

Integrated Pharmacy 7 (IP-7)**PHAR 7507**

Spring Semester 2017

Course Description	<p>Preamble: The pharmacy courses are designed to optimize contextual learning and promote analytical reasoning. This will afford the student the knowledge, skills and resources necessary to successfully participate as an integral member of a healthcare team. The curriculum will allow the student to appreciate the relevance and interconnectedness of the basic, social/administrative/behavioral and clinical sciences when delivering patient-centered care and applying principles of optimal drug therapy.</p> <p>Upon successful completion of IP-7, students will have developed skills regarding the pathophysiology, pharmacology, pharmacoepidemiology, and pharmacotherapy related venous thromboembolism disorders, COPD, asthma, allergic rhinitis, adrenal disorders, thyroid disorders, type 1 diabetes, diabetic ketoacidosis, and hyperglycemic hyperosmolar syndrome. Ultimately, this will allow the student to develop individualized patient care plans incorporating evidence-based principles and patient-specific factors.</p>
Course credit	5 credit hours
Pre-Requisite courses	Successful completion of IP-1 through IP-6 and P2 standing.
Co-requisites	Completion or current enrollment in PHAR 7247 and PHAR 7167.
Class Meeting Days/Time	Monday, Tuesday, Thursday, Friday, 2:00 pm – 5:00 pm
Class Location	W.T. Brookshire Hall 136
Course Coordinator	<p>Course Coordinator Rachel A. Sharpton, Pharm.D., BCACP W.T. Brookshire Hall Room 250 Phone number: 903-566-6165 Email: rsharpton@uttyler.edu</p> <p>Office hours: Wednesday 1:00 - 4:00 or by appointment Preferred method of contact: Email</p>
Required Materials	<p>Most course required materials are available through the Robert R. Muntz Library. These materials are available either online* (http://library.uttyler.edu/) or on reserve.</p> <ol style="list-style-type: none">1. *Access Pharmacy. Available at: http://accesspharmacy.mhmedical.com/.2. *Angaran DM, Whalen K. Medication Therapy Management: A Comprehensive Approach. McGraw-Hill Education; 2015.3. *Yang Y, West-Strum D. Understanding Pharmacoepidemiology. 1st ed. New York, NY: McGraw-Hill Companies; 2011. (Available on AccessPharmacy)4. *Ferreri SP, Hemstreet B, Hume AL, Newton GD, Rollins CJ, Tietze KJ. Handbook of Nonprescription Drugs: Colds and Allergy. 18th Edition. Washington DC. American Pharmacists Association; 2015.5. *Pathophysiology of Disease: An Introduction to Clinical Medicine (7th Edition). Hammer GD and McPhee SJ. Lange-McGraw Hill. ISBN: 978-0-07-180600-8, 2014.6. *Applied Biopharmaceutics & Pharmacokinetics, 6e; Leon Shargel, Susanna Wu-Pong, Andrew B.C. Yu; McGraw-Hill Education (c)2012; ISBN: 978-0-07-160393-5.

