



OFFICE OF THE FACULTY COUNCIL

THE UNIVERSITY OF TEXAS AT AUSTIN

P. O. BOX 7816 • Austin, TX 78713-7816

(512) 471-5934 • Fax: (512) 471-5984 • <http://www.utexas.edu/faculty/council>

March 28, 2018

Provost Maurie McInnis
The University of Texas at Austin
MAI 201
Campus Mail Code: G1000

Approved by Executive Vice President and Provost
Maurie McInnis on April 5, 2018

Dear Provost McInnis,

Enclosed for your consideration and action are proposed changes to the College of Pharmacy chapter in the *Undergraduate Catalog, 2018-2020*. The proposals are classified as being of *exclusive* interest to one college or school and were approved by the Faculty Council on a no-protest basis on March 27, 2018. The authority to grant final approval of this legislation resides with your office on behalf of the President.

- Proposed changes to the Doctor of Pharmacy Degree (D 16393-16398)
- Proposal to add a Progression Policy to the Conditional Academic Probation Section (D 16399-16402)

Please let me know if you have questions or if I can provide other information concerning these items.

Sincerely,

A handwritten signature in cursive script that reads "Alan W. Friedman".

Alan W. Friedman, Secretary
General Faculty and Faculty Council
The University of Texas at Austin
Arthur J. Thaman and Wilhelmina Doré Thaman Professor of English and Comparative Literature

AWF:dlr Enclosures

ec: Lydia A. Cornell, Administrative Program Coordinator, Provost's Office
Michelle K. George, Administrative Manager for Faculty Affairs, Provost's Office
Renee Acosta, Associate Dean, College of Pharmacy

DOCUMENTS OF THE GENERAL FACULTY

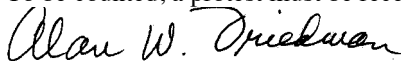
PROPOSED CHANGES TO THE DOCTOR OF PHARMACY DEGREE PROGRAM IN THE COLLEGE OF PHARMACY CHAPTER IN THE *UNDERGRADUATE CATALOG 2018-2020*

Dean Lynn Crismon, in the College of Pharmacy, has filed with the Secretary of the Faculty Council the following proposed changes to the Doctor of Pharmacy degree program in the College of Pharmacy chapter in the *Undergraduate Catalog, 2018-2020*. On September 13, 2017, the Curriculum Committee approved the proposal; it was approved by the college faculty and Dean Crismon on September 25, 2017. The Secretary has classified this proposal as legislation of exclusive interest to one college or school.

The Committee on Undergraduate Degree Program Review recommended approval of the proposal on March 7, 2017, and forwarded it to the Office of the General Faculty. The Faculty Council has the authority to approve this legislation on behalf of the General Faculty. The authority to grant final approval on this legislation resides with the Provost on behalf of the President.

If no objection is filed with the Office of the General Faculty by the date specified below, the legislation will be held to have been approved by the Faculty Council. If an objection is filed within the prescribed period, the legislation will be presented to the Faculty Council at its next meeting. The objection, with reasons, must be signed by a member of the Faculty Council.

To be counted, a protest must be received in the Office of the General Faculty by March 27, 2018.



Alan W. Friedman, Secretary of the General Faculty and Faculty Council
The University of Texas at Austin

Arthur J. Thaman and Wilhelmina Doré Thaman Professor of English and Comparative Literature

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

TYPE OF CHANGE: Academic Change
 Degree Program Change (THECB form required)

PROPOSED CLASSIFICATION: Exclusive General Major

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

- | | | |
|--|------------------------------|---|
| • Is this a new degree program? | Yes <input type="checkbox"/> | No <input checked="checked" type="checkbox"/> |
| • Is this program being deleted? | Yes <input type="checkbox"/> | No <input checked="checked" type="checkbox"/> |
| • Does the program offer courses that will be taught off campus? | Yes <input type="checkbox"/> | No <input checked="checked" type="checkbox"/> |
| • Will courses in this program be delivered electronically? | Yes <input type="checkbox"/> | No <input checked="checked" type="checkbox"/> |

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

All of the following are curriculum revisions:

#1

CHANGE: Change the Foundations of Professional Development course series from 2-credit hour courses to 1-credit hour courses.

