The University of Arizona College of Pharmacy (UA COP)
Department of Pharmacy Practice and Science

Teaching Packet Overview

This document and the UA COP Teaching Packet folder (zip files) containing additional
attachments/documents can be accessed at UA COP Internal Links → College Links >>
Pharmacy Practice Promotion and Tenure documents → Orientation Materials for new faculty

Developing a Teaching Portfolio
Please see UA COP Teaching Packet under Internal Links >> College Links >> Pharmacy Practice
Promotion and Tenure documents >> Developing a Teaching Portfolio

Course Coordination/Set-Up

Frequently Asked Questions

Where do I find syllabi for current classes and the template syllabus for all COP courses?
A: On the COP website www.pharmacy.arizona.edu → ABOUT → COP DOCUMENTS → SYLLABUS
TEMPLATE
If you have no access, request access from COP at helpdesk@pharmacy.arizona.edu.

How do I set up a course in D2L?
A: The best way to set up a course is typically to create your draft syllabus first and then sign up for
tutorial classes using the instructions at https://help.d2l.arizona.edu/content/instructional-
tutorials

How do I set up recording of my classes in Panopto?
A: pharmacy.arizona.edu → ABOUT → COP DOCUMENTS→PANOPTO
https://internal.pharmacy.arizona.edu/share-files/teaching-tech/panopto-D2L.pl

How do I schedule my in class sessions and reserve rooms for my course?
A: Barbara Collins collins@pharmacy.arizona.edu should contact you well before the semester starts
with course time and room number. Work with her to get your class time and room reservation.

How do I schedule my final exams?
A: Barbara Collins collins@pharmacy.arizona.edu should contact you during the semester with a time
and location for final exams and you will work with Barb to change the time and place.

What are exam scheduling/exam overlap policies between courses?
A: Course syllabi are collected by Liz Coronado before the semester begins and exams during the
semester are scheduled at that time. Liz will put out a call for syllabi and exam schedules prior to the
start of the semester. Exam scheduling is on a first come, first serve basis. If exams are planned on the
same day or too many exams are planned in each week, you will be contacted to reschedule your exam.

How do I conduct exams and where do I get help with exam software?
A:
On the COP website www.pharmacy.arizona.edu → ABOUT → COP DOCUMENTS → Exam Resources
If you have no access, request access from COP at helpdesk@pharmacy.arizona.edu.
How do I conduct make up exams?
A: The conduct and format of make up exams is up to the instructor. Make-up exams may be in a different format (such as essay format) from regularly scheduled exams.

How do I conduct quizzes?
A: The conduct and format of make up exams is up to the instructor. Quizzes are typically administered through D2L and can be either in class or out of class.

How are final grades posted?
A: The calculation and recording of final grades are up to the instructor and can be done in any format the instructor prefers. D2L offers final grade calculation functionality, but final grades must be recorded in UAccess. Final grades can be recorded manually or there is an import option from D2L to UAccess. Reminders to post final grades and final grade post deadlines are e-mailed to course coordinators towards the end of each semester.

How do I identify a teaching mentor?
A: Teaching mentors are not assigned but are encouraged. The identification and facilitation of an appropriate teaching mentor is up to the instructor.

How do I fulfill the yearly peer teaching evaluation requirement?
A: Information regarding teaching peer review can be found at http://teachingprotocol.oia.arizona.edu. You are encouraged to complete this process once a year, which involves another instructor, typically more senior than yourself, viewing a class and providing feedback for your teaching. Your peer reviewer then submits a letter (dated, signed, and on letterhead) to the department head. Draft materials are available College of Pharmacy intranet.

How do I facilitate student evaluations of my teaching?
A: Student Course Surveys (SCSs) are not required for students and thus every effort should be made to encourage students to provide feedback. For example, course coordinators may consider setting aside time in class for students to complete SCSs. SCSs are filled out by students and accessed by instructors using the website http://scs.arizona.edu/, which will automatically generate SCSs for existing courses and email students asking them to fill out SCSs.

