCY 886: Advanced Immersion Experience – Patient Care Elective I
- PHCY 887: Advanced Immersion Experience – Patient Care Elective II
- PHCY 891: Advanced Immersion Experience – Community
- PHCY 892: Advanced Immersion Experience – Health Systems
- PHCY 893: Advanced Immersion Experience – Ambulatory Care
- PHCY 894: Advanced Immersion Experience – General Medicine
- PHCY 895: Advanced Immersion Experience – Clinical I
- PHCY 896: Advanced Immersion Experience – Clinical II
- PHCY 897: Advanced Immersion Experience – Clinical III
- PHCY 888 - Advanced Immersion Experience – Non-patient care elective I
- PHCY 889: Advanced Immersion Experience – Non-patient care elective II
- PHCY 898: Leading Change in Health Care I
- PHCY 899: Leading Change in Health Care II

11.4.3. *Membership (7)*

1. Office of Experiential Programs Liaison (Chair will be part of Curriculum and Assessment Committee)

[5] Backward Design is a planning framework in which you start with the end in mind - the desired outcomes.

2. Region directors (6)

11.4.4. *Goal Setting*

At the start of each committee cycle, yearly goals will be defined by the subcommittee.

11.5. Pharmacotherapy Course Stream Subcommittee

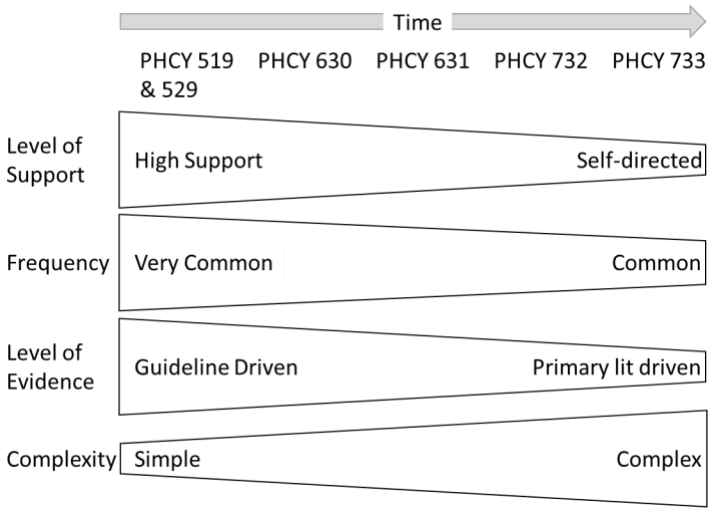
11.5.1. *Charge*

Oversees and manages longitudinal pharmacotherapy courses and assessment across the PharmD curriculum. In the backwards design mindset, the pharmacotherapy series is a major part in achieving the program outcomes. Downstream, the pharmacotherapy courses guide what the foundational courses, and complementary courses do to support their mission.

This includes:

- Ensure instructional alignment (assessments are aligned with course objectives/program outcomes)
- Carry out tasks assigned to the subcommittee by the *Curriculum and Assessment Committee*.
- Monitor compliance with ACPE standards.
- Perform reviews of individual courses including, but not limited to: curricular content, methods of pedagogy, assessment methods, course policies, mapping of objectives to the program outcomes, student evaluations, or faculty/student workload and recommend additions, changes, or deletions to the Curriculum and Assessment Committee.
- Identify under-performing elements of the pharmacotherapy courses and develop remediation plans together with the course director, when appropriate, for approval by the Curriculum and Assessment Committee.
- Identify under-performing elements from the foundational (e.g., PHCY 502, PHCY 511), or complementary courses (e.g., PHCY 510, PHCY 504, PHCY 516, PHCY 601L) and develop remediation plans together with the respective course director, when appropriate, for approval by the *Curriculum and Assessment Committee*.
- Develop a year-end summary report of previous academic year accomplishments including status of Subcommittee priorities.
- Complete all action items arising from meetings.
- Sustain the vertical integration within the series (see diagram below)

Scaffolding of the pharmacotherapy sequence by level of support, frequency of encountered medications or disease states, level of evidence for decision making, and complexity of cases



11.5.2. *Membership (12)*

1. Member of the Curriculum and Assessment Committee (Subcommittee Chair)[6]
2. Course directors[7] for the pharmacotherapy series (PHCY 510, PHCY 516, PHCY 519, PHCY 529, PHCY 601L, PHCY 611, PHCY 630, PHCY 631, PHCY 732, PHCY 733)(10)
3. Student member of Curriculum and Assessment Committee
4. At-Large Preceptor

11.5.3. *Courses Overseen*

- PHCY 510: Foundations of Clinical Pharmacology
- PHCY 516: Foundations in Patient Care
- PHCY 519: Self-care and non-prescription medications
- PHCY 529: Pharmacotherapy – Foundations
- PHCY 601L: Patient Care Lab I
- PHCY 611: Applied Clinical Pharmacology
- PHCY 630: Pharmacotherapy – Applied
- PHCY 631: Pharmacotherapy – Integrated I
- PHCY 732: Pharmacotherapy – Integrated II
- PHCY 733: Pharmacotherapy – Integrated III

11.5.4. *Goals Setting*

At the start of each committee cycle, yearly goals will be defined by the subcommittee.

