



Document Submission Portal Texas Higher Education Coordinating Board

Institution: **The University of Texas System**

Chief Academic Officer/Other Contact - **Dr. Kevin Lemoine / Ms. Renee Collins**

Report ID: **4658** Status: **Received**

Request Information

1. Which institution is this for?

The University of Texas at Austin

2. What type of request is this?

Semester Credit Hour (SCH) change

3. Short summary of request.

U.T. Austin's request to make revisions to its Doctor of Pharmacy. The program recently revised the curriculum and increased the semester credit hours from 147 to 153 to include interprofessional education and development. Effective fall 2016.

4. Program director's name, title, phone, and e-mail (*if applicable*).

None

5. Upload up to three PDF-formatted files with pertinent information - up to 15MB each.

1. [Uploaded pdf file - 5/10/16-11:33:59 1.93MB](#)

2. No pdf file

3. No pdf file

6. Comments Made:

5/10/16-Returned by request for documentation by R. Collins.



May 9, 2016

Dr. Rex Peebles
Assistant Commissioner
Academic Quality and Workforce
Texas Higher Education Coordinating Board
1200 East Anderson Lane
Interagency Mail

Dear Dr. Peebles:

The University of Texas at Austin requests approval to make revisions to its Doctor of Pharmacy (Pharm.D.). The Coordinating Board program inventory currently indicates that the program requires 213 semester credit hours (SCHs) to complete. To align with the other Pharm.D. programs in the state and include only the SCHs for the professional courses, we would like the program inventory to show 153 SCHs.

The program recently revised the curriculum and increased the SCHs in professional courses from 147 to 153 to include interprofessional education and development in accordance with the 2016 Accreditation Standards for the Accreditation Council for Pharmaceutical Education. The change will be effective fall 2016.

I am approving the request under the authority delegated to me by the U.T. System Board of Regents. Please let me know if you have any questions.

Sincerely,

Steven W. Leslie, Ph.D.

Executive Vice Chancellor for Academic Affairs
The University of Texas System Administration

SWL/rdc

cc: President Gregory L. Fenves
Dr. Judith Langlois
General Counsel to the Board of Regents Francie Frederick

Texas Higher Education Coordinating Board Request to Change Semester Credit Hours

Directions: An institution shall use this form to request a change in the number of semester credit hours (SCH) required for a degree program already on the institution's program inventory in accordance with Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.55 – Revisions to Approved Programs.

Options:

- 1) Revisions that **reduce** the number of SCH require notification of change and affirmation that the reduction does not fall below the minimum requirements of the Southern Association of Colleges and Schools Commission on Colleges, program accreditors, and licensing bodies, if applicable.
- 2) Revisions that **increase** the number of SCH require detailed written documentation describing the compelling academic reason for the increase in the number of required hours.

NOTE: No request or notification is needed if revisions to the degree program curriculum do not result in a change in SCH.

Options 1 and 2 require the signature of the Provost or Chief Academic Officer.

Please submit *Request to Change Semester Credit Hour* via the Online Submission Portal:
<https://www1.theccb.state.tx.us/apps/proposals/>

Information: Contact the Division of Workforce, Academic Affairs and Research at 512/427-6200.

Administrative Information

1. **Institution:** The University of Texas at Austin
2. **Program Name** – *As it appears on the Coordinating Board's program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting):*
Doctor of Pharmacy (Pharm.D.)
3. **Program CIP Code:** 51.2001.00
4. **Contact Person:** *Provide contact information for the person who can answer specific questions about the program.*

Name: Patrick J. Davis
Title: Senior Associate Dean for Academic Affairs
E-mail: davispj@austin.utexas.edu
Phone: 512-475-9751; 512-471-1737

Notification/Request for Change in Semester Credit Hours (SCH):

Current SCH: 147 SCH

Proposed SCH: 153 SCH

Implementation Date: Fall-2016

Complete Option 1 or 2 as appropriate

Option 1: Reduction in Semester Credit Hours

Is the change in the number of SCH compatible with the requirements of accreditation for the program?