	<ol style="list-style-type: none"> 7. *Patrick GL. An Introduction to Medicinal Chemistry. 5th edition. Oxford: Oxford University Press; 2013. 8. *Foye's Principles of Medicinal Chemistry, 7th Ed. Thomas L. Lemke and David A. Williams, Lippincott Williams & Wilkins, 2012; ISBN: 928-1-45-117572-1. 9. *Basic and Clinical Pharmacology (12th Edition). Katzung BG, Masters SB, Trevor AJ. Lange-McGraw Hill. ISBN: 978-0-07-176401-8, 2012. 10. *Goodman and Gilman's The Pharmacological Basis of Therapeutics, 12e; McGraw-Hill Education ©2011; ISN 978-0-07-162442-8. 11. *Pharmacotherapy: A Pathophysiologic Approach, 9th Edition. DiPiro JT, Talbert RL, Tee GV, et al. McGraw-Hill Education. (©2014) ISBN: 978-0-07-180053-2. 12. *Kasper D, Fauci A, Hauser S, et al. Harrison's Principles of Internal Medicine. 19th ed. McGraw-Hill Education; 2015. 13. *Global Initiative for Chronic Obstructive Lung Disease. Pocket Guide to COPD Diagnosis, Management and Prevention – A Guide for Health Care Professionals. (Updated 2015). 14. *National Heart Lung and Blood Institute. National Asthma Education and Prevention Program Expert Panel Report 3. Guidelines for the Diagnosis and Management of Asthma. 2007. 15. American Pharmacist Association. Pharmacy Library. Available at: http://pharmacylibrary.com. 16. Other required materials will be posted on the class' Blackboard site. The site address is: https://blackboard.uttler.edu/webapps/login/.
Recommended Materials	<ol style="list-style-type: none"> 1. Fletcher RH, Fletcher SW, Fletcher GS. Clinical Epidemiology: The Essentials. 5th ed. Philadelphia, PA: Wolters Kluwer Health; 2012. 2. Herrier RN, Apgar DA, Boyce RW, et al. Patient Assessment in Pharmacy. McGraw-Hill Education; 2015.
Course Format	<p>The course may include, but are not limited to, the following activities:</p> <ol style="list-style-type: none"> 1. Independent study of selected readings 2. Individual readiness assessment tests (iRATs) 3. Team-based learning, active learning strategies: <ol style="list-style-type: none"> a. Team readiness assessment tests (tRATs) b. Team application of content and concepts 4. Comprehensive patient case
Student Learning Outcomes (SLOs)	<p>Upon completion of this course each student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the pathophysiology of venous thrombi, COPD, asthma, allergic rhinitis, adrenal disorders, thyroid disorders, type 1 diabetes, diabetic ketoacidosis, and hyperglycemic hyperosmolar syndrome. 2. Discuss and predict biochemical and cellular consequences from the mechanism of action for IP-7's disease states and drugs. 3. Describe the principles of pharmacoepidemiology, measurement of exposure and outcomes, and medication utilization patterns. 4. Develop and recommend individualized, evidence-based/guideline driven therapeutic plans based upon patient-specific factors for IP-7's disease states. 5. Develop an individualized, evidence-based therapeutic plan for a comprehensive patient case including multiple disease states from IP-7.