[6] May or may not be a pharmacotherapy course director (ideally it would be)

[7] If there are co-directors, only 1 individual will be on the committee. It is expected that co-directors would be in communication. The rationale for only 1 course director is to allow flexibility over time (can alternate co-directors) and does not disadvantage courses that may only have 1 director.

11.6. Leadership, Professional Development Course Stream Subcommittee

11.6.1. *Charge*

Oversees and manages of longitudinal leadership and professional development courses and assessment across the PharmD curriculum. In addition, ensuring the course series is complement by the co-curriculum.

In the backwards design mindset, leadership and professional development is a major part in achieving the program outcomes.

This charge includes:

- Carry out tasks assigned to the subcommittee by the *Curriculum and Assessment Committee;*
- Monitor compliance with ACPE standards;
- Perform reviews of individual courses including, but not limited to: curricular content, methods of pedagogy, assessment methods, course policies, mapping of objectives to the program outcomes, student evaluations, and recommend additions, changes, or deletions to the Curriculum and Assessment Committee;
- Identify under-performing elements of the course series and develop remediation plans together with the course director, when appropriate, for approval by the *Curriculum and Assessment Committee;*
- Monitor courses for achievement of annual goals and recommend remediation plans, if course not achieving goals, to the *Curriculum and Assessment Committee;*
- Developing a year-end summary report of previous academic year accomplishments including status of stream priorities;
- Completing all action items arising from stream meetings and any implementing recommendations forthcoming;

11.6.2. *Membership (7-8)*

1. Member of Curriculum and Assessment Committee (chair)
2. Course directors for the leadership and professional development series (PHCY 501, PHCY 636, PHCY 737, PHCY 617, PHCY 718)(5)[8]
3. At-large student member
4. Director of Curriculum Services (to be hired)

11.6.3. *Courses Overseen*

- PHCY 501: On Becoming a Pharmacist
- PHCY 617: The Patient Care Experience 1

[8] If there are co-directors, only 1 individual will be on the committee. It is expected that co-directors would be in communication. The rationale for only 1 course director is to allow flexibility over time (can alternate co-directors) and does not disadvantage courses that may only have 1 director.

- PHCY 636: Leadership and Professional Development 1
- PHCY 718: The Patient Care Experience 2
- PHCY 737: Leadership and Professional Development 2

11.6.4. *Goal Setting*

At the start of each committee cycle, yearly goals will be defined by the subcommittee.

11.7. Foundational Component Subcommittee

11.7.1. *Charge*

Oversees and manages the implementation and review of the foundation science education across the PharmD curriculum. In the backwards design mindset, the foundational component subcommittee uses the pharmacotherapy courses as a guide to identify areas of need, review curricular initiatives, and evaluating outcomes. The *Foundational Component Subcommittee* recommends policy on matters relating to the basic science curriculum as a whole and reports to the *Curriculum and Assessment Committee*.

This includes:

- Ensure instructional alignment within the courses (assessments are aligned with course objectives/program outcomes)
- Carry out tasks assigned to the subcommittee by the *Curriculum and Assessment Committee*.
- Monitor compliance with ACPE standards.
- Perform reviews of individual courses including, but not limited to: curricular content, methods of pedagogy, assessment methods, course policies, mapping of objectives to the program outcomes, student evaluations, or faculty/student workload and recommend additions, changes, or deletions to the Curriculum and Assessment Committee.
- Identify under-performing elements of the foundational courses and develop remediation plans together with the course director, when appropriate, for approval by the *Curriculum and Assessment Committee.*
- Identify gaps from the pharmacotherapy series related to foundational content and develop remediation plans together with the respective course director, when appropriate, for approval by the *Curriculum and Assessment Committee*.
- Develop a year-end summary report of previous academic year accomplishments including status of Subcommittee priorities.
- Complete all action items arising from meetings.

