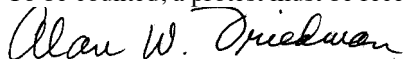DOCUMENTS OF THE GENERAL FACULTY

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

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

Distributed through the Faculty Council Wiki site https://wikis.utexas.edu/display/facultycouncil/Wiki+Home on March 20, 2018.

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 <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:
   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.