



OFFICE OF THE FACULTY COUNCIL

THE UNIVERSITY OF TEXAS AT AUSTIN

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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

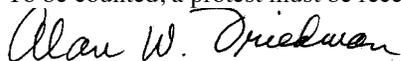
PROPOSED CHANGES TO THE DOCTOR OF PHARMACY DEGREE PROGRAM IN THE COLLEGE OF PHARMACY CHAPTER IN THE *UNDERGRADUATE CATALOG 2018-2020*

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

#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	

DOCUMENTS OF THE GENERAL FACULTY

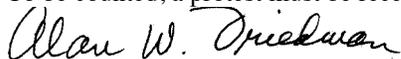
**PROPOSAL TO ADD A PROGRESSION POLICY TO THE CONDITIONAL ACADEMIC
PROBATION SECTION IN THE COLLEGE OF PHARMACY CHAPTER IN THE
*UNDERGRADUATE CATALOG 2018-2020***

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.

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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

#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) | |

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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.