a. Southern Association of Colleges and Schools Commission on Colleges

YES NO

b. Program Accrator(s)

YES NO NA

Name of Program Accrator: _____

c. Licensing Body(ies)

YES NO NA

Name of Licensing Body(ies): _____

Option 2: Increase in Semester Credit Hours

Provide detailed documentation, such as changes in accrediting agency or licensing body requirements, workforce needs, or academic professional standards and needs, describing a compelling reason for the change in the number of SCH:

Rationale: The new (2016) Accreditation Standards for the Accreditation Council for Pharmaceutical Education place a major emphasis on the importance of interprofessional education and development of the affective domain as required longitudinal components of the Doctor of Pharmacy (PharmD) program of study.

ACPE Standards 2016: Standard 11 - Interprofessional Education (IPE)

The curriculum prepares all students to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. In the aggregate, team exposure includes prescribers as well as other healthcare professionals.

Key Elements:

- 11.1. Interprofessional team dynamics – All students demonstrate competence in interprofessional team dynamics, including articulating the values and ethics that underpin interprofessional practice, engaging in effective interprofessional communication, including conflict resolution and documentation skills, and honoring interprofessional roles and responsibilities. Interprofessional team dynamics are introduced, reinforced, and practiced in the didactic and Introductory Pharmacy Practice Experience (IPPE) components of the curriculum, and competency is demonstrated in Advanced Pharmacy Practice Experience (APPE) practice settings.
 - 11.2. Interprofessional team education – To advance collaboration and quality of patient care, the didactic and experiential curricula include opportunities for students to learn about, from, and with other members of the interprofessional healthcare team. Through interprofessional education activities, students gain an understanding of the abilities, competencies, and scope of practice of team members. Some, but not all, of these educational activities may be simulations.
 - 11.3. Interprofessional team practice – All students competently participate as a healthcare team member in providing direct patient care and engaging in shared therapeutic decision-making. They participate in experiential educational activities with prescribers/student prescribers and other student/professional healthcare team members, including face-to-face interactions that are designed to enhance interprofessional team effectiveness.
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In anticipation of the Dell Medical School admitting its first class in 2016, a Task Force of faculty from Pharmacy, Dell Medical, Nursing, and Social Work have worked diligently over the past three years to develop an interprofessional program required in each program that integrates these healthcare disciplines, while maintaining programmatic autonomy in terms of each college/school curriculum. In Pharmacy, these additional requirements and efforts will be accommodated by expansion of the current Foundations of Professional Development sequence (formerly Professional Development Convocation sequence) by one semester-credit-hour in each of the six one-SCH courses in the sequence, with a net result of an increase of six semester credit hours in the professional program. The additional hour each semester over six semesters recognizes the significant additional workload expected for both students and faculty. For example, in the first professional year, students from all four schools will meet for three hours on Friday afternoons for team-based case studies designed to inculcate the core competencies in interprofessional education and collaborative practice. Teams will also have service learning requirements outside of class. In subsequent years, interprofessional student teams will be engaged in service learning and quality improvement projects in (for example) clinic and hospital settings. All of these additional activities/responsibilities will continue to be the focus of timely reflections and professional portfolio development, which will require extensive evaluation and feedback from faculty mentors. The appending document *IPE Thematic Integration* details the specifics for implementation in the upcoming 2016-17 year, as well as efforts in the planning stages for the subsequent years in the sequence. These efforts are consistent with Key Element 11.1 that expects these efforts to build through the curriculum and impact the experiential portion of the curriculum directly (Introductory and Advanced Pharmacy Practice Experiences). The College's *Interprofessional Education Sub-Committee* of the standing Curriculum Committee works directly with the *Foundations of Professional Development Subcommittee* in executing and monitoring these new Interprofessional education requirements.

Beyond interprofessional education, this pharmacy sequence will also be the home for educational components focusing on the development of the affective domain, including empathy, resiliency, and self-awareness (as required by the 2016 ACPE Accreditation Standards, and specifically, the newly articulated Standard 4).

