PHA 5024C
Personal and Professional Development IV
Spring 2019
0.5 Credit Hour – [Satisfactory/Unsatisfactory]

The purpose of this course is to track the personal and professional growth of individual students. The course is the fourth of nine sequential courses that serve as an anchor for the co-curriculum and a home for tracking achievements of performance milestones. This course continues to expand on the 10 pharmacist attributes (problem solving/critical thinking, education, patient advocacy, cultural awareness, interprofessional collaboration, communication, self-awareness, leadership, innovation and entrepreneurship, and professionalism). This course focuses on development of leadership, self-awareness, professionalism and innovative mindset.

Teaching Partnership Leader

Michelle Z. Farland, PharmD, BCPS, CDE
- Email: mfarland@cop.ufl.edu
- Office: HPNP 3307/GNV
- Phone: 352-273-6293
- Office Hours: By appointment.

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities
This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

Interprofessional Team Member Domain
6. Collaborate as a member of an interprofessional team.

Practice Manager Domain
13. Oversee the pharmacy operations for an assigned work shift.

Self-Developer Domain
15. Create a written plan for continuous professional development.

Course-Level Objectives
Upon completion of this course, the student will be able to:
1. Collaborate as an interprofessional team member to identify and examine causes that
contributed to the etiology of a medical error.
2. Demonstrate self-awareness in reflecting on personal development needs and then establishing goals for continuing professional development.
3. Apply professional attitudes, values, and behaviors that are expected of a pharmacist in daily practice, in the community, and within the pharmacy profession.
4. Demonstrate professional attitudes, values, and behaviors during co-curricular activities.
5. Demonstrate, through completion of milestone assessments, the expected knowledge, skills, attitudes, and values that exemplify readiness for coursework during year 3 of the Pharm.D. curriculum.

Course Pre-requisites
1. Completion of all Year 1 Pharm.D. program coursework including milestones.
2. Completion of PHA 5023C Personal and Professional Development III.

Course Co-requisites
1. Year 2 Pharm.D. program courses.

Course Outline
Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

| Date | Mod# | Unit Topic | Contact Hours [hr.]
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Week 2</strong> 1/7/19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/9/19</td>
<td>Assignment: Syllabus Agreement (Canvas)</td>
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<tr>
<td>1/10/19</td>
<td>Interprofessional: IPLH (GNV)</td>
<td>2 hrs</td>
<td>IPE 1, 2, 3</td>
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<tr>
<td><strong>Week 3</strong> 1/14/19</td>
<td></td>
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<tr>
<td><strong>Week 4</strong> 1/21/19</td>
<td></td>
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<tr>
<td>1/24/19</td>
<td>Interprofessional: IPLH (JAX)</td>
<td>2 hrs</td>
<td>IPE 1, 2, 3</td>
</tr>
<tr>
<td><strong>Week 5</strong> 1/28/19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/30/19 10:30am (due 1 hour prior to class session)</td>
<td>Assignment: Team Debriefing Individual Assignment 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Class Session</strong></td>
<td><strong>Team Debriefing 2</strong></td>
<td><strong>1 hr</strong></td>
<td><strong>Farland</strong></td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>1/30/19 11:30am-12:30pm</td>
<td>Assignment: Team Debriefing  Team Assignment 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/30/19 1:30pm (due 1 hour following class session)</td>
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</tbody>
</table>

**Week 6**
2/4/19

**Week 7**
2/11/19

2/14/19 Interprofessional: IPLH (GNV) 2 hrs IPE 1, 2, 3

2/15/19 11:59PM Assignment: Meet face-to-face or via video chat with Career Coach by this date. 2, 3

2/15/19 11:59PM Assignment: Complete Career Coach Evaluation (link in Canvas)

**Week 8**
2/18/19

**Week 9**
2/25/19

3/1/19 11:59PM Assignment: Assignment: Career Planning; CPD Assignment: Submit Cycle 2 Revision-Completed Reflection, Revised Plan, Brainstormed Learning Activities (Canvas AND Salesforce) 2, 3

**Week 10**
3/4/19 SPRING BREAK

**Week 11**
3/11/19

3/11/19 Assignment: Team Evaluations (CATME) 1, 2, 3

**Week 12**
3/18/19

**Week 13**
3/25/19 Milestone Week

3/26/19 All 2PD Capstone Part 1 All 1, 2, 3, 5
Students will be on their assigned campuses for this part of the capstone, assigned times will be posted on Canvas.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/29/19</td>
<td>1pm</td>
<td>Assignment: Team Debriefing</td>
<td></td>
<td>1, 2, 3</td>
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<tr>
<td></td>
<td></td>
<td>Individual Assignment 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/29/19</td>
<td>1:55pm-3:50pm</td>
<td>Team Debriefing 3</td>
<td></td>
<td>1, 2, 3</td>
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<tr>
<td></td>
<td></td>
<td>Situational Judgement Test</td>
<td>Farland</td>
<td></td>
</tr>
<tr>
<td>3/29/19</td>
<td>4:50pm</td>
<td>Assignment: Team Debriefing</td>
<td></td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team Assignment 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>4/1/19</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Week 15</td>
<td>4/8/19</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Week 16</td>
<td>4/15/19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/19/19</td>
<td>11:59pm</td>
<td>Assignment: Team Evaluations</td>
<td></td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(CATME)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/19/19</td>
<td>11:59pm</td>
<td>Assignment: Team Performance Scale</td>
<td></td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Qualtrics)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/19/19</td>
<td>11:59pm</td>
<td>Assignment: Co-Curricular Activity Participation log [10.0hr]</td>
<td></td>
<td>2, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Canvas)</td>
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</table>

Total Instructor Contact Hours with consideration of “C” designation: 8 contact hours + out of class assignments/activities.