11.7.2. *Membership (10)*

1. Member of the Curriculum and Assessment Committee (Chair)[9]

[9] May or may not be a pharmacotherapy course director (ideally it would be)

2. Course directors[10] for the foundational courses (PHCY 500, PHCY 502, PHCY 503, PHCY 504, PHCY 508, PHCY 511, PHCY 513L, PHCY 514)(8)
3. Student member of Curriculum and Assessment Committee
4. Pharmacy Librarian

11.7.3. *Courses Overseen*

- PHCY 500: Pharmacy Bridging Course
- PHCY 502: Pathophysiology of Human Disease
- PHCY 503: Molecular Foundations of Drug Action
- PHCY 504: Evidence Based Practice
- PHCY 508: Pharmaceutical Calculations
- PHCY 511: Foundations in Pharmacokinetics
- PHCY 513L: Pharmaceutical Compounding
- PHCY 514: Pharmaceutics

11.7.4. *Goal Setting*

At the start of each committee cycle, yearly goals will be defined by the subcommittee.

11.8. Individualization Phase Subcommittee

11.8.1. *Charge*

Oversees and manages the implementation and review of the select routes for student individualization including: electives, honors, and certificates. The committee focuses on identifying areas of need, reviewing curricular initiatives, and evaluating outcomes for the Individualization Phase components of the curriculum (electives, pathways, certificates) to achieve school-established competencies and to ensure the ability for students to differentiate themselves through coursework is limited in scope, reflective of market demands, and are areas of strength of the faculty.

This includes:

- Ensure instructional alignment (assessments are aligned with course objectives/program outcomes)
- Carry out tasks assigned to the subcommittee by the *Curriculum and Assessment Committee*.
- Monitor compliance with ACPE standards.
- Perform reviews of individual courses including, but not limited to: curricular content, methods of pedagogy, assessment methods, course policies, mapping of objectives to the program outcomes, student evaluations, or faculty/student workload and recommend additions, changes, or deletions to the Curriculum and Assessment Committee.

[10] If there are co-directors, only 1 individual will be on the committee. It is expected that co-directors would be in communication. The rationale for only 1 course director is to allow flexibility over time (can alternate co-directors) and does not disadvantage courses that may only have 1 director.

- Identify under-utilized electives and develop remediation plans together with the course director, when appropriate, for approval by the *Curriculum and Assessment Committee*; this may include removal of under-utilized electives, certificates, or honors.
- Identify gaps in the marketplace and current elective offerings to develop proposals for new electives, when appropriate, for approval by the *Curriculum and Assessment Committee*.
- Develop a year-end summary report of previous academic year accomplishments including status of Subcommittee priorities.
- Complete all action items arising from meetings.

11.8.2. *Membership (6-7)*

1. Member of the Curriculum and Assessment Committee (Chair)
2. Course Directors representative for electives (2)
3. Representative from School-based certificate program (except immunization) (2-3)
4. Director for Research and Assessment in Pharmacy (RASP)
5. Student member of Curriculum and Assessment Committee

11.8.3. *Courses Overseen*

All electives including those involved in pathways (e.g., certificates, honors).

11.8.4. *Goal Setting*

At the start of each committee cycle, yearly goals will be defined by the subcommittee.

12. Quality Improvement Process

12.1. Cycle Time

The curricular governance process will be reviewed 6-months after its initial implementation and yearly thereafter.

12.2. Responsibility

The Associate Dean for Professional Education is responsible for overseeing the quality improvement process.

12.3. Process

The Associate Dean for Professional Education reviews the existing curricular governance and solicits suggestions for its improvement. Based on the review, the Associate Dean recommends appropriate amendments to this document for consideration by the general faculty and amends the curricular governance document as needed.

Appendix A. Decision-Making Matrix[11]

Domain	Scope	Initiated by…	RACI
Course(s)	Elective (new)	Faculty, Curriculum & Assessment Committee	(R) Faculty **(A) Curriculum & Assessment Committee** (C) Associate Dean of Professional Education; Division Chairs or designate; Registrar (I) Faculty, Division Chairs or designate
	Core (new)	Faculty, Curriculum & Assessment Committee	(R) Curriculum & Assessment Committee **(A) Curriculum & Assessment Committee** (C) Associate Dean of Professional Education; Subcommittee; Professional Program Leadership Team; Division Chairs or designate; Registrar (I) Faculty, Division Chairs or designate
	Pathway (new/existing)	Faculty, Pathway lead	(R) Curriculum & Assessment Committee **(A) Curriculum & Assessment Committee** (C) Associate Dean of Professional Education, Professional Program Leadership Team; Educational Advisory Committee; Dean's Council (I) Faculty, Division Chairs or designate

