**Foothill College**

**Credit Program Narrative**

**Certificate of Achievement in Pharmacy Assistant (Aide/Clerk)**

**Item 1. Program Goals and Objectives**

*What are the academic and vocational goals of this certificate? What are the general program objectives?*

This short-term, entry-level, stackable certificate serves as a direct CTE pathway for high school/rising students to pursue careers within the pharmacy profession and various entry-level allied health professions.

The academic curriculum, competency-based training, and transferrable skills development will result in skills and credentials necessary to secure living wage skilled positions within the pharmacy profession with the potential for promotion and opportunities for future educational advancement in pharmacy or any health-care related career.

It is a low barrier, CTE pathway program which empowers students to achieve their goals as members of the health care workforce beginning in high school through adulthood. The “stackable” series of certificates provides equitable educational and career advancement opportunities to ensure all California student populations reach their full potential while earning a living wage which eventually leads to a high wage position.

*What knowledge and skills will students acquire as part of their participation in the program?*

Students will identify their personal passions, values, personality traits, aptitude and assess the degree of allied health occupational compatibility correlated to them. They will also identify the ideal lifestyle associated with their personal career goals essential for living a balanced and satisfying lifestyle.

Students will acquire, develop, and strengthen essential transferrable skills required for effective collaboration between all health care professionals and for their success in the health care field. This includes communication, teamwork, ethics, professionalism, stress and time management, decision-making, building resilience, identifying learning strategies, demonstrating effective study skills, and goal setting—all essential for productive work habits and attitudes relevant in health care careers.

Student will research, conduct informational interviews to gather current healthcare career information and develop a career plan for an occupation of choice relevant to health care, listing the appropriate classes, certificates, skills and experience required specific to their personal interest. Careers include, but are not limited to: Pharmacy Technology, EMT, Paramedic/Fire Science, Nursing, Dental Hygiene, Dental Assisting, Respiratory Therapy and Radiologic Technology.

Students will acquire knowledge and demonstrate competency in the following disciplines; basic anatomy and physiology, medical terminology, pharmaceutical abbreviations, pharmaceutical preparations and medication names, pharmacy practice, pharmaceutical compounding, various drug formulations, complementary and alternative medicine, pharmaceutical calculations used in community practice, pharmacy law, pharmacology including diseases and medications used to treat conditions affecting body systems.

**Item 2. Catalog Description**

*This should include program requirements, prerequisite skills or enrollment limitations, and information relevant to program goals.*

**Paragraph form program/course description:**

This is the first in the series of “stackable” pharmacy career certificates. The short-term, entry-level certificate serves as a direct CTE pathway for high school/rising students to pursue careers within the pharmacy profession or pursue other entry-level allied health profession.

The academic curriculum, competency-based training, and transferrable skills development will result in skills and credentials necessary to secure living wage skilled positions in the pharmacy profession with the potential for promotion and opportunities for future educational advancement in pharmacy or any health-care related career.

Upon completion, students will receive a certificate of achievement as a Pharmacy Assistant (Aide).

*Program Requirements:* Any motivated high school student or rising student interested in exploring or entering the pharmacy profession or any health care career.

*Prerequisite skills:* Satisfactory grades in Algebra 1, High School Biology, and English.

*Enrollment Limitations:* Based on number of students the off-site dual enrollment facility can accommodate. This is a cohort-based program with the ideal class size minimum of 24 students.

*Other information relevant to program goals:* Together, in partnership with the Boys and Girls Club of America and the Department of Veteran’s Affairs VITAL Program (VA Initiative in job Training Education And Learning), we proactively provide academic, basic needs, financial, technology, and additional learning support services to positively affect student success and retention. The academic curriculum and competency-based training will result in the skills and credentials necessary for the student’s placement into skilled positions within the VA or other Community Pharmacy positions with the potential for promotion and educational subsidies.

**Item 3. Program Requirements**

*Update the table, below, to include all core and support courses for the program (note that support courses are called “Restricted Electives” by the state). In the Requirements column, list the total units for core courses and the total units for support courses. In the Sequence column, list the typical year and quarter during which the student will take the course. List the total units for the program requirements (core and support courses combined) beneath the table.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Requirements** | **Course #** | **Title** | **Units** | **Sequence** |
| Core Courses  (# of units) | PHT 101 PHT 102 PHT 103 | Pharmacy Careers APharmacy Careers BPharmacy Careers C | 444 | 1 Fall Quarter1 Winter Quarter1 Winter/Spring Quarter |
| Restricted Electives(# of units) | AHS 51 | Health Careers Exploration | 1.5 | 1 Fall Quarter |

**TOTAL UNITS: # of units = 13.5 units**

*Update the list, below, to identify the number of units the student will likely take each quarter (program courses only).*