ACPE Standards 2016: Standard 4 - Personal and Professional Development

The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism.

Key Elements:

- 4.1. Self-awareness – The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- 4.2. Leadership – The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position.
- 4.3. Innovation and entrepreneurship – The graduate is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
- 4.4. Professionalism – The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

The current sequence of six courses carries two writing flags based on student portfolio reflections, and we expect that the two-flag designation will continue with the new sequence (we anticipate that written reflections will actually increase significantly because of the expanded content and enhanced focus on reflection in the learning process, but we are not seeking additional flag credit). In addition, this sequence will serve as foundation for *ongoing* student self-assessment of personal growth in relation to leadership, professionalism, critical thinking, learning styles, and other affective elements, using educationally and professionally sound assessment instruments. The College's *Foundations of Professional Development Sub-Committee* of the standing Curriculum Committee has the responsibility of executing and monitoring these new requirements. Again, ongoing use of the professional portfolio and reflections (with faculty mentor feedback) will be a critical component of monitoring student development.

Appendix A shows the complete changes in the PharmD curriculum starting 2016-2017 with the increased course credits for the Foundations in Professional Development sequence of six courses. There are other

Form for SCH Changes

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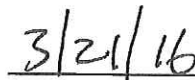
changes shown that are associated with pathophysiology/pharmacology in the first year that do not affect a course hour change.

Signature of Compliance

I hereby certify that all of the above changes have been approved in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.55.



Provost/Chief Academic Officer



Date

Appendix A: Changes in PharmD Curriculum Starting 2016-2017**First Professional Year**

Course Title	First Term	Hours
Function & Anatomy of Human Systems I	PHR 343C	3
Physiology/Pathophysiology I	PHR 4XX	4
Pharmaceutical Biochemistry	PHR 341C	3
Physical & Chemical Principles of Drugs	PHR 342C	3
Medicinal Chemistry Principles	PHR 143M	1
Basic Pharmaceutical Sciences Laboratory	PHR 143P	1
Biopharmaceutics	PHR 252C	2
Introduction to Patient Care	PHR 242DA	1
Physical & Chemical Principles of Drugs Lab	PHR 142P	1
Professional Development Convocation I	PHR 142H	1
Foundations of Professional Development I	PHR 242H	2
	Total SCH	46 18

Second Term Hours

Course Title	First Term	Hours
Function & Anatomy of Human Systems II	PHR 253C	2
Principles of General Pathology	PHR 253D	2
Pharmacology Principles	PHR 153M	1
Physiology/Pathophysiology II	PHR 4XX	4
Introduction to Patient Care	PHR 242DB	1
Pharmaceutics	PHR 356C	3
Pharmaceutics Laboratory	PHR 156P	1
Personnel Management & Patient Behavior	PHR 244C	2
Personnel Management & Patient Behavior Lab	PHR 144P	1
Pharmaceutical Biochemistry II	PHR 251C	2
Professional Development Convocation II	PHR 152H	1
Foundations of Professional Development II	PHR 252H	2
	Total SCH	16

Second Professional Year

Course Title	First Term	Hours
Non-Prescription Pharmacotherapy & Self-Care I	PHR 262D	2
Drug Information & Evidence-Based Practice	PHR 163C	1
Drug Information & Evidence-Based Practice Lab	PHR 163P	1
Pharmacy and the Health Care System	PHR 364D	3
Pharmacotherapeutics I	PHR 665E	6
Pharmacy Professional Communications	PHR 266P	2
Patient Assessment Skills Laboratory	PHR 392S	3
Professional Development Convocation III	PHR 161H	1
Foundations of Professional Development III	PHR 261H	2
	Total SCH	49 20