RATIONALE: The Foundations of Professional Development course series was implemented in fall 2016 as a 2-credit hour course sequence to fulfill requirements from our accreditation standard. Each course in the series consists of 1-credit hour of professional development requirements and 1-credit hour of interprofessional education requirements. After the first year of offering (2016-2017), it became apparent that this was a forced pairing. The Foundations of Professional Development requirements are distinct in both content and evaluation compared to the Interprofessional Education requirements for the courses. In addition, the two elements use entirely different grading criteria. Based on this, the decision was made to separate the courses into two 1-hour stand-alone series that span the first three years of the Pharm.D. curriculum.

#2

CHANGE: Remove the Foundations for Interprofessional Collaborative Practice course requirements from the Foundations for Professional Development courses and create stand-alone 1-credit hour courses.

RATIONALE: The Foundations of Professional Development course series was implemented in fall 2016 as a 2-credit hour course sequence to fulfill requirements from our accreditation standard. Each course in the series consists of 1-credit hour of professional development requirements and 1-credit hour of interprofessional education requirements. After the first year of offering (2016-2017), it became apparent that this was a forced pairing. The Foundations of Professional Development requirements are distinct in both content and evaluation compared to the Interprofessional Education requirements for the courses. In addition, the two elements use entirely different grading criteria. Based on this, the decision was made to separate the courses into two 1-hour stand-alone series that span the first three years of the Pharm.D. curriculum.

#3

CHANGE: Change the 2-credit hour Community Care Clinical Skills PHM 287 H to a 3-credit hour course PHM 387H.

RATIONALE: During our recent accreditation site visit with the Accreditation Council for Pharmaceutical Education (ACPE), our introductory pharmacy practice experience (IPPE) program requirements were identified as an area of improvement. Specifically, the accreditation standard requires 300 IPPE hours with the emphasis on direct patient care hours. In order to deliver the 300 hours of direct patient care, the current community-based IPPE needs to increase in both content hours as well as content. An area of pharmacy practice that was identified as a deficiency was ambulatory care. An increase in credit hours will allow for the needed increase in direct patient care hours and inclusion of ambulatory care practice.

#4

CHANGE: Separate the Pharmacotherapy course sequence into 13 different self-contained modular courses.

RATIONALE: The current Pharmacotherapy course sequence spans two academic years. It consists of five large courses ranging from three to six credit hours. In addition, the current courses are based on individual, relatively stand-alone disease-state “modules” within them. A student must demonstrate “module mastery” in order to pass the class. Module mastery was implemented to ensure that the students were competent in all areas of pharmacotherapy covered within a course sequence. Otherwise, a student could be weak in one module and make up for it by being strong in another module. An adverse effect of module mastery is that a student can fail one module in a course and end up failing the entire course. The intent is to take the large courses and break them into separate courses that correspond to the individual disease-state modules. The final course of the sequence, Pharmacotherapy of Special Populations will be integrated with the relevant modular courses instead of as a stand-alone course far removed from the original coverage earlier in the sequence (3-4 semester later). The modular course sequence will also allow the students to progress through the program more easily if module mastery is not demonstrated instead of being held back for an entire academic year waiting to retake a multi-module course before progressing.

#5

CHANGE: Increase the required elective hours from six to seven semester hours.

RATIONALE: With the revisions made to the Pharmacotherapy sequence, two credit hours were not replaced. One credit hour was used in changing the Community-Based Introductory Pharmacy Practice Experience from two to three credit hours (#3 above). The college is exploring avenues for future curriculum revision to allow students to differentiate into different areas of focus or practice. By adding an additional credit hour to the professional electives course requirement, this will allow students the opportunity to differentiate. This change also prevents an overall loss in credit hours for the program when major curriculum changes are expected in the future.