How do I change the title of a course or the number of credit hours of a course?
A: Changes must be approved by the college’s curriculum committee.

What are some potential class activities to facilitate active learning?
A: In class debates, facilitated work groups, case studies, student presentations, think-pair-share

Desire2Learn (D2L)
Please see UA COP Teaching Packet folder for “Desire2Learn (D2L) Quick Guide”.

Syllabus
The College has a syllabus template instruction, which can be adapted by faculty when developing or modifying their courses.
This syllabus template instruction can be accessed on the COP intranet via:

On the COP website www.pharmacy.arizona.edu ➔ ABOUT ➔ COP DOCUMENTS ➔ SYLLABUS TEMPLATE

The use of the template is not mandatory. However, it provides a useful starting point for faculty to identify the type of content that is customary to include in a syllabus. Most importantly, the template does include some wording that is required for all courses as well links that are required to be included in a syllabus. This primarily pertains to standard University policies (e.g. student code of academic integrity, disability resources, professional conduct, classroom behavior, and such).

Each syllabus will vary based on the setup of the course, grading structure, and activities. However, an ideal syllabus is clear, succinct, sets the right tone, and provides the students with answers to the most majority questions they may have about the course.

It is highly encouraged for new faculty to consult with experienced course coordinators, review the syllabi of existing courses, and receive feedback so that they can optimize their syllabus.

The syllabi for all courses also get posted on the COP intranet each semester to be utilized by faculty for collaboration, up to date information on subjects covered by each course, and alignment of material, etc. All course syllabi posted on the COP intranet can be accessed via:

UA COP Internal Links ➔ Information Technology Links ➔ Sharepoint Sites ➔ Curriculum Committee ➔ log in to the sharepoint using your email and password ➔ Syllabi

*If you have no access, request access from COP at helpdesk@pharmacy.arizona.edu.

Alternatives to Textbook Resources

- AHSL library database link: https://libguides.library.arizona.edu/type/books
- Health Sciences etextbook links at https://libguides.library.arizona.edu/type/ebooks
- National Guideline Clearinghouse (NGC)
- Pubmed
- Embase
- Stat!Ref
- Drug Info Resources (UpToDate, ClinicalKey)
- MERLOT (Multimedia Educational Resource for Learning and Online Teaching) – catalogue of seminars/lectures on general topics from DNA to music (some lectures on drug classes or core concepts such as pharmacology and calcium channel blockers)
- Stedman's Medical Dictionary (28th ed.; 2006)
- Pharmacy Internal Links resources: Facts and Comparisons, Micromedex, and LexiComp
- UA Bookstore collaborates with the UA Libraries to see if the library can acquire some required course materials as an ebook. Once textbooks are submitted to the UA Bookstore, and if it is not an open education resource (OER), and not a large commercially published textbook, the library will try to acquire it as an ebook so students won’t have to purchase it. For more information about OERs see: https://new.library.arizona.edu/instructors/oer

Ways to Lower the Cost of Course Materials

Please see UA COP Teaching Packet folder for this document provided by The University of Arizona University Libraries and BookStores. The document includes information on:

- Open textbooks
- Library-licensed ebooks, articles and book chapters
- Inclusive access (features digital textbooks from commercial publishers)
- Helpful links and contact information