Course Title	Second Term	Hours
Introduction to Clinical Skills Lab	PHR 277P	2
Experiential Pharm Pract & Patient Counseling	PHR 176P	1
Pharmacotherapeutics II Lab	PHR 175P	1
Non-Prescription Pharmacother & Self-Care II	PHR 172E	1
Non-Prescription Pharmacother & Self-Care II Lab	PHR 172P	1
Pharmacotherapeutics II	PHR 675E	6
Integrated Basic & Applied Pharmacokinetics	PHR 371S	3
Integrated Basic & Applied Pharmacokinetics Lab	PHR 171P	1
Interprofessional Ethics	PHR 176E	1
Professional Development Convocation IV	PHR 172H	1

Foundations of Professional Development IV	PHR 272H	<u>2</u>
	Total SCH	18 19

Course Title	First Sum Term	Hours
Institutional Clinical Skills	PHR 377H	3
	Total SCH	3

Third Professional Year

Course Title	First Term	Hours
Basic Intravenous Admixtures	PHR 183F	1
Basic Intravenous Admixtures Lab	PHR 183G	1
Pharmacotherapeutics Lab III	PHR 185P	1
Community Care Clinical Skills	PHR 287H	2
Pharmacotherapeutics III	PHR 695F	6
Pharmacotherapeutics IV	PHR 395G	3
Electives		2
Professional Development Convocation V	PHR 182H	1
Foundations of Professional Development V	PHR 282H	2
	Total SCH	17 18

Course Title	Second Term	Hours
Pharmacy Law	PHR 284E	2
Advance Pharmacotherapeutics Lab	PHR 194P	1
Pharmacoeconomics	PHR 394F	3
Advance Evidenced-Based Practice	PHR 295R	2
Pharmacotherapeutics of Special Populations	PHR 396D	3
Electives		4
Professional Development Convocation VI	PHR 192H	1
Foundations of Professional Development VI	PHR 292H	2
	Total SCH	16 17

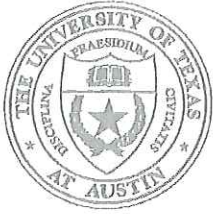
Fourth Professional Year

Course Title	2nd Sum Term	Hours
Ambulatory Care Pharmacy Practice	PHR 693C	6
	Total SCH	6

Course Title	First Term	Hours
Elective in Pharmacy Practice I	PHR 693E	6
Advanced Hospital Pharmacy Practice	PHR 693N	6
Advanced Community Pharmacy Practice	PHR 693P	6
	Total SCH	18

Course Title	Second Term	Hours
Selective in Pharmacy Practice I	PHR 693S	6
Acute Care Pharmacy Practice	PHR 694C	6
Elective in Pharmacy Practice II	PHR 694E	6
	Total SCH	18

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EXECUTIVE VICE PRESIDENT AND PROVOST
THE UNIVERSITY OF TEXAS AT AUSTIN

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February 22, 2016

Dr. Steven Leslie
Executive Vice Chancellor for Academic Affairs
The University of Texas System
OHH 304 (P4300)

Dear Dr. Leslie:

Enclosed for your approval are proposed changes to the Doctor of Pharmacy degree program in the College of Pharmacy chapter of the *Undergraduate Catalog 2016-2018* (D 14153-14158). The proposal was approved by the Faculty Council on February 14, 2016. The proposed changes will require six additional hours to complete the degree. The authority to grant final approval on this change resides with Texas Higher Education Coordinating Board.

Sincerely,

A handwritten signature in black ink, appearing to read "Judith H. Langlois".

Judith H. Langlois
Executive Vice President and Provost, *ad interim*

JHL: lac

Enclosure

cc: Gregory L. Fenves, President of the University

cc: Hillary Hart, Secretary, Office of the General Faculty
Carol Longoria, Assistant Deputy to the President
Patrick Davis, Senior Associate Dean, College of Pharmacy
Brenda Schumann, Associate Registrar
Linda Dickens, Sr. Director, Institutional Accreditation and Effectiveness
Cynthia Cruz, Administrative Manager, Provost's Office
IRRIS Team
Suzanne Revisore, Assistant to the EVCAA, UT System
Debbie Roberts, Executive Assistant, Office of the General Faculty
Victoria Cervantes, Sr. Administrative Associate, Office of the General Faculty