Grading Policy	<p>Grades will be determined based on evaluation of individual and team readiness assessment tests (iRATs, tRATs), individual and team cumulative assessment tests (iCATs, tCATs), midterm examinations, final written examinations, graded application assignments, participation in team-based projects, peer evaluations and other assessment methods that may include Objective Structured Clinical Examinations (OSCE). Examinations, RATs and CATs may consist of multiple-choice, true/false, short-answer, essay, and problem-based questions.</p> <p>All students must demonstrate minimal individual competency. Therefore, students (1) must earn a weighted average of $\geq 70\%$ on the summative assessments (eg. CATs, midterm examinations and final written exam) and (2) earn an overall <u>individual component score</u> of $\geq 70.0\%$ to earn a letter grade of 'C' or higher. (See algorithm below).</p> <p>If the student's weighted average for the summative assessments is $< 70\%$, the weighted average corresponds to the respective letter grade and is the final course grade.</p> <p>If the student has an individual component score of $\geq 70.0\%$, the student earns the <u>team component scores</u>, which will be added to their individual scores for calculation of the final course grade (i.e. those earning an overall individual component score $< 70.0\%$ will not have team component scores added to their individual scores).</p> <p>During the time the course is in progress, students whose cumulative course percentage falls below 70.0% may receive an academic alert and be subject to periodic course content review in special sessions with the course instructor(s). The student's faculty advisor may receive an academic alert to act upon on the student's behalf.</p> <p>All examinations, tests, and assignments, including the final examination, may be cumulative. Students are responsible for material presented during the prior courses. The grading scale for all graded material is below. The final course grade will be assigned according to the calculated percentage and the percentages will not be rounded upward or downward. For additional information, see examination/assessment policy below.</p>																								
Course Grade	<p style="text-align: center;">Standard Grade Calculation*</p> <table> <tr> <td>Individual Component</td><td>70%</td></tr> <tr> <td>iRATs</td><td>15%</td></tr> <tr> <td>Assessment 1</td><td>10%</td></tr> <tr> <td>Assessment 2</td><td>10%</td></tr> <tr> <td>Final Written Exam</td><td>20%</td></tr> <tr> <td>Comprehensive Case</td><td>15%</td></tr> <tr> <td>Team Component</td><td>30%</td></tr> <tr> <td>tRATs</td><td>10%</td></tr> <tr> <td>Team Application(s)</td><td>10%</td></tr> <tr> <td>Comprehensive Case</td><td>5%</td></tr> <tr> <td>Peer Evaluation</td><td>5%</td></tr> <tr> <td>Total</td><td>100%</td></tr> </table>	Individual Component	70%	iRATs	15%	Assessment 1	10%	Assessment 2	10%	Final Written Exam	20%	Comprehensive Case	15%	Team Component	30%	tRATs	10%	Team Application(s)	10%	Comprehensive Case	5%	Peer Evaluation	5%	Total	100%
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	<p><i>* If the student's weighted average for the summative assessments (CATs/midterms/assessments/Final Exam) is < 70%, the weighted average corresponds to the respective letter grade and is the final course grade.</i></p>	
	A	90 - 100 %
	B	80 - 89.999 %
	C	70 - 79.999 %
	D	65.0 - 69.999 %
	F	< 65.0 %
<pre> graph TD Start[Achieved ≥70% weighted average on individual summative assessments] -- no --> Box1[Percentage of the individual summative assessments corresponds to respective letter grade and is the final grade for the course. No team component added.] Start -- yes --> Box2[Add all other individual components (e.g. iRATs, OSCE). Total individual components ≥70% of total possible.] Box2 -- no --> Box3[Total percentage corresponds to respective letter grade and is the final grade for the course. No team component added.] Box2 -- yes --> Box4[Add team components. Total percentage corresponds to respective letter grade and is the final grade for the course.] </pre> <p>The flowchart outlines the process for determining the final course grade. It begins with a decision point: 'Achieved ≥70% weighted average on individual summative assessments'. If the answer is 'no', the percentage of individual summative assessments corresponds to the letter grade, and no team component is added. If 'yes', the next step is to 'Add all other individual components (e.g. iRATs, OSCE)' and check if the 'Total individual components ≥70% of total possible'. If 'no', the total percentage corresponds to the letter grade, and no team component is added. If 'yes', team components are added, and the total percentage corresponds to the letter grade.</p>		

