

**ACCP ACADEMY**  
Teaching & Learning Certificate Program  
2006–2013 Curricular Schedule

<b>2012-2013</b>	
Fall 2012	Spring 2013
<i>Required</i>	<i>Required</i>
Prerequisite: Basic Training for New Clinical Faculty and Preceptors (6 hours)	Module 1: Planning for Effective Teaching (4 hours)
Module 2: Implementing Teaching and Learning Strategies (4 hours)	Module 3: Assessing Student Learning (4 hours)
<i>Electives</i>	<i>Electives</i>
Teaching and Learning Elective TBD (2 hours)	Teaching and Learning Elective TBD (2 hours)
Teaching and Learning Elective TBD (2 hours)	Teaching and Learning Elective TBD (2 hours)
<b>2011-2012</b>	
Fall 2011	Spring 2012
<i>Required</i>	<i>Required</i>
Prerequisite: Basic Training for New Clinical Faculty and Preceptors (6 hours)	Module 1: Planning for Effective Teaching (4 hours)
Module 2: Implementing Teaching and Learning Strategies (4 hours)	Module 3: Assessing Student Learning (4 hours)
<i>Electives</i>	<i>Electives</i>
How to Promote Consistency in Grading (2 hours)	Active Learning: What Works & What Doesn't (2 hours)
Education and Training PRN Focus Session—Pharmacy Teaching in Experiential Settings: Considerations for Introductory Practice Experiences (2 hours)	Experiential Teaching: Transitioning from Books to Bedside Learning (2 hours)
<b>2010–2011</b>	
Fall 2010	Spring 2011
<i>Required</i>	<i>Required</i>
Prerequisite: Basic Training for New Clinical Faculty and Preceptors (6 hours)	Module 1: Planning for Effective Teaching (4 hours)
Module 2: Implementing Teaching and Learning Strategies (4 hours)	Module 3: Assessing Student Learning (4 hours)
<i>Electives</i>	<i>Electives</i>
Incorporating Educational Research Into Your Teaching and Clinical Practice (2 hours)	Learner-Centered Teaching: What Is It and How Do We Do It? (2 hours)
Clerkship Experiences: Maximizing the Student and Practice Site Benefit (2 hours)	Using Cases to Enhance Learning (2 hours)

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<b>2009–2010</b>	
Fall 2009	Spring 2010
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Prerequisite: Basic Training for New Clinical Faculty and Preceptors (6 hours)	Module 1: Planning for Effective Teaching (4 hours)
Module 2: Implementing Teaching and Learning Strategies (4 hours)	Module 3: Assessing Student Learning (4 hours)
<i>Electives</i>	<i>Electives</i>
CliniCATs: Classroom Assessment and Active Learning for Experiential Education (2 hours)	What's New in Classroom Teaching (2 hours)
I Can't Believe They Did That: Enhancing Student Professionalism in the Classroom and Clinic (2 hours)	Interprofessional Education (2 hours)

<b>2008–2009</b>	
Fall 2008	Spring 2009
<i>Required</i>	<i>Required</i>
Prerequisite: Basic Training for New Clinical Faculty and Preceptors (6 hours)	Module 1: Planning for Effective Teaching (4 hours)
Module 2: Implementing Teaching and Learning Strategies (4 hours)	Module 3: Assessing Student Learning (4 hours)
<i>Electives</i>	<i>Electives</i>
Student Peer Assessment: Making the Process Work in Your Classes (2 hours)	Improving Medication Safety Through Interprofessional Education (2 hours)
If You Build It, They Will Come: Designing An Elective Course for Pharmacy Students (2 hours)	A Nexus of Leadership and Management (2 hours)

<b>2007–2008</b>	
Fall 2007	Spring 2008
<i>Required</i>	<i>Required</i>
Prerequisite: Basic Training for New Clinical Faculty and Preceptors (6 hours)	Module 1: Planning for Effective Teaching (4 hours)
Module 3: Assessing Student Learning (4 hours)	Module 2: Implementing Teaching and Learning Strategies (4 hours)
<i>Electives</i>	<i>Electives</i>
Effective Methods, Styles, and Strategies of Mentoring (2 hours)	From Avatars to Yugma: Exploring Electronic Technologies to Teach (2 hours)
The Scholarship of Teaching in Pharmacy—It Can Be Done: Pearls from the Trenches (2 hours)	Classroom/ Clerkship Assessment Techniques: Monitoring the Pulse of Student Learning (2 hours)

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<b>2006-2007</b>	
Fall 2006	Spring 2007
<i>Required</i>	<i>Required</i>
Prerequisite: Basic Training for New Clinical Faculty and Preceptors (6 hours)	Module 2: Implementing Teaching and Learning Strategies (4 hours)
Module 1: Planning for Effective Teaching (4 hours)	Module 1: Planning for Effective Teaching (4 hours)
<i>Electives</i>	<i>Electives</i>
How to Create a Teaching Portfolio (supplement to 2006 Basic Training)	Pearls for Precepting Pharmacy Students and Residents During Ambulatory Care Rotations (2 hours)  Motivating Students to Learn (2 hours)