#6

CHANGE: Delete the Professional Development Convocation courses.

RATIONALE: The Professional Development Convocation courses have been replaced with the Foundations of Professional Development courses. The last offering of the Professional Development Convocation series will be spring 2018. These are legacy courses.

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

- | | | |
|--|--|--|
| <input type="checkbox"/> Courses in other colleges | <input type="checkbox"/> Courses in proposer’s college that are frequently taken by students in other colleges | <input type="checkbox"/> Flags |
| <input type="checkbox"/> Course in the core curriculum | <input checked="" type="checkbox"/> Change in course sequencing for an existing program | <input checked="" type="checkbox"/> Courses that have to be added to the inventory |
| <input type="checkbox"/> Change in admission requirements (external or internal) | <input type="checkbox"/> 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 students from outside of your college taking classes in your college? 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 students from your college taking courses in other colleges? 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:

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

College approval date: September 13, 2017 Curriculum Committee

September 25, 2017 General Faculty

Dean approval date: September 25, 2017 Dean Lynn Crismon

PROPOSED NEW CATALOG TEXT:

#1 {NEW}

PHM 181S. Foundations of Professional Development I.

PHM 181T. Foundations of Professional Development II

PHM 182S. Foundations of Professional Development III

PHM 182T. Foundations of Professional Development IV

PHM 183S. Foundations of Professional Development V

PHM 183T. Foundations of Professional Development VI

#2{NEW}

PHM 191U. Foundations for Interprofessional Collaborative Practice I

PHM 191V. Foundations for Interprofessional Collaborative Practice II

PHM 192U. Foundations for Interprofessional Collaborative Practice III

PHM 192V. Foundations for Interprofessional Collaborative Practice IV

PHM 193U. Foundations for Interprofessional Collaborative Practice V

PHM 193V. Foundations for Interprofessional Collaborative Practice VI

#3

[PHM 287H. Community Care Clinical Skills.]

PHM 387H. Community Care Clinical Skills.

#4

[PHM 685D. Pharmacotherapeutics I.]
 [PHM 685E. Pharmacotherapeutics II.]
 [PHM 685F. Pharmacotherapeutics III.]
 [PHM 385G. Pharmacotherapeutics IV.]
 [PHM 385H. Pharmacotherapeutics of Special Populations.]
PHM 181. Pharmacotherapeutics of the Renal and Autonomic Systems
PHM 182. Pharmacotherapeutics of the Respiratory System.
PHM 483. Pharmacotherapeutics of the Cardiovascular System
PHM 184. Pharmacotherapeutics of the Gastrointestinal System and Nutrition.
PHM 185. Pharmacotherapeutics of Diabetes.
PHM 486. Pharmacotherapeutics of Infectious Diseases.
PHM 187. Pharmacotherapeutics of the Endocrine System.
PHM 288. Pharmacotherapeutics of Oncology and Transplant.
PHM 189. Pharmacotherapeutics of the Reproductive System.
PHM 190. Pharmacotherapeutics of Dermatology and Inflammatory Processes.
PHM 291. Pharmacotherapeutics of Pain and Addiction.
PHM 292. Pharmacotherapeutics of Psychiatric Disorders.
PHM 193. Pharmacotherapeutics of Neurologic Disorders.

#5

Professional Electives Course Requirement

The student must complete at least two professional elective courses, for a total of at least ~~six~~ seven semester hours, on the letter-grade basis. The student must take the courses used to fulfill the professional electives requirement after admission to the professional curriculum.

#6 {DELETIONS}

[PHM 181C, 281C. Professional Development Convocation I.]
 [PHM 181D, 281D. Professional Development Convocation II.]
 [PHM 182C, 282C. Professional Development Convocation III.]
 [PHM 182D, 282D. Professional Development Convocation IV.]
 [PHM 183C, 283C. Professional Development Convocation V.]