**Required Textbooks/Reading**
None

**Other Required Learning Resources**
None

**Materials & Supplies Fees**
None
### Student Evaluation & Grading

Personal and Professional Development is a **pass/fail** course. Passing requires successful completion of all milestones and course requirements listed.

At the Year 2 Milestone, students who have performed with excellence in both Personal and Professional Development III and IV will be identified and will receive a Letter of Commendation for their Portfolio and College file.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Deadline</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Agreement</td>
<td>January 9, 2019</td>
<td>Complete syllabus agreement in <strong>Canvas</strong>.</td>
</tr>
<tr>
<td>Interprofessional Learning In Health Care (IPLH) GNV and JAX only</td>
<td>January 10, 2019 (GNV)</td>
<td>Satisfactory completion of all required activities that are part of IPLH with a score of 80% or greater. (iRAT and tRAT for each session will be weighted iRAT [40%]/tRAT [60%] to determine session score.)</td>
</tr>
<tr>
<td></td>
<td>January 24, 2019 (JAX)</td>
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<tr>
<td></td>
<td>February 14, 2019 (GNV)</td>
<td></td>
</tr>
</tbody>
</table>
| Team Debriefings: Individual Assignment (pre-class)       | Team debriefing dates:    | • As an individual, submit individual reflection assignment  
                                                                                        • Must be uploaded to **Canvas 1 hour prior to each scheduled Team Debriefing meeting.** |
|                                                           | January 30, 2019           |                                                                                                                                          |
|                                                           | March 29, 2019             |                                                                                                                                          |
| Team Debriefings: Team Assignment (post class)            | Team debriefing dates:    | • As a team, submit team reflection assignment  
                                                                                        • Must be uploaded to **Canvas 1 hour after the Team Debriefing session.** |
|                                                           | January 30, 2019           |                                                                                                                                          |
|                                                           | March 29, 2019             |                                                                                                                                          |
| Career Coach Program                                      | February 15, 2019         | • Complete one meeting with Career Coach by specified deadline  
                                                                                        • Complete Career Coach evaluation survey (link in Canvas) after each meeting with your Career Coach  
                                                                                        • Career Coach will complete an assessment to notify the course director the meeting has been completed |

See **Appendix B** for Career Coach Evaluation
Complete an evaluation for your team in CATME. See [http://info.catme.org/catme-word-documents/](http://info.catme.org/catme-word-documents/) for the Online Rubric

Upload a copy of your revised CPD to Canvas and Salesforce Portfolio (completed reflection, revised plan, brainstormed learning activities)

Complete an SJT related to professionalism. More info will be provided prior to this date.

Satisfactory completion of the following milestones that denote readiness to progress to Year 3:
- 2PD Capstone
- Calculations Exam
- Professionalism (longitudinal)
- Top 200 Drug Exam (Spring)

Milestone Descriptions

**2PD Capstone** The 2PD Capstone will be a 2 day experience in the Spring semester. The capstone consist of one inpatient encounter and one out patient follow-up encounter with the same patient in an interprofessional setting. Performance on the capstone will be assessed with a multiple choice quiz on Canvas related to the patient’s EHRGo Chart, a discharge counseling rubric, and the UF COP SOAP Note rubric. The minimum performance standard to pass this milestone assessment is 70% on each portion of the capstone and a grade of S or S+ on the written pharmacy care note.

**Calculations Milestone** The calculations milestone will be an examination delivered in the Spring semester. The examination will address calculations encountered in pharmacy practice that draw on previous coursework in the curriculum. Performance for each calculation will be assessed by the accuracy of the entered numerical answer for each question (with specified rounding). The minimum performance standard to pass this milestone assessment is 70%.

**Professionalism Milestone** The professionalism milestone will be a direct observation of student behaviors inside and outside the classroom throughout the entire academic year. It will be assessed using the Professionalism Accountability Plan (Appendix C). Students who accumulate 6 or more
professionalism violations according to the Professionalism Accountability Plan will not pass the Professionalism Milestone. The Students who have been found to violate the Student Code of Conduct with sanctions specifying failure of the Professionalism Milestone will not pass this milestone.

**Top 200 Drugs Milestone** The top 200 drug milestone is an examination delivered in each semester of the Professional Practice Skills lab sequence. The examination will include information about the most frequently prescribed medications. For more information about the content and structure of this examination and how it will contribute to your grade in the Professional Practice Skills Lab course, please refer to the syllabus for that course. The score of this examination is also considered a milestone. The minimum passing score for successful completion of this milestone is 80% for the first professional year of the curriculum and 73% for second and third professional years of the curriculum.