**Distance Learning**

**General**
- Always check at the beginning of the class session to be sure that the remote site can see and hear the instructor & see projected media (document camera, PowerPoint)
- Remember that you have a microphone on & even if you are whispering the remote site can hear you
- Avoid using the classroom’s wall-mounted whiteboard or blackboard (remote site cannot see these). The document camera provides a better display for the remote locations than any board in the classroom.
- Repeat questions or comments by anyone that does not have a working microphone.
- Avoid using pointers, the students are able to see a mouse.
- Watch the timing of the class. Do not continue your discussion with the live section if the remote section cannot view or hear this discussion. Students are very sensitive to this and report inequities when they perceive that they are missing out on valuable information.
- If the class is interrupted because of technology, wait until all sections are conferenced to continue with the lecture.
- Let IT know where the instructor will be lecturing from for each class period, i.e. if the instructor will be in Tucson or Phoenix.
- Phoenix may not be able to accommodate last minute requests for printing, as the offices (and thus copier/printer) are in a different building than the classroom.
- Inform students what the preferred means of communication outside of the scheduled class time will be (email, phone, discussion boards, etc)
- Remember to include remote facilitators in facilitator trainings (can be scheduled at a separate time if more convenient for you)
- Schedule a time with IT to discuss Zoom setup if necessary.

**Exams**
- If you schedule exam review sessions remember to coordinate with Phoenix & offer review sessions to both cohorts
- Clearly outline exam instructions (open book, calculator, no hats, bags to the front of the room, etc). This helps us to proctor the exam how you would like it proctored and allows for us to handle some issues remotely without needing to call you.
- Triple check all files sent to us for printing and leave plenty of time for Phoenix to print & check the materials. If there are special instructions please be detailed (one sided vs two sided printing, color, etc).
  - Consider numbering the pages
  - Check the readability of tables & figures
  - Instruct proctor if all materials should be collected or if the students can keep any of the materials.
- Notify Phoenix of all changes in exam schedules as soon as you become aware of the change so that we can schedule proctors accordingly.
- Consider utilizing the seating chart made by the Professionalism Committee.
● Consider how you want to handle student questions during the exam & communicate your plan
with the remote site proctor.
  ○ Currently we communicate via personal cell phones (exam proctor & course
  coordinator).
● Remember to use a microphone even on exam days.
● If there are materials to be handed out let Phoenix know when to start & if they should be ‘face-
down’ until a communicated start time.

Office hours
● Plan how you will conduct office hours for the remote site ahead of time and include in the
  syllabus
● Zoom Web Conferencing (preferred Method)
  ● All faculty who will be teaching students in Phoenix from Tucson as well as faculty
  teaching students in Tucson from Phoenix should hold office hours using Zoom.
  ● Zoom is available campus-wide for web conferencing for academic purposes and
  business conferencing.
  ● Zoom is available to all active UA NetID holders: faculty, staff, students, and DCCs. NetID
  is not required for people outside the university to attend a UA Zoom meeting.
  ● Go to the following website to login: https://zoom.us/signin
  ○ Under “Or sign in with” click on “SSO”

● Some Other options:
  ○ Accessibility by phone during a specified time
  ○ Schedule with students as needed (remember to include instructions on how to
  schedule this)
  ○ Video-conferenced office hours using a smaller conference room (this will need to be
  coordinated with the remote site)

AudioVisual (AV) Assistance including Remote Presenters/Remote Mice and
Panapto
Arizona Health Science Center Biocommunication
Media Technical Services (MTS)
Email: mts@biocom.arizona.edu

Physical Location:
Arizona Health Sciences Center (AHSC) Rm 3404C i.e. medical plaza entry level and across from the main
cafeteria

Telephone: 520-626-0151
Fax 520-626-2145

Assistance Procedure
Faculty will be notified prior to the start of the semester of information needed to be emailed to MTS
for course setup. In the event that you need additional assistance with setup, projection, microphone,
laser/remote mouse, etc. email mts@biocom.arizona.edu.

Tip #1: If you email Operational Staff i.e. OPS (ops@biocom.arizona.edu), OPS will refer you to MTS.
Hence, it is recommended to simply email MTS directly (mts@biocom.arizona.edu)
Tip #2: The small side rooms (closed wooden doors by the small stair rails) directly in front of the entry to B109 and B111 lecture halls are where the AV control rooms are located. An MTS tech is always inside (door closed) monitoring during regularly scheduled lecture class time.