[11] RACI: Responsible – who performs/does the work (who is the task assigned to once approved); Accountable – accountable for decisions made, including voting/approval authority/ultimate ownership; Consulted – must be consulted before the decision, Informed – informed when decision is made

Domain	Scope	Initiated by…	RACI
	Removal of an elective, core course, or pathway	Curriculum & Assessment Committee; Professional Program Leadership Team	(R) Registrar **(A) Curriculum & Assessment Committee** (C) Associate Dean of Professional Education; Subcommittee, Group; Professional Program Leadership Team; Division Chairs or designate; Registrar; Course director of course (I) Faculty, Division Chairs or designate
Course Content (modify, add, remove)	Core	Course Director, Faculty within a course to Course Director	(R) Faculty **(A) Curriculum & Assessment Committee** (C) Associate Dean of Professional Education; Subcommittee (I) Course Directors
Instructional Method (modify, add, remove)	Curricular Wide (e.g., EHRGo, change in pedagogy)	Faculty, Course Director, Curriculum & Assessment Committee	(R) Course Directors **(A) Curriculum & Assessment Committee** (C) Education Advisory Committee[12]; Professional Program Leadership Team; subcommittee (I) Faculty
	Course	Course Director	(R) Course Director **(A) Curriculum & Assessment Committee** (C) CIPHER; subcommittee; Asheville representative. (I) Faculty
	Individual Session	Faculty	(R) Faculty **(A) Course Director** (C) CIPHER (suggested); Asheville representative. (I) Curriculum and Assessment

[12] The Education Advisor Committee is a School committee that is not part of curricular governance (see School Committee Assignments for charge)

Domain	Scope	Initiated by…	RACI
			Committee
Assessment	Experiential	Associate Dean for Experiential Education	(R) Associate Dean for Experiential Education **(A) Curriculum and Assessment Committee** (C) Experiential Education Subcommittee, CAC Leadership Team (I) Preceptors
	Structure/Type	Faculty, Course Director	(R) Faculty **(A) Course Director** (C) Subcommittee, CAC Leadership Team; Asheville representative (I) Curriculum and Assessment Committee
	Grading Scale/Focus	Course Director	(R) Course Director **(A) Curriculum & Assessment Committee** (C) Course Faculty; subcommittee; CAC Leadership Team; Registrar (I) Course Faculty
	Quantity	Course Director	(R) Course Director **(A) CAC Leadership Team** (C) Faculty (I) Curriculum and Assessment Committee
	Milestone[13]	Course Director, Curriculum & Assessment Committee	(R) Course Director **(A) Curriculum & Assessment Committee** (C) Associate Dean of Professional Education, Office of Institutional Research, CAC Leadership Team (I) Faculty

[13] Milestone assessment is an assessment the School will use for tracking student progress through the curriculum.

Domain	Scope	Initiated by…	RACI
	Policy – Course Specific Remediation	Course Director	(R) Course Director **(A) CAC Leadership Team** (C) Course Faculty (I) Course Faculty; Curriculum and Assessment Committee
	Policy – Course Specific Late/Missed	Course Director	(R) Course Director **(A) Course Director** (C) Course Faculty (I) Course Faculty; Curriculum and Assessment Committee
Administrative	Course Instructor (add/delete/modify)	Division Chair or designate, Course Director	(R) Course Director **(A) Course Director** (C) Division Chair or designate (I) Curriculum and Assessment Committee
	Course Director - Core Course (add/delete/modify)	Division Chair or designate, Leadership Team	(R) Registrar **(A) CAC Leadership Team** (C) Division Chair or designate, Associate Dean of Professional Education Registrar; Curriculum and Assessment Committee (I) Curriculum and Assessment Committee
	Course Logistics (e.g., course schedule) (add/delete/modify)	Course Director, Leadership Team	(R) Registrar **(A) CAC Leadership Team** (C) Registrar. (I) Curriculum and Assessment Committee
	Course-level learning objective (add/delete/modify)	Course Director, Curriculum & Assessment Committee	(R) Course Director **(A) CAC Leadership Team** (C) Associate Dean of Professional Education (I) Curriculum and Assessment Committee; Course Directors
	Curricular Policy (add/delete/modify)	Faculty, Course Director, Curriculum & Assessment Committee	(R) Curriculum & Assessment Committee **(A) Curriculum & Assessment Committee** (C) Faculty; Division Chairs or designate; Associate Dean of Professional Education; Professional Education Team