**PHAR 7507 Course Schedule
Spring 2017**

Week	Day	Topic	Instructor
1	1/9	Biochemistry: Clotting cascade & Venous Thromboembolism (VTE) ^{*50}	Dr. Pearson
	1/10	Pharmacology & Pharmacogenomics: VTE ^{*50}	Dr. Jones
	1/11		
	1/12	Pharmacotherapy: Acute VTE*	Dr. Snella
	1/13	Pharmacotherapy: Chronic VTE	Dr. Snella
2	1/16	Martin Luther King Day	-----
	1/17	Pathophysiology: COPD and Asthma ^{U*}	Dr. Coyne
	1/18		
	1/19	Physiology Review: Hypothalamus-Pituitary Axis (HPA)** Pharmacology: Steroids and Immunomodulators for Asthma	Dr. Jones
	1/20	Med Chem: Steroids	Dr. Khashan
3	1/23	Pharmacology & Med Chem: Bronchodilators*	Dr. Jones/Dr. Khashan
	1/24	Pharmacotherapy: Asthma*	Dr. Sharpton
	1/25		
	1/26	Pharmacotherapy: Asthma	Dr. Sharpton
	1/27	Pharmacotherapy: Allergic Rhinitis*	Dr. Wooster
4	1/30	ASSESSMENT 1 – VTE through Asthma	All faculty
	1/31	Pharmacoepidemiology: Introduction to pharmacoepidemiology research*	Dr. Shoair
	2/1	--Formative Peer Evaluations Due--	
	2/2	Pharmacoepidemiology: Medication utilization patterns*	Dr. Shoair
	2/3	Pharmacotherapy: COPD* + smoking cessation review	Dr. Sharpton
5	2/6	Pathophysiology: HPA Disorders*	Dr. Jones
	2/7	Pharmacotherapy: Adrenal Disorders Physiology, Pathophysiology, Pharmacology: Thyroid Disorders	Dr. Sharpton/ Dr. Jones
	2/8		
	2/9	Pharmacotherapy: Thyroid disorders*	Dr. Wallace
	2/10	Biochemistry: Carbohydrate metabolism (Type 1)*	Dr. Pearson
6	2/13	ASSESSMENT 2 – Allergic Rhinitis through Thyroid Disorders	All faculty
	2/14	--Student's Choice Day--	TBD
	2/15		
	2/16	Pathophysiology & Pharmacology: DM Type 1*	Dr. Jones
	2/17	Pharmacotherapy: DM Type 1*	Dr. Wallace/Dr. Pearson
7	2/20	Pharmacotherapy: DM Type 1	Dr. Wallace/Dr. Pearson
	2/21	Pathophysiology & Pharmacotherapy: DKA/HHS*	Dr. Jones/Dr. Wallace
	2/22		
	2/23	Pathophysiology & Pharmacotherapy: DKA/HHS	Dr. Jones/Dr. Wallace
	2/24	Comprehensive Case	All faculty
8	2/27	--Summative Peer Evaluations Due--	

^{*50}RAT grade with next day; ^U*Ungraded RAT; *RAT day; **RAT includes topics from 1/19 and 1/20

<p>Examination and/or Major Assignment Policies and Procedures</p>	<p>Examination Policies:</p> <p>The term exam in this document refers to any assessment (e.g. RAT, CAT, midterm examination, final exam, OSCE, skills test/assessment) used for formative or summative student learning outcome evaluations.</p> <p>Most exams will be taken using ExamSoft. It is the students' responsibility to have a device that is compatible and works with ExamSoft under exam conditions. Each student will use a privacy screen on the device used to take the exam.</p> <ul style="list-style-type: none"> • Students will be allowed entry to the classroom after an exam has started ONLY at faculty or proctors' discretion. • Exams using ExamSoft will be available for downloading 24 hours in advance of the exam. All students must have the exam downloaded and be prepared to start the exam at the scheduled exam time. Students will NOT receive additional time if the exam was not downloaded in advance and the student has technical difficulties as a result. The password to access the exam will be given at the time the exam is scheduled to begin. • Some exams are administered on multiple days (i.e., laboratory assessments or assignments) or throughout the day (i.e., OSCEs). In such instances, students already completing the exams shall not share the questions or activities with students yet scheduled to take the exams. Sharing of any part of the exams with those who have not yet taken the exam is considered academic dishonesty and the person(s) receiving the information will receive a score of zero (0), as well as the person(s) sharing the information about the exams. • All personal items, such as Google glasses, purses, books, backpacks, cellphones, pagers, notebooks, and briefcases will be left in the front or back of the room during testing. • Silence will be enforced during exam time. No one may enter or leave the room during the exam without the permission of the exam proctor(s) to avoid distracting other students during the exam. • Students will not share calculators during exams. Calculators will be provided by the college during the exam period if required. • Course exams will not be returned. A review of the exam will be conducted at the discretion of the faculty. Exam reviews may be scheduled with faculty during office hours and within TWO (2) business days from the return of the exam grades. • Official notification of exam scores will be posted on Blackboard after faculty analysis and review. Every effort will be made to post the scores in a timely manner. • Any student achieving an exam grade <70% MUST schedule an appointment with the course coordinator within two business days from the official notification of the exam grades. • If an absence for an exam is necessary, the student is responsible for notifying the course coordinator PRIOR to the exam with an acceptable reason. Failure to meet this requirement may result in denial of opportunity to make up the exam at a later date. Make-up exams may be given at the time designated by the course coordinator. • Exams missed for medical/emergency will require official documentation and the documentation must be given to the coordinator no later than five (5) business days after the exam. • Make-up exams may only be given at the discretion of the course coordinator or relevant faculty and may be in a different format from the original exam. • Any student suspected of cheating may be immediately removed from the testing area. Strict enforcement of the college Honor Code is maintained.
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Appeals Policy	<p>All grading related appeals for a particular project or assignment must be submitted IN WRITING to the responsible instructor and course coordinator within TWO (2) business days of the publication of that grade on Blackboard. All appeals must be defended with relevant evidence from appropriate current textbooks and primary literature, and must be properly referenced.</p> <p>A student can file an appeal if there is a disagreement with a final course grade. The appeal must be submitted within TWO (2) business days of online posting of final course grades. The student must initiate a formal grade appeal process by completing the Course Grade Appeal form available on the College web page and by submitting this form to the course coordinator.</p>
Classroom Behavior Expectations	Overall, students are expected to exhibit professional behaviors as described in the Student Handbook.