Tip #3: Remote presenters/mice are installed in the 3 classrooms. The laser is disabled by default so that you can use the cursor to highlight in the classroom. The laser is disabled, as the laser does not show up on the D2L video recordings of lectures.

A page with instructions on how to use the remote presenters/remote mic can be found in the UA COP Teaching Packet folder under Keyspan Presentation Remote Instructions.

Teaching in Phoenix (How to Prepare for Teaching in Phoenix)
Teaching Between Campuses Policy

Campus Map & Building Addresses
The Phoenix Biomedical Campus (PBC) is located in downtown Phoenix between 5th and 7th Streets to the west and east, and Fillmore and Van Buren Streets to the north and south.
You may view building addresses and download a campus map here: http://phoenixmed.arizona.edu/campus/campus-buildings-and-addresses

Parking
Visitor parking is located at the PBC Garage and Lot 10002, also indicated on the campus map. Parking validation is provided for the PBC Garage. Upon your arrival, please contact Luann Musser at 602-827-2426 to obtain a “chaser” ticket.

Visitor ID Badge
All campus visitors must check in with Security at the front desk in the lobby of the Health Sciences Education Building (HSEB). Please bring a government-issued photo ID with you.

Classrooms
The Pharmacy classrooms are located in the Health Sciences Education Building (HSEB) on the 3rd and 4th floors in B302 and B402, and the first floor of the Biomedical Sciences Partnership Building (BSPB) in E113 and E115.

Instructional Support
An Instructional Support tech will arrive 10 minutes prior to the start of class to help you set up your presentation, teach you how to use the A/V equipment, and connect to the Tucson classroom via video conference.
Please remember to bring your presentation with you on a thumb drive or your laptop. The classroom computers have USB ports and VGA & HDMI connections. There is public WiFi available across campus.

Office Hours
You are highly encouraged to schedule office hours to meet with students while you are on campus. Please contact Karina Cabrera at klcabrera@pharmacy.arizona.edu to reserve a conference room.

Policy for Tucson-based Faculty Teaching in Phoenix
Procedures for the following topics are outlined in the College’s policy, posted on the COP website.

Faculty/Staff Teaching Between Campuses Policy

UAHS Scheduling at the Health Sciences Innovation Building (HSIB)

- All non-academic credit bearing meetings and events in HSIB are billable (meetings or special events).
- Go here for additional information on booking a room for at the HSIB: https://www.aaiscloud.com/UArizona_UAHS/default.aspx?home/

Active Learning Strategies

- Solid evidence that active learning trumps lecture in terms of student retention
- Active learning is a huge area of educational research and institution-level instruction and assessment activities
- Can be overwhelming because of the number and variety of options available
- Consider active learning as a spectrum
  - Range from simple to complex
  - Range from highly student-centric to more instructor-centric (traditional)
  - Resources at UA available to help incorporate active learning into courses
- Some resources:
  - Active learning strategies and links to resources from UA Office of Instruction and Assessment: http://oia.arizona.edu/content/292
  - Primer on active learning strategies in classroom and experiential settings (with descriptions of activities): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3230347/
  - 200 tips to make active training and learning successful, including use of different technologies: http://lib.mylibrary.com/Open.aspx?id=776658
  - Brief summaries of popular classroom-based activities (with references to supporting literature): http://cfe.unc.edu/files/2014/08/FYC2.pdf
  - University-focused teaching and learning conference: http://lillyconferences.com/

Office of Instruction and Assessment (OIA)

- OIA (located in Manuel Pacheco Integrated Learning Center on main campus near main library)
- Website (http://oia.arizona.edu/) has outline of resources related to instruction
Website also has multiple links important for facilitating teaching such as course evaluations (http://scs.arizona.edu) and peer reviews of teaching (http://teachingprotocol.oia.arizona.edu)