**Proposed Sequence:**

Year 1, Fall = 5.5 units (AHS 51 and PHT 101)

Year 1, Winter = 4 units (PHT 102)

Year 1, Winter/Spring = 4 units (PHT 103) (Term spanning)

**TOTAL UNITS: 13.5**

**Item 4. Master Planning**

*How does the program align with the Foothill College Mission Statement? How does the program fit the curriculum and master planning of Foothill College, as well as higher education in California?*

This dual enrollment program aligns with Foothill’s Mission and Master Planning on multiple levels. It is a low barrier, CTE pathway program which empowers students to achieve their goals as members of the health care workforce beginning in high school through adulthood. The “stackable” series of certificates provides equitable educational and career advancement opportunities to ensure all California student populations reach their full potential while earning a living wage that leads to a high wage position.

The Pharmacy Technology Department mission is guided by the same tenants of the college’s; honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. We also foster five core teachings as student progress through the program; respect, unity, ownership, curiosity, and *Ganas*.

This innovative program fits the college’s strategy and focus on equity as it promotes direct and ease of access to educational and career exposure opportunities for all students. Together, in partnership with the Boys and Girls Club of America and the Department of Veteran’s Affairs VITAL Program (VA Initiative in job Training Education And Learning), we proactively provide academic, basic needs, financial, technology, and additional learning support services to positively affect student success and retention.

The academic curriculum and competency-based training will result in the skills and credentials necessary for the student’s placement into skilled positions within the VA or other Community Pharmacy positions with the potential for promotion and educational subsidies.

It also addresses the paucity of options for underserved, low income students by preparing them to work and advance professionally within the industry and/or pursue college at a later time. The collaboration of BGCP, VITALS, and the Foothill College PHT Program is a model of education and training for the next generation of Health Care workforce and leadership.

Listed and highlighted below are the specific *Educational Master Plan Goals* this program addresses. It truly exemplifies Foothill College’s culture of innovation and problem solving, with the emphasis on eliminating disproportionate impact among student groups as it meets all but one goal:

**Create a culture of equity that promotes student success, particularly for underserved students.**

* Implement activities to improve achievement of student outcomes among those population groups experiencing disproportionate impact.
* Reduce barriers and facilitate students’ ease of access across the District and region.
* Enhance support for online quality and growth for instruction and student services.
* Collaborate with K-12, adult education and four-year institutions in ways that serve students and society.
* Partner with business and industry to prepare students for the workforce.

**Strengthen a sense of community and commitment to the College’s mission; expand participation from all constituencies in shared governance.**

* Encourage student participation in leadership and activities outside the classroom (including service/work-based learning) that engages students with the College and the community.
* Provide effective onboarding, support and professional development for all college employees.
* Encourage employee participation in leadership and activities that engages them with the College and the community.
* Promote consistent and clear communication in order to create a more informed, cohesive and engaged community.
* Increase lifelong learning opportunities for our community.
* Promote decision-making that respects the diverse needs of the entire college community.

**Recognize and support a campus culture that values ongoing improvement and stewardship of resources.**

* Increase advocacy at the state level, increase grants and private donations to secure stable and sustainable funding, and manage college resources strategically.
* Expand college practices and initiatives to support environmental stewardship.
* Employ data-driven decision-making.

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*Higher Education in California—Vision for Success:*

SB 1070 and AB 288 emphasizes the development and strengthening of CTE pathways between high schools and community colleges to accomplish statewide objectives to meet under-served students in California. This new program meets several California’s Higher Education Vision for Success goals.

1. This Pharmacy Assistant (Aide) pathway program meets future workforce demand in California, as analyzed by the Centers of Excellence for Labor Market Research. It increases the number of **students annually who will acquire specific skill sets, certificates, associate degrees, and credentials that prepare them for an in-demand job**. This goal is consistent with the recommendations of the California Strategic Workforce Development Plan. The scope of education the students receives prepares them not only for careers in pharmacy, but serves as a foundation of knowledge applicable in all allied health professions.
2. This program **increases the percent of exiting CTE students who report being employed in their field of study**; Pharmacy Careers. This dual enrollment program ensures high school students receive the training and education needed to be successful in the field of pharmacy. Upon program completion, they can directly work as a Pharmacy Assistant (Aide), or elect to obtain a Basic/Entry-level Pharmacy Technician Certificate. This CTE pathway program prepares students for available jobs and supports students to find jobs in the pharmacy industry sector.
3. **This program reduces equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups**. Through the partnership of the Boys and Girls Club of America, the Department of Veterans Affairs VITAL Program, students will have extra resources and support to help them succeed both in and outside of the classroom. This collaboration is the first in the nation and we believe is the model that will truly serve underrepresented student groups.
4. This program decreases **the average number of units accumulated by students earning associate degree in Pharmacy Technology**. The revised ASHP/ACPE Accredited Advanced Pharmacy Technician Training Program is 40 units instead of 52 units. Students who elect to obtain an AS Degree in Pharmacy Technology will only need to take their remaining GE requirements. This reduction of units-to-degree will help more students reach their educational goals sooner and at a lower cost.