Additional Course Information	
Student Rights and Responsibility	All students are responsible for reviewing the syllabus and abiding by all that is within it. Students are encouraged to seek clarification within the first week of the course. The student is responsible to know and understand the policies that affect her or his rights and responsibilities as a student at UT Tyler. Please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php .
Course Website	Course faculty and coordinators will use Blackboard course management tools (https://blackboard.uttyler.edu/webapps/login/) to facilitate communication and to provide access to materials, assessment scores, and other resources. Materials will be posted to the website before formal student engagement and readiness assessment tests.
Instructor Communication and Response	Course faculty-strive to have open communication with students both in and outside of the classroom. Students are encouraged to contact faculty to discuss questions or other issues related to the course. Responses to phone or email messages will be transmitted during regular working hours. If you do not have a response within a reasonable time, please check to assure you have used the correct email address or phone number and follow up if with course faculty if needed. Faculty will respond to student questions received during evenings and weekends once they are back in the office during regular business hours. Communications from faculty and course coordinators to students, regarding the course, will be made via the Blackboard website and/or UT Tyler email.
Attendance and Make-up Policy	<p>Given the importance of classroom discussion to successful learning in the class, classroom absences will only be excused under exceptional circumstances. In such cases, students are required to make every reasonable effort to notify the course coordinator in advance.</p> <p>Late Arrival: A student may be given credit for classroom participation and contribution if they arrive late and the late arrival was due to circumstances beyond the student's control. In all cases, the decision of the course coordinator with input from the instructor for the day is final. Students will not be allowed to enter the room after the beginning of iRATs until after its conclusion to avoid distracting other students during the exam.</p> <p>Known Excused Absence: A student may request an excused absence from class/pharmacy practice experiences for known personal, compassionate, professional, or health-related reasons. Known excused absence requests are initiated in writing to the course coordinator. Generally, <i>known</i> excused absences are for one or two academic days. Known excused absences greater than five academic days in a session may require a student to withdraw from the course. Students will be required to present appropriate documentation to support a request for a known excused absence. <i>The decision to grant a known excused absence is at the discretion of the course coordinator and is final.</i></p>