Summary of available resources:
- Course consult (1-on-1 meeting(s) with teaching/learning specialist to discuss a range of instruction and assessment-related issues (incorporating active learning, syllabus writing, flipping the classroom)
- Teaching technology consults (how to use various technologies and multimedia in the classroom effectively such as clickers, Panopto, Turnitin, Adobe Connect, etc)
- Certificate in College Teaching (typically for grad students, but some great courses that faculty can attend)
- Workshops and classes held throughout the year, examples:
  - ‘Just in time’ (right before the semester starts) D2L refreshers
  - Active learning strategies
  - Meaningful discussions
  - How to use groups to facilitate learning
  - Introduction to teaching online
- Program-level outcomes assessment
- Peer review of teaching (designed to guide UA instructors in process of formative review of peers’ teaching and evaluation of teaching for summative review)
- Facilitating and assessing student learning
- Technology development

Course Facilitator Recruitment Process
To minimize emails faculty and preceptors receive and enhance our facilitator recruitment process, we develop and distribute a teaching/facilitating opportunity Google form for fall and spring semester. This Google form will be sent to:

- The faculty listserv
- Preceptor listserv
- Graduate student listserv (Pharm/Econ – those who have PharmDs)
- Marty Pelger at the Medication Management Center
- Mike Katz to be distributed to the residents

The Google form will be sent out prior to the start of the semester (see dates below) and throughout the semester as needs are still outstanding. Course coordinators will be provided editing access to the Google form so that they can check to see who has signed up for the sessions and edit the information as needed (including removing and adding information).

Each course coordinator who would like to try to recruit facilitators this way should compose a brief description of the teaching/facilitating opportunity, including any specific qualifications (e.g. AZ immunization certificate required for assisting immunization training program, PGY1&2 residents welcome for all sessions, etc.), as well as a list of the dates/times/locations of each of the sessions in need of teaching/facilitation. Course coordinators should send out a confirmation email to facilitators so that those who signed up on the Google form know for sure that they will be expected.

For the fall semester, please send this information to Jenene Spencer (spencer@pharmacy.arizona.edu) by June 24th, so that the Google form can be sent out by July 1st.
For the spring semester, please send this information to Lindsey Fera (lfera@pharmacy.arizona.edu) by October 25th, so that the Google form can be sent out by Nov 1st.

**College of Medicine (COM) Teaching Resources (fid.medicine.arizona.edu)**
- Lots of links to articles, books, youtube videos on topics like educational theory, curriculum development, and flipped classroom
- FID series: A number of potentially informative seminars on educator portfolios and teaching
- TWT (teaching with technology seminar series with specific (ie iTUNES) topics for technology development
- SOS (Support for Office Staff) Network & Workshop Series – not posted but mostly software crash course (outlook, excel, qualtrics, etc)
- Education Scholars program (one year) intended to promote educational research
- Faculty mentoring – may not be available outside COM

**Assessment**
- Definitions
  - Formative assessment: Goal is to monitor student learning and provide ongoing feedback that can be used
    - by instructors to improve teaching
    - by students to improve learning
  - Summative assessment: Goal is to evaluate student learning at the end of an instructional unit by comparing it against a standard/benchmark
    - Often high stakes
    - Examples: Midterm exam, final project
  - Assessment vs. grading: Goal of grading is to evaluate an individual student’s learning and performance; goal of assessment is to improve student learning
  - Programmatic assessment vs. grading: Grading summarizes many outcomes for one student (individual student’s learning/performance in a single course) while assessment summarizes one outcome for many students (a systematic examination of learning across a program)
- Online resources:
  - https://www.cmu.edu/teaching/assessment/basics/grading-assessment.html

- Assessing learning
  - Resources for creating a variety of assessments (assignments, exams, classroom techniques, concept maps, group work, rubrics) Faculty toolkit for formative assessment strategies: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4453077/
  - https://www.cmu.edu/teaching/assessment/assesslearning/index.html