#1-#6

PREPROFESSIONAL AND PROFESSIONAL COURSEWORK

| First Term | First Professional Year | |
|-----------------|-------------------------|-------------------|
| | Hours | Second Term Hours |
| PHM 381M | 3 | PHM 287DB 1 |
| PHM 387M | 3 | PHM 281L 2 |
| PHM 287DA | 1 | PHM 181P 1 |
| PHM 187P | 1 | PHM 281N 2 |
| PHM 180K | 1 | PHM 388M 3 |
| PHM 180P | 1 | PHM 188P 1 |
| | | [PHM 281D] 2] |
| PHM 287N | 2 | <u>PHM 181T</u> 1 |
| | | <u>PHM 191V</u> 1 |
| PHM [281C | 2] | PHM 480D 4 |
| <u>PHM 181S</u> | 1 | |

| | | | | | |
|---------------------------------|---------------|--------------------------|--------------|--------------------|-------|
| <u>PHM 191U</u> | <u>1</u> | | | | |
| PHM 480C | 4 | | | | |
| | 18 | | | 16 | |
| Second Professional Year | | | | | |
| First Term | Hours | Second Term | Hours | Summer Term | Hours |
| PHM 282E | 2 | PHM 190P | 1 | PHM 386H | 3 |
| PHM 195Q | 1 | PHM 390N | 3 | | |
| PHM 195P | 1 | PHM 182F | 1 | | |
| PHM 384L | 3 | PHM 182P | 1 | | |
| PHM 685D | 6 | PHM 685E | 6 | | |
| <u>PHM 181</u> | <u>1</u> | <u>PHM 184</u> | <u>1</u> | | |
| <u>PHM 182</u> | <u>1</u> | <u>PHM 185</u> | <u>1</u> | | |
| <u>PHM 483</u> | <u>4</u> | <u>PHM 486</u> | <u>4</u> | | |
| PHM 284M | 2 | PHM 184P | 1 | | |
| PHM 392P | 3 | PHM 184N | 1 | | |
| PHM 282C | 2 | PHM 186Q | 1 | | |
| <u>PHM 182S</u> | <u>1</u> | | | | |
| <u>PHM 192U</u> | <u>1</u> | | | | |
| | | PHM 289P | 2 | | |
| | | PHM 282D | 2 | | |
| | | <u>PHM 182T</u> | <u>1</u> | | |
| | | <u>PHM 192V</u> | <u>1</u> | | |
| | 20 | | 19 | | 3 |
| Third Professional Year | | | | | |
| First Term | Hours | Second Term | Hours | | |
| PHM 183F | 1 | PHM 284E | 2 | | |
| PHM 183G | 1 | PHM 394F | 3 | | |
| PHM 185P | 1 | PHM 295R | 2 | | |
| | | PHM 385H | 3 | | |
| PHM 287H | 2 | <u>PHM 291</u> | <u>2</u> | | |
| <u>PHM 387H</u> | <u>3</u> | <u>PHM 292</u> | <u>2</u> | | |
| | | <u>PHM 193</u> | <u>1</u> | | |
| PHM 685F | 6 | | | | |
| <u>PHM 187</u> | <u>1</u> | PHM 186P | 1 | | |
| <u>PHM 288</u> | <u>2</u> | | | | |
| PHM 385G | 3 | PHM 282R | 2 | | |
| <u>PHM 189</u> | <u>1</u> | <u>PHM 183T</u> | <u>1</u> | | |
| <u>PHM 190</u> | <u>1</u> | <u>PHM 193V</u> | <u>1</u> | | |
| PHM 283C | 2 | | | | |
| <u>PHM 183S</u> | <u>1</u> | Professional Elective(s) | <u>4</u> | | |
| <u>PHM 193U</u> | <u>1</u> | | <u>3</u> | | |
| Professional elective(s) | 2 | | | | |
| | <u>4</u> | | | | |
| | 18 | | | 17 | |
| | <u>17</u> | | | <u>18</u> | |