**Item 5. Enrollment and Completer Projections**

*How many students are projected to complete the program after the initial year? After five years? List and explain the projections.*

Initial year: 24 students enrolled in first cohort; anticipate 24 to successfully complete the program. Realistic projected program completion goal is 80% (19 students).

Since this is a cohort-based program, enrollment will be strictly dependent on regional high school districts offering this program to their students. The goal is to expand this program to surrounding high school regions; San Jose, East Bay, etc. This will also be dependent on regional Boys and Girls Club and VA support.

After 5 years, an increase in the number of regions that offers this cohort program will increase the number of total enrolled students by a factor of 24. Example: If there are 2 cohorts per year (Redwood City and San Jose School districts), we will have 48 enrolled students.

*Additionally, update the table, below, to include all courses for the program (core and support), and provide* ***historical*** *enrollment data from the past two years. Foothill’s Institutional Research department can help provide this data;* [*visit their website*](https://foothill.edu/irp/index.html) *to submit a request. If a course is new or has not been offered in the past two years, enter N/A for the annual sections and annual enrollment.*

|  |  |  |
| --- | --- | --- |
|  | **Year 1** | **Year 2** |
| **Course #** | **Course Title** | **Annual Sections** | **Annual Enrollment** | **Annual Sections** | **Annual****Enrollment** |
| AHS 51 | Health Careers Exploration | 1 | 29 | 1 | 34 |
| PHT 101 | Pharmacy Careers A | N/A | N/A | N/A | N/A |
| PHT 102 | Pharmacy Careers B | N/A | N/A | N/A | N/A |
| PHT 103 | Pharmacy Careers C | N/A | N/A | N/A | N/A |
|  |  |  |  |  |  |
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**Item 6. Place of Program in Curriculum/Similar Programs**

*How does the program fit in Foothill College’s existing program inventory?*

Foothill College does not have a CTE stackable pharmacy pathway program with training beginning from high school. This new program allows high school students to simultaneously obtain high school elective units and a certificate. Upon completion, they can choose to either directly enter the pharmacy workforce as a **Pharmacy Assistant (Aide)**, or elect to continue their education with 6 additional units of course work (includes 130 hours of externship) to obtain their Basic Pharmacy Technician Certificate**\*** (stackable certificate). Students are eligible to register with the California Board of Pharmacy for a license to practice as a **Pharmacy Technician**. After working for an additional 370 hours as a Pharmacy Technician, they can take the National Pharmacy Technician Certification Exam (PTCE) and become a **“Certified Pharmacy Technician”.**

Students can continue on the pathway to complete **“Advanced Pharmacy Technician Training Program”** and take additional GE courses to obtain an **Associate’s Degree in Pharmacy Technology.** Finally, if students wish to become a Pharmacist, they can take all required pharmacy school pre-requisites offered at Foothill College without having to attend a 4-year college/university. There are no other programs at Foothill College with pathway beginning in high school that provides students numerous career and education opportunities within the pharmacy/health care profession.

**The Complete Pharmacy Careers CTE Pathway:**

Pharmacy Aide **⇒** Basic/Entry Level Pharmacy Technician **⇒** Certified Pharmacy Technician **⇒** Advanced Level Pharmacy Technician **⇒** AS Degree in Pharmacy Technology **⇒** PharmD (Doctor of Pharmacy)

**\***students must be 18 years old to complete externship and California Board of Pharmacy licensing requirements.

**Item 7. Similar Programs at Other Colleges in Service Area**

*Are there other programs similar to this one already in place offered in Foothill’s service area?*

No, not to my knowledge. There are currently **no dual enrollment** Pharmacy Assistant/aide programs with stackable certificates in Foothill’s service area.

*Is the program similar to successful programs outside of the service area?*

*Yes/No:* ***No***

**Additional Information Required for State Submission:**

**TOP Code:** *If you are unsure about the TOP code for your particular program please contact the AVP of Instruction*

TOP 1221.00- Teresa will verify Pharmacy Technology in the state and region.

Pharmacy Aides (SOC 31-9095)

**Annual Completers:**Anticipate 24 the first year with goal to increase number of cohorts offered at various high school regions. An increase in the number of regions that offers this cohort program will increase the number of enrolled students by a factor of 24. Example: If there are 2 cohorts per year (Redwood City and San Jose), we will have 48 enrolled students etc.