- Assessing teaching
  - Formative and summative assessment applies here as well as for students
  - On-campus resources for assessment of teaching (nia.arizona.edu)

Online resources: https://www.cmu.edu/teaching/assessment/assessteaching/index.html; https://www.uky.edu/oua/assessment-resources;
Student Course Surveys (SCS)
The College uses a standardized Student Course Survey (SCS) from the University’s Office of Instruction and Assessment. At the start of the semester, course coordinators are provided with a form from Lindsey Fera (Coordinator, Administrative Services) so that they can list instructors who will be evaluated in the course. Instructors listed here are based on the discretion of the course coordinator. Typically those with a significant teaching load in the course are listed. However, instructors who wish to be evaluated should have a discussion with the course coordinator. Later during the semester, course coordinators receive an email from TCE to confirm if the instructors to be evaluate and dates are correct. Modifications can be made prior to Nov. 8th. Faculty should review their order and if they have any changes, then they should contact Estella Salgado (salgado@pharmacy.arizona.edu) as she can make additions/deletions prior to Nov. 8th. Later towards the end of the semester, students are sent an email from the University with a link to complete the course survey. The survey is only open during a certain time frame determined by the University. To improve response rates, students should be allowed time in class to complete the survey. Ideally, this is done at the start of class. Let the students know ahead of time that they will be taking the survey in class to ensure that they bring their laptop computers. Also, it is important to post the evaluation link on D2L so that it can be accessed when they viewing the course website. Results of the evaluations are usually available after the semester ends.

SCS dates and possible modifications
1. SCS dates are from Nov. 9th through Dec. 6th.
2. Departments can make the following modification to the dates of the SCS evaluation for individual courses with a duration of at least two weeks:
   a. SCS evaluation start date may be shifted to an earlier date within 7 days of the original start date of Nov. 9th. (7 days prior)
   b. SCS evaluation end date may be shifted to an earlier date within 7 days of original end date., which is Dec. 6th. (Can’t go beyond Dec. 6)

SCS’ can now be done if there are three students (previously minimum required was 5 students) in the class.

Academic Integrity
General steps (details in UA Code of Academic Integrity policy):
1. The faculty member responsible for the course conducts these procedures and is responsible for ensuring that they are followed.
2. The faculty member must confer with the student within 15 academic days (hereinafter referred to as “days”) of receiving evidence of a suspected violation of this Code.
3. The faculty member shall confer with the student in private, explain the allegations, present any evidence, and hear the student’s response. If more than one student is involved, the faculty member should meet with each student individually.
4. It is recommended that the faculty member ask another faculty member to join the student meeting to serve as a witness. The witness need not speak but can be asked to submit any notes that may warrant consideration by the Professionalism Committee/the Dean of Students.
5. After the conference, the faculty member shall decide by a preponderance of the evidence whether or not the student has committed an act prohibited by this Code. “Preponderance of the evidence” means that it is more likely than not that a violation of this Code occurred.

6. If the evidence supports a finding that the student has engaged in misconduct, the faculty member shall impose sanctions after considering the seriousness of the misconduct, the student’s state of mind, and the harm done to the University and to other students.

7. Within 10 days of the conference, the faculty member shall prepare a written decision outlining the charges, evidence, findings, conclusions, and sanctions imposed. The faculty member should complete the online Record of Faculty-Student Conference form (https://arizona-advocate.symplicity.com/public_report/index.php/pid086500?rep_type=1000). The Dean of Students Office will send notification to the student and to the Academic Dean.

8. Academic Department Heads may serve as a consultative role for faculty members working with matters of academic integrity since Department Heads are not part of the appeal process.