DOCUMENTS OF THE GENERAL FACULTY

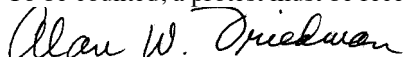
**PROPOSAL TO ADD A PROGRESSION POLICY TO THE CONDITIONAL ACADEMIC
PROBATION SECTION IN THE COLLEGE OF PHARMACY CHAPTER IN THE
*UNDERGRADUATE CATALOG 2018-2020***

Dean Lynn Crimson, in the College of Pharmacy, has filed with the Secretary of the Faculty Council the following proposal to add a progression policy to the Conditional Academic Probation section in the College of Pharmacy chapter in the *Undergraduate Catalog, 2018-2020*. On September 13, 2017, the Curriculum Committee approved the proposal; it was approved by the college faculty and Dean Crimson on September 25, 2017. The Secretary has classified this proposal as legislation of exclusive interest to one college or school.

The Committee on Undergraduate Degree Program Review recommended approval of the proposal on March 7, 2017, and forwarded it to the Office of the General Faculty. The Faculty Council has the authority to approve this legislation on behalf of the General Faculty. The authority to grant final approval on this legislation resides with the Provost on behalf of the President.

If no objection is filed with the Office of the General Faculty by the date specified below, the legislation will be held to have been approved by the Faculty Council. If an objection is filed within the prescribed period, the legislation will be presented to the Faculty Council at its next meeting. The objection, with reasons, must be signed by a member of the Faculty Council.

To be counted, a protest must be received in the Office of the General Faculty by March 27, 2018.



Alan W. Friedman, Secretary of the General Faculty and Faculty Council
The University of Texas at Austin

Arthur J. Thaman and Wilhelmina Doré Thaman Professor of English and Comparative Literature

**PROPOSAL TO ADD A PROGRESSION POLICY TO THE CONDITIONAL ACADEMIC
PROBATION SECTION IN THE COLLEGE OF PHARMACY CHAPTER IN THE
*UNDERGRADUATE CATALOG 2018-2020***

TYPE OF CHANGE: Academic Change
 Degree Program Change (THECB form required)

PROPOSED CLASSIFICATION: Exclusive General Major

1. IF THE ANSWER TO ANY OF THE FOLLOWING QUESTIONS IS YES, THE COLLEGE MUST CONSULT LINDA DICKENS, DIRECTOR OF ACCREDITATION 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 from 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)

- | | | |
|--|---|---|
| <input type="checkbox"/> Courses in other colleges | <input type="checkbox"/> Courses in proposer's college that are frequently taken by students in other colleges | <input type="checkbox"/> Flags |
| <input type="checkbox"/> Course in the core curriculum | <input type="checkbox"/> Change in course sequencing for an existing program | <input type="checkbox"/> Courses that have to be added to the inventory |
| <input type="checkbox"/> Change in admission requirements (external or internal) | <input checked="" type="checkbox"/> 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 students from outside of your college taking classes in your college? 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 students from your college taking courses in other colleges? 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:

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

| | | |
|------------------------|--------------------|--------------------------------|
| College approval date: | August 14, 2017 | Academic Performance Committee |
| | September 13, 2017 | Curriculum Committee |
| | September 25, 2017 | General Faculty |
| Dean approval date: | September 25, 2017 | Lynn Crismon |

PROPOSED NEW CATALOG TEXT:

Conditional Academic Probation

Academic Progression in the Pharm.D. Program

If the student's academic progression results in a two-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. Students who successfully pass the exam will progress into the fourth, and final, professional year. Students 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. Students who successfully pass the exam will progress towards graduation provided all other degree requirements have been met. Students who do not successfully pass the exam will be referred to the Academic Performance Committee for progression decisions and targeted remediation.