	<p>Unexpected Excused Absence: In the event of unexpected circumstances, students are responsible for submitting a request to the course coordinator requesting the unexpected absence be considered excused within three (3) days of the absence. Students will be required to present appropriate documentation to support a request for an unexpected excused absence. It will be the student's responsibility to make arrangements for making up missed assignments and/or examinations. If the assignment and/or examination cannot be made-up but is considered excused, then the missed activity should not count against the student's final grade; however, this is at the discretion of the course coordinator. <i>The decision to grant an unexpected excused absence is at the discretion of the course coordinator and is final.</i></p> <p>The course coordinator(s) in conjunction with instructors will determine if a student's absence results in the need for the completion of additional/supplemental work in order to satisfy course requirements. No makeup assignments or exams will be given outside the attendance and make-up policy outlined in the syllabus. Students will receive a score of zero (0) for assignments not completed within the time frame established by the course coordinator, generally not more than 5 days (including weekends).</p> <p>Unexcused Absence: Students will receive a ZERO (0) for all missed assignments or projects.</p>
Course Withdrawal and Census Date	<p>The last day to withdraw from the course without academic or financial penalty is February 10, 2017. The last day to withdraw from the course with an automatic grade of "W" is February 10, 2017. To withdraw from the course, students should initiate withdrawals with the course coordinator. If you are withdrawing from this course, you are required to withdraw from the corresponding Integrated Laboratory course (PHAR 7247) and Introductory Pharmacy Practice Experience (PHAR 7167) and vice versa. The course coordinator is not responsible for officially withdrawing you from the class. If you do not withdraw by the official dates you will automatically receive a letter grade of "F".</p> <p>The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:</p> <ul style="list-style-type: none"> • Requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit; • Receiving 100% refunds for withdrawals. (There is no refund after the Census Date); • Schedule adjustments (section changes, adding a new class, dropping without a "W" grade); • Being reinstated or re-enrolled in classes after being dropped for non-payment; • Completing the process for tuition exemptions or waivers through Financial Aid.
Handling of Student Accommodations	<p>In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. Please contact the SAR office if you are unsure if the above criteria apply to you and have questions or concerns. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to dstaples@uttyler.edu.</p> <p>Students must notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation so that the course coordinator has adequate time to coordinate with the Student Accessibility and Resources (SAR). A letter from the SAR office</p>

	<p>must accompany this request. Authority for disability accommodation can be found in the Handbook of Operating Procedures, Section 5.14.1 and can be found at: http://uttyler.smartcatalogiq.com/en/UTTyler/2015-2016-HOP/Series-500-Student-Affairs/5-14-1-Disability-Accommodation.</p>
Notice of Permission / Non-Permission	<p>All course materials (including but not limited to; audio, visual, print and electronic) are copyrighted. External distribution outside of Blackboard or for purposes other than classroom use is prohibited without first gaining permission. For additional information regarding the use of copyrighted materials, please refer to the Handbook of Operating Procedures, 2.3.1. Copyrighted materials http://uttyler.smartcatalogiq.com/en/UTTyler/2015-2016-HOP/Series-200-General-Policies-and-Procedures/2-3-1-Copyrighted-Materials.</p>
Holidays and Religious Observations	<p>Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting. Authority for approved absence policy can be found in the Handbook of Operating Procedures, Section 5.10.1 and can be found at: http://uttyler.smartcatalogiq.com/en/UTTyler/2015-2016-HOP/Series-500-Student-Affairs/5-10-1-Approved-Student-Absences.</p>
Professionalism Expectations / Handling of Academic Misconduct	<p>Academic Misconduct and Consequences</p> <ul style="list-style-type: none"> • The University policies regarding academic misconduct will be strictly enforced. Student suspected of cheating during a quiz or examination will receive zero points for the assessment and will be reported to the College's Office of Academic Affairs and/or the University of Texas at Tyler Office of Judicial Affairs for further sanctions. (See Examination and/or Major Assignment Policies and Procedures). Upon confirmation of academic misconduct in these circumstances of serious disregard for academic integrity, course faculty may recommend sanctions including that the student be awarded a failing grade in the course. • Course faculty will adhere to a no tolerance policy for cheating and expect students to abide by university, college and program policies. <i>The Honor Code will apply at all times.</i> Students also are expected to help enforce this code. • Students are expected to work independently on all individual assignments, quizzes and exams. Group projects will be clearly identified. The use of any resources other than the student's own recollection and reasoning ability on an individual assignment, paper, quiz, or exam is cheating. Inappropriate use of electronic or wireless technology (e.g., cellular telephone, pagers, PDA's, laptops) during quizzes or examinations is considered academic misconduct. Students must be honest when reporting on work completed within the course. Putting a student's name on a report that he/she did not actually contribute to in a meaningful way is dishonest and is considered cheating. Both the student whose name is placed on the report or assignment and the student(s) doing so will be sanctioned. • Plagiarism, another form of cheating that occurs when another person's work is used or copied without proper acknowledgement, is not condoned and will not be allowed. • Students may be asked to move during an examination if proctors believe a student is knowingly committing or unknowingly contributing to academic misconduct. <p>Students are encouraged to obtain a copy of <i>A Student Guide to Conduct and Discipline at UT Tyler</i>, available in the Office of Student Affairs.</p> <p>Authority for handling of academic misconduct can be found in the Handbook of Operating Procedures, Sections 5.5.1 and 5.5.2 and can be found at:</p> <p>Section 5.5.1 – Student Conduct: http://uttyler.smartcatalogiq.com/en/UTTyler/2015-2016-HOP/Series-500-Student-Affairs.</p> <p>Section 5.5.2 – Student Conduct Code, Student Disciplinary Hearing and Appeals Procedures:</p>