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**Professionalism Violations**

1. The Professional Conduct Comment Form provides a mechanism for pharmacy students, residents, fellows, faculty and staff to report to the Professionalism Committee either exemplary professional behavior OR lapses in professional behavior. This form can be found via the following link: https://www.pharmacy.arizona.edu/professional-conduct-comment-form

2. Documentation maintained in COP student files but not on transcript/University records

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**Course Remediation**

1. Detailed information on remediation can be found in the ‘Policy on Academic Progression’ in the PharmD handbook. This can be accessed on pharmacy.arizona.edu homepage at About >> COP Documents >> PharmD >> PharmD handbook >> Policies and Forms >> Academic Progression. https://www.pharmacy.arizona.edu/sites/default/files/Policy%20on%20Academic%20Progression%202.3.20%20revision_1.pdf

2. **Please Note:**
   a) This policy is discussed with student pharmacists during orientation and is signed by them.
   b) **Remediation is completely at the faculty's discretion**
   c) Faculty instructor can choose:
      a. To offer or not to offer remediation for a course due to:
         i. Nature of the course (e.g., may not offer for a discussion based course)
         ii. Level of student participation/performance
         iii. Other
      b. How to offer remediation (e.g., make-up exam, make up mini-course, etc.)
   d) If a student does not pass the course:
      a. Inform Barb Collins
         i. Student has failed the course
         ii. If you think the student is eligible for remediation
         iii. If and how you are offering remediation to the student
iv. Please note to send student’s name in a separate email from the grade information or simply call Ms. Collins
   e) Jeannie Lee and Barb Collins will inform the faculty and student on eligibility of the student for remediation
   f) If the remediation is unsuccessful the course must be repeated

3. Key personnel
   a) Barb Collins, collins@pharmacy.arizona.edu, 520-626-5120
   b) Jeannie K Lee, jlee@pharmacy.arizona.edu, 520-626-9419

Please see UA COP Teaching Packet folder for Policy on Academic Progression

**Academic Intervention Forms**
The Student Services office has created a form to use for instructors and students for students who are struggling academically for whatever reason. They have also created a resource sheet. These documents can be found in the UA COP Teaching Packet folder.

**Disability Resource Center (DRC) Student Disability Accommodations**
DRC statement from UA website (needs to be added to your syllabus - For more information, please see Instructions for Syllabus Temple on the COP internal links as per map provided under syllabus section in this document).
“Accessibility and Accommodations:
At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.
If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.”
Please also include: ‘For more information please refer to the following web site:
http://drc.arizona.edu/’

Example:
Excerpt from my syllabus for 861B for Fall 2017
Students with Disabilities: Accessibility and Accommodations: It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.
Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. You must submit appropriate documentation to Dr. Bhattacharjee by September 15th if you are requesting reasonable accommodations.
If you have any questions regarding DRC services, contact via DRC Website: http://drc.arizona.edu
For testing accommodations, contact: 621-5760; uadrc@email.arizona.edu

**Required Student Senior Research Projects**
All PharmD students at the University of Arizona, College of Pharmacy are required to complete a research project as part of their graduation requirements.
Please see UA COP Teaching Packet folder under “Required Student Senior Research Projects” for a comprehensive document provided by the course coordinator, Rhys Axon, PhD, for goals, timelines, what the project entails, etc. This is a great opportunity for faculty involvement.

**Grant Writing Training and Grant Development Resources**

The Grant Training Center is located in VA for online resources, live webinars, on-site training workshops, and pdfs for writing successful grant proposals for NIH, NSF, and DOD.

