DOCTOR OF PHARMACY DEGREE PROGRAM

PROPOSED CHANGES TO THE DOCTOR OF PHARMACY DEGREE PROGRAM IN THE COLLEGE/SCHOOL OF PHARMACY CHAPTER IN THE *UNDERGRADUATE CATALOG 2018-2020*

TYPE OF CHANGE:[1] ☒ Academic Change
☐ Degree Program Change (THECB[2] form required)

PROPOSED CLASSIFICATION:[3] ☒ Exclusive ☐ General ☐ Major

1. **IF THE ANSWER TO ANY OF THE FOLLOWING QUESTIONS IS YES, THE COLLEGE MUST CONSULT <u>LINDA DICKENS, DIRECTOR OF ACCREDITATION</u> AND ASSESSMENT, TO DETERMINE IF SACSCOC APPROVAL IS REQUIRED.**

   - Is this a new degree program?   Yes ☐ No ☒
   - Is this program being deleted?   Yes ☐ No ☒
   - Does the program offer courses that will be taught off campus?   Yes ☐ No ☒
   - Will courses in this program be delivered electronically?   Yes ☐ No ☒

2. **EXPLAIN CHANGE TO DEGREE PROGRAM AND GIVE A DETAILED RATIONALE FOR EACH INDIVIDUAL CHANGE:**

   ALL OF THE FOLLOWING ARE PROGRESSION POLICY ADDITIONS:
   #1
   CHANGE: Implement a progression policy for students who fail to progress through the professional curriculum within a timely manner.

   RATIONALE: A student whose academic progression is severely delayed (two years or greater) is disadvantaged when completing required milestone requirements of the curriculum due to the length of time from learning material to demonstrating competence. In addition, the student is further disadvantaged during experiential training in the fourth professional year where the knowledge and skills from the first three professional years of the curriculum are expected. Finally, the student will be further disadvantaged upon graduation when attempting a licensure exam.

   The policy is designed to place students who are severely delayed in their academic progression under the guidance of the academic performance committee, who will make decisions regarding progression, monitor progress and direct intervention when necessary.

   #2
   CHANGE: Change the P3 Milestone requirement from a course requirement to a program requirement.

   RATIONALE: Historically, we have been advised by our accrediting agency, the academy and others to link successful milestone completion to a course as a mechanism to control progression, such that if a student fails a milestone, they also fail a specific course. The unfortunate result of this requirement is that failure to pass the comprehensive milestone exam at the end of the third professional (P3) year results in the student failing Professional Development Convocation VI, which has little to do with the material covered on the comprehensive milestone exam (largely therapeutics). It would therefore be illogical to have the student repeat Professional Development Convocation VI. This change in policy would continue the existing requirement that a student to successfully pass the P3 comprehensive milestone exam in order to progress into the P4 year (currently the ACPE accreditation standards national-mandated PCOA exam). However, with this change in

policy, if the student fails to successfully pass the P3 comprehensive milestone exam, they are referred to the Academic Performance Committee for progression decisions and targeted remediation.

#3
CHANGE: Change the P4 Milestone requirement form a course requirement to a program requirement.

RATIONALE: Under current policy, students who fail to successfully complete the P4 comprehensive milestone at the end of the fourth professional year fail the final (8th) rotation. The rotation that is failed may or may not correspond to the deficiencies identified on the P4 comprehensive milestone exam. This change would require a student to successfully pass the P4 comprehensive milestone exam in order to graduate. If the student fails to successfully pass the P4 comprehensive milestone exam, they are referred to the Academic Performance Committee for progression decisions and targeted remediation.