	http://uttyler.smartcatalogiq.com/en/UTTyler/2015-2016-HOP/Series-500-Student-Affairs/5-5-2-Student-Conduct-Code-Student-Disciplinary-Hearings-and-Appeals .
Social Security and FERPA Statement	It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.
FERPA Statement for Courses That Utilize Plagiarism Detection Software	<p>The University of Texas at Tyler has an account with an automated plagiarism detection service which allows instructors and students to submit student assignments to be checked for plagiarism. Faculty reserve the right to 1) request that assignments be submitted as electronic files and 2) electronically submit assignments to SafeAssign, or 3) ask students to submit their assignments to SafeAssign through the LMS course management program of UT Tyler. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For more information about the University's policies regarding plagiarism, go to Subchapter 8-800-Student Standards of Conduct in the Manual of Policies and Procedures for Student Affairs. It can be found at: http://www.uttyler.edu/mopp/documents/8Student%20Conduct%20and%20Discipline.pdf.</p> <p>Please remove your name from the body of your paper and replace it with your UT Tyler ID#. Also remove your name from the file name and replace it with your UT Tyler ID# (e.g., "U12345678 Essay 1.docx") before submitting it to SafeAssign. Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to SafeAssign.</p>
Student Absence for University-Sponsored Events and Activities	If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.
Emergency Exit and Evacuation	Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
Emergency Preparedness for Academic Continuity	In the event of an emergency, it may be necessary for UT Tyler to suspend normal operations. During this time, UT Tyler may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main UT Tyler, College, and department websites and emails for important general information.
Syllabus Content Change Disclaimer	The course coordinator retains the right to make adjustments to the course content, schedule or grading policy as deemed necessary to enhance student learning.
Instructional Technology Assistance	<p>If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu or call 903.565.5555.</p> <p>When you email IT Support, be sure to include a complete description of your question or problem including:</p> <ul style="list-style-type: none"> • The title and number of the course • The page in question • If you get an error message, a description and message number • What you were doing at the time you got the error message

Netiquette Guide	"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. (http://www.learnthenet.com/learn-about/netiquette/index.php)
Course and Instructor Evaluations	Evaluations are a professional responsibility. Constructive evaluation is a valuable tool utilized by the faculty as a method for quality control of the curriculum. Student evaluations are viewed by the faculty and administration as one method for maintaining high, consistent levels of quality education in the College. As a professional pharmacy student, evaluation requires maturity and objectivity. This evaluation tool is the student's opportunity to participate in the on-going evaluation process. The evaluations will be online and links to the tool will be provided on Blackboard toward the end of the term. Evaluations are collated and presented in a composite format after final grades are submitted to the Registrar's Office.
Dress Code	Please refer to the Student Handbook
Tobacco-Free University	<p>All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.</p> <p>Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.</p> <p>There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.</p>