- Website: [https://granttrainingcenter.com/](https://granttrainingcenter.com/)

**NIH Peer-Review Process:**

- Check the website for your Institute
- NIH YouTube Videos on Grant Review Process, Peer Review, Mock Study Section, and Tips:
  - [https://www.youtube.com/user/NIHGrants/featured](https://www.youtube.com/user/NIHGrants/featured)

- NIH and Center for Scientific Review (CSR) Applicant Resources on the Grant Application Process and Peer-Review:
  - [https://grants.nih.gov/grants/grants_process.htm](https://grants.nih.gov/grants/grants_process.htm)
  - [https://public.csr.nih.gov/ApplicantResources/ReceiptReferral/Pages/The-Peer-Review-Process.aspx](https://public.csr.nih.gov/ApplicantResources/ReceiptReferral/Pages/The-Peer-Review-Process.aspx)
  - [https://grants.nih.gov/grants/peer-review.htm](https://grants.nih.gov/grants/peer-review.htm)

The UA Research, Discovery, and Innovation ("RDI") website contains a wealth of information on finding funding, proposal development, student research funding, campus core facilities, campus centers and the UA Research Gateway.

- Website: [https://research.arizona.edu/for-researchers](https://research.arizona.edu/for-researchers)

The UA Research Gateway ("RGW") website contains a wealth of information as tabs on Proposal Development, Resources, Research Services, etc.

- Website: [http://rgw.arizona.edu/research-services/research-development-services](http://rgw.arizona.edu/research-services/research-development-services)
- The UA Grantsmanship workshop offered in the Spring
  - [http://rgw.arizona.edu/development/seminars-and-workshops/other-opportunities#Grant](http://rgw.arizona.edu/development/seminars-and-workshops/other-opportunities#Grant)
- Seminars & Workshops on grant opportunities
  - [http://rgw.arizona.edu/development/seminars-and-workshops](http://rgw.arizona.edu/development/seminars-and-workshops)
- Proposal Development
  - [http://rgw.arizona.edu/development/proposal-development](http://rgw.arizona.edu/development/proposal-development)
- Proposal Guidance with templates
  - [http://rgw.arizona.edu/development/proposal-development/proposal-guidance](http://rgw.arizona.edu/development/proposal-development/proposal-guidance)
- External Grant writing links to NIH, NSF, etc.
  - [http://rgw.arizona.edu/external-grant-writing-resources](http://rgw.arizona.edu/external-grant-writing-resources)

The UA Health Sciences Center Research Administration [http://research.uahs.arizona.edu/](http://research.uahs.arizona.edu/)

UAHS Grants Development Office (Executive Director: Lauren Zajac)
RESOURCES FOR STRUGGLING STUDENTS

The College of Pharmacy Early Intervention Policy: Each semester a request will be made for names of students with grades below 70% after the first cluster of exams, but no later than the 4th week of the semester. Students with multiple grades of D and/or E will receive early intervention consultation at that time to determine approaches that might help them be successful. A request at mid-semester (week 8) will also be made to identify others needing consultation at that point. Faculty are encouraged to meet with students having difficulty in your courses, using the intervention documents provided at the start of each semester. Faculty support of struggling students can make a difference in whether they are able to turn a poor grade around. Intervention forms for students and instructions, as well as a faculty emergency guide and lists of a wide variety of COP, U of A, Community, and State Resources are available in the UA COP Teaching Packet folder.

Suggested videos for struggling students from COP Student Services:

- Space Repetition in Learning Theory: https://www.youtube.com/watch?v=cVf38y07cfk
- Testing Effect (test-enhanced learning in Learning Theory): https://www.youtube.com/watch?v=_wqG7g1kZUo

Office of Academic Success & Achievement (ASA) – U of A program with a primary focus on undergraduates; however, there are several services that may be helpful students in any program. SOS (Support. Opportunity. Success) – a resource for UA students who are facing questions or issues and are unsure about where to go for answers. E-mail Address: sos@email.arizona.edu (link sends e-mail) or Text: Text SOS to 97779

Health Services & Promotion – Health Promotion, including but not limited to: Immunizations & Travel, Preventive Services, and Counseling and Psych Services

SUPPORT. OPPORTUNITY. SUCCESS. (SOS)
SOS is for UA students and faculty who find themselves facing questions or issues and are unsure about where to go for answers. ANY QUESTION. JUST ASK.

https://sos.arizona.edu