3. **THIS PROPOSAL INVOLVES: (Please check all that apply)**

☐ Courses in other colleges   ☐ Courses in proposer's college that are frequently taken by students in other colleges   ☐ Flags

☐ Course in the core curriculum   ☐ Change in course sequencing for an existing program   ☐ Courses that have to be added to the inventory

☐ Change in admission requirements (external or internal)   ☒ Requirements not explicit in the catalog language (e.g., lists of acceptable courses maintained by department office)

4. **SCOPE OF PROPOSED CHANGE:**

a. Does this proposal impact other colleges/schools?   Yes ☐ No ☒
   If yes, then how would you do so?

b. Do you anticipate a net change in the number of students in your college?   Yes ☐ No ☒
   If yes, how many more (or fewer) students do you expect?

c. Do you anticipate a net increase (or decrease) in the number of <u>students from outside</u> of your college taking <u>classes in your college</u>?   Yes ☐ No ☒
   If yes, please indicate the number of students and/or class seats involved.

d. Do you anticipate a net increase (or decrease) in the number of <u>students from your college</u> taking <u>courses in other colleges</u>?   Yes ☐ No ☒
   If yes, please indicate the number of students and/or class seats involved.

If 4 a, b, c, or d was answered with yes, please answer the following questions:
If the proposal has potential budgetary impacts for another college/school, such as requiring new sections or a non-negligible increase in the number of seats offered, at least one contact must be at the college-level.
   How many students do you expect to be impacted?
   Impacted schools must be contacted and their response(s) included:
      Person communicated with:
      Date of communication:
      Response:

e. Does this proposal involve changes to the core curriculum or other basic education requirements (42-hour core, signature courses, flags)? If yes, explain:

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> **If yes, Undergraduate Studies must be informed of the proposed changes and their response included:**
> Person communicated with:
> Date of communication:
> Response:

    f.   Will this proposal change the number of hours required for degree completion?
       Note: THECB Semester Credit Hour Change Form required, download from URL:
       http://www.thecb.state.tx.us/reports/DocFetch.cfm?DocID=2419&format=doc
       If yes, explain:

5.   COLLEGE/SCHOOL APPROVAL PROCESS

Department approval date:		Approved by whom:
College approval date:	08/14/17	Approved by whom: Academic Performance Committee
	09/13/17	Curriculum Committee
	09/25/17	General Faculty
Dean approval date:	09/25/17	Approved by whom: Lynn Crismon

PROPOSED NEW CATALOG TEXT:[4]

To be placed after **Conditional Academic Probation** in the catalog:

{NEW}

Academic Progression in the Pharm.D. Program

If the student's academic progression results in a 2-year delay of progression at any time, he or she is subject to review by the Academic Performance Committee. The committee may choose to allow the student to continue in the program, place the student on conditional probation, or dismiss the student from the program.

Comprehensive Milestone Exams and Academic Progression

During the third professional year, all students are required to complete a comprehensive P3 Milestone Exam. Student's who successfully pass the exam will progress into the fourth, and final, professional year. Student's who do not successfully pass the exam will be referred to the Academic Performance Committee for progression decisions and targeted remediation.

At the end of the fourth professional year, all students are required to complete a comprehensive P4 Milestone Exam. Student's who successfully pass the exam will progress towards graduation provided all other degree requirements have been met. Student's who do not successfully pass the exam will be referred to the Academic Performance Committee for progression decisions and targeted remediation.

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[1] See https://facultycouncil.utexas.edu/degree-program-changes for detailed explanations.

[2] Submit required Texas Higher Education Coordinating Board forms to the provost's office (lydia.cornell@austin.utexas.edu); downloadable from URL https://facultycouncil.utexas.edu/thecb-forms

[3] **EXCLUSIVE**: of *exclusive* application and of primary interest only to a single college or school ("no protest" period is *seven calendar days*); **GENERAL**: of *general* interest to more than one college or school (but not for submission to the General Faculty) ("no protest" period is *fourteen calendar days); major* legislation must be submitted to the General Faculty for adoption ("no protest" period is *fourteen calendar days)*.

[4] The proposed text should be based on the text of the current catalog available at: http://catalog.utexas.edu/undergraduate/

Strike through and replace (with underlines) only the specific language to be changed. Do NOT use track changes, and do not include hyperlinks in the catalog copy. Submit form electronically to the Office of the General Faculty and Faculty Council at fc@austin.utexas.edu. For questions on completing this section, please contact Victoria Cervantes, fc@austin.utexas.edu, 471-5934 or Brenda Schumann, brenda.schumann@austin.utexas.edu, 475-7654.