Domain	Scope	Initiated by…	RACI
			(I) Faculty
Strategy and Philosophy (e.g., strategic direction of program or curriculum; consideration for changes to existing guidelines, processes, or procedures	New courses, pathways, certificates, electives	Faculty	(R) Faculty **(A) Professional Program Leadership Team** (C) Associate Dean of Professional Education, Registrar, Division Chairs (I) CAC Leadership, Curriculum and Assessment Committee (responsible for curricular operational/implementation approval)
	Removal of courses, pathways, certificates, electives	Faculty, Individualization Subcommittee	(R) Faculty, Individualization Subcommittee **(A) Professional Program Leadership Team** (C) Course Directors, Associate Dean of Professional Education, Registrar, Division Chairs (I) CAC Leadership, Curriculum and Assessment Committee (responsible for curricular operational/implementation approval)
	Assessment	Curricular Subcommittees; Office of Organizational Effectiveness, Assessment, and Planning	(R) Curricular Subcommittees **(A) Professional Program Leadership Team** (C) Course Directors (I) CAC Leadership, Curriculum and Assessment Committee (responsible for curricular operational/implementation approval)

Domain	Scope	Initiated by…	RACI
	BEYOND Strategic Plan objectives for "Enhance the PharmD Student Experience"	Faculty, Associate Dean Admissions & Accreditation; Associate Dean Experiential; Director Student Affairs	(R) Faculty, Associate Dean Admissions & Accreditation; Associate Dean Professional Education, Associate Dean Experiential; Director Student Affairs **(A) Professional Program Leadership Team** (C) Associate Dean of Professional Education, Relevant Stakeholders (I) CAC Leadership, Curriculum and Assessment Committee (responsible for any curricular operational/implementation approval)

Appendix B. Professional Program and Curriculum Oversight: Accountability Chart

Item	Accountable for ensuring a process of shared decision making and implementation
Oversight and Direction of the PharmD Program	EVD-CAO
Oversight and Direction of the PharmD Curriculum	AD-ProfEd
Didactic Curriculum Oversight	AD-ProfEd
Didactic Curriculum Operations	AssD-ProfEd
Academic Calendar and Schedules	AssD-ProfEd
Experiential Curricular Oversight	AD-EP
Experiential Curriculum Operations and Placement	DIR-EP
Preceptor Development	DIR-PD
Career Services	AD-EP
Advising	AD-ProfEd
Co-curriculum	AD-ProfEd
Curriculum Committee	AD-ProfEd
Dual Degree - PharmD-MBA Advisor (Easter) - PharmD-MPH Advisor (Roberts)	AD-ProfEd
Pathways	AD-ProfEd
Certificates	AD-ProfEd
Interprofessional Education	DIR-IPE
Accreditation	AD-AA
Admissions and Recruitment	AD-AA
Student Organizations	D-SA
Student Support	D-SA
Progressions Committee	EVD-CAO

AD-ProfEd: Associate Dean of Professional Education (Persky)
AssD-ProfEd: Assistant Dean of Professional Education (Corbett)
AD-EP: Associate Dean of Experiential Programs (Reitter)
DIR-EP: Director of Experiential Programs (Holland)
DIR-PD: Director of Preceptor Development (Williams)
AD-AA: Associate Dean of Admissions and Accreditation (Cox)
DIR-IPE: Director of Interprofessional Education (Rodgers)
D-SA: Director of Student Affairs (Owens)
EVD-CAO: Executive Vice Dean and Chief Academic Officer (McClurg)

Appendix C. Draft Curriculum and Assessment Committee Agenda format

AGENDA
[Date]

Rules of Engagement

1. Be here now!
2. Assume positive intent.
3. Be welcoming to each other.
4. Acknowledge contributions and close the loop.
5. Check your ego at the door.
6. Value everyone and their strengths.
7. Be transparent & honest.
8. Have patience.
9. Maintain confidentiality.
10. Have the courage to be vulnerable.
11. Respect others.
12. Develop a culture of collaboration and be naturally supportive.

Topic	Preparation	Proposed Process or Update	Resulting Action(s)/Decision(s)
Closing the loop from prior meetings TIME: 5 minutes PURPOSE: Info LEADER: Co-Chair	None	Co-chair updates committee on any follow-up activities that have occurred since last meeting	
What does each subcommittee need other subcommittees need to be aware of? TIME: 5 minutes PURPOSE: Info LEADER: Co-Chair	None	Each subcommittee member shares updates from their subcommittee since last meeting	
Topic TIME: [X] minutes PURPOSE: Info LEADER: Co-Chair			
PLUS/DELTA **What did we do well for this meeting? What should we do differently for the next meeting?** TIME: 5 minutes PURPOSE: Decision LEADER: Co-Chair	None	• Members identify pluses and deltas • Team agrees on deltas to work on for next meeting	