**Net Annual Labor Demand:**Despite the Employment Outlook Labor Demand Table indicating a decrease in the number of jobs, the LMI report data indicates, there is a labor market gap in the Bay region with 983 annual openings for the Pharmacy Aide occupational cluster and 205 annual (3-year average) awards for an annual undersupply of 778 students.

In the Silicon Valley Sub-Region, there is also a gap with 210 annual openings and 49 annual (3-year average) awards for an annual undersupply of 161 students. **Due to the undersupply of qualified Pharmacy Aide workers**, there is a need to increase the number of students in the Bay area to fill the number of annual openings. ***(Please see complete LMI report attached at the end of this document)***

*“Based on all available data, there appears to be an* ***undersupply*** *of Pharmacy Aide workers compared to the demand for this cluster of occupati­­­­ons in the Bay region and in the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of about 778 students in the Bay region and 161 students in the Silicon Valley Sub-Region.”*

# Occupational Demand

**Table 1. Employment Outlook for Pharmacy Aide Occupations in Bay Region**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Occupation  | 2019 Jobs | 2024 Jobs | 5-Yr Change | 5-Yr % Change | 5-Yr Open-ings | Average Annual Open-ings | 25% Hourly Wage | Median Hourly Wage |
| Pharmacy Aides |  1,945  |  1,820  | **-125** | **-6%** |  **1,201**  |  240  | $13.39 | $17.20 |
| Pharmacy Technicians |  8,026  |  8,409  | 383 | 5% |  3,714  |  743  | $17.43 | $21.81 |
| **TOTAL** |  **9,971**  |  **10,229**  | **259** | **3%** |  **4,915**  |  **983**  | **$16.64** | **$20.91** |

*Source: EMSI 2020.1*

**Bay Region** includes Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

**Table 2. Employment Outlook for Pharmacy Aide Occupations in Silicon Valley Sub-Region**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Occupation  | 2019 Jobs | 2024 Jobs | 5-Yr Change | 5-Yr % Change | 5-Yr Open-ings | Average Annual Open-ings | 25% Hourly Wage | Median Hourly Wage |
| Pharmacy Aides |  354  |  316  | -37 | -11% |  214  |  43  | $12.40 | $14.13 |
| Pharmacy Technicians |  1,931  |  1,977  | 46 | 2% |  836  |  167  | $15.03 | $18.76 |
| **TOTAL** |  **2,285**  |  **2,294**  | **9** | **0%** |  **1,049**  |  **210**  | **$14.63** | **$18.04** |

*Source: EMSI 2020.1*

**Silicon Valley Sub-Region** includes Santa Clara Count

**Faculty Workload:** PT course load is 0.305

**New Faculty Positions:** 1 Part-Time instructor

**New Equipment:** Textbooks (one-time expense as textbooks are loaned), Materials, Supplies, Consumable workbooks for 24 students=$5000

**New/Remodeled Facilities:** $0.00 **(dual enrollment off-site at Boys & Girls Club of the Peninsula)**

**Library Acquisitions:** $0.00

**Gainful Employment:** *Indicate if Yes or No:* ***Yes***

**Program Review Date:** *Indicate the month and year of the first Program Review (recent CPR)*

Pharmacy Technology Comprehensive Program Review Academic Year 2019-2020 (Submitted December 2019. Because of COVID-19 Shelter in Place, the college will finalize CPR results and findings Fall 2020)

**Distance Education:** *This is the percentage of program courses conducted online; choose from the following:* **0%** 1-49% 50-99% 100%

**0% of the program is intended to be conducted online.**

***Please note that significant lead time (one month or longer) may be necessary to obtain the following documents/approvals. Please work with the AVP of Instruction during the beginning stages of program creation to submit your requests for the following:***

**ATTACH THE FOLLOWING** (non-Apprenticeship)**:**

1. **Labor Market Information and Analysis**

*Please*[*request LMI from the Center of Excellence*](https://coeccc.co1.qualtrics.com/jfe/form/SV_cMWNEHrgXEjy8E5)*, as this specific report is required for your submission to the BACCC (regional consortium). You will need to know the SOC (Standard Occupational Classification) code to use for your program; for help determining this code, and for any other questions about requesting LMI, please contact the AVP of Workforce and CTE Programs*

1. **Advisory Committee Recommendation** *(includes advisory committee membership, minutes, and summary of recommendations)*
2. **Regional Consortia Approval Meeting Minutes** *(showing program recommendation)*

**ATTACH THE FOLLOWING** (Apprenticeship only)**:**

1. **Labor Market Information and Analysis**
2. **Approval Letter from the California Division of Apprenticeship Standards (DAS)**