**Educational Technology Use**
The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System
3. Salesforce©
4. Qualtrics®
5. CATME©

For technical support, navigate to Educational Technology and IT Support Contact Information at this URL: [http://curriculum.pharmacy.ufl.edu/current-students/technical-help/](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/)

**Pharm.D. Course Policies**
The Policies in the following link apply to this course. Review the Pharm.D. Course Policies carefully, at this URL: [http://curriculum.pharmacy.ufl.edu/current-students/course-policies/](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/) See Appendix C for the Professionalism Accountability Plan.
Appendix A. Course Directory
Teaching Partnership Leader/Course Director:

Kathryn J. Smith, PharmD, BCACP
Email: ksmith@cop.ufl.edu
Office: HPNP 2303/GNV
Phone: 352-294-8287
Office Hours: By appointment only.

Questions to Ask:
- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Co-Curriculum Program Specialist:
Sarah Mazorra
Email: smazo@cop.ufl.edu
Office: HPNP G-235
GNV Phone: 352-273-8203

Questions to Ask:
- Anything related to co-curricular activities
- Anything related to the Career Coach program (issues contacting coach, Salesforce Portfolio, CPD, deadlines, etc.)
- Anything related to the interprofessional education component of the course.
- Issues related to course policies (make-up assignments)
- Questions about dates, deadlines, meeting place
- General questions about content and assignment directions
- Questions about grade entries gradebook (missing grades, incorrect grades)

Academic/Education Coordinators:

Absent/Tardy Email: absent2pd@cop.ufl.edu

McKenzie Wallen, Education Coordinator
Email: mwallen@cop.ufl.edu
Office: Jacksonville Campus

Ivertta Allen, Education Coordinator
Email: iallen1@cop.ufl.edu
Office: Orlando Campus
Questions to Ask:
- Issues related to course policies (absences, make up exams, missed attendance)
- Absence requests (Only the Co-Curricular Program Specialists handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries gradebook (missing grades, wrong grade)
- Assistance with ExamSoft® (Distant campus students may contact Education Coordinator for use of SofTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

Other Teaching Partnership Faculty Members:

Carol Motycka, Pharm.D., BCACP
Jacksonville Course Facilitator & Co-curriculum Coordinator
Email: motycka@cop.ufl.edu
Office: JAX
Phone: 904-244-9590

Lisa Vandervoort, Pharm.D.
Orlando Course Facilitator & Co-curriculum Coordinator
Email: lvandervoort@cop.ufl.edu
Office: ORL
Phone: 407-313-7031

Michelle Farland, Pharm.D., BCPS, CDE
Email: mfarland@cop.ufl.edu
Office: HPNP 3307/GNV
Phone: 352-273-6293
Appendix B

Career Coach Assessment

Self-Awareness: How would you rate the student’s level of self-awareness? (We define self-awareness as being able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth)

<table>
<thead>
<tr>
<th>Global Score</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: With <strong>extensive coaching</strong>, the student does <strong>NOT</strong> meet the definition of self-awareness.</td>
<td></td>
</tr>
<tr>
<td>Level 2: With <strong>extensive coaching</strong>, the student is able to meet the definition of self-awareness.</td>
<td></td>
</tr>
<tr>
<td>Level 3: With <strong>moderate coaching</strong>, the student is able to meet the definition of self-awareness.</td>
<td></td>
</tr>
<tr>
<td>Level 4: With <strong>minimal coaching</strong>, the student meets the definition of self-awareness.</td>
<td></td>
</tr>
<tr>
<td>Level 5: With <strong>no coaching</strong>, the student <strong>independently</strong> meets the definition of self-awareness.</td>
<td></td>
</tr>
</tbody>
</table>

Professionalism: How would you rate the student’s level of professionalism? (We define professionalism as being able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.)

<table>
<thead>
<tr>
<th>Global Score</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: With <strong>extensive coaching</strong>, the student does <strong>NOT</strong> meet the definition of professionalism.</td>
<td></td>
</tr>
<tr>
<td>Level 2: With <strong>extensive coaching</strong>, the student meets the definition of professionalism.</td>
<td></td>
</tr>
<tr>
<td>Level 3: With <strong>moderate coaching</strong>, the student meets the definition of professionalism.</td>
<td></td>
</tr>
<tr>
<td>Level 4: With <strong>minimal coaching</strong>, the student meets the definition of professionalism.</td>
<td></td>
</tr>
<tr>
<td>Level 5: With <strong>no coaching</strong>, the student <strong>independently</strong> meets the definition of professionalism.</td>
<td></td>
</tr>
</tbody>
</table>

Career Planning & Continuing Professional Development: To what extent has the student established a career path?

<table>
<thead>
<tr>
<th>Global Score</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not defined: the student is undecided about his/her career area in pharmacy.</td>
<td></td>
</tr>
</tbody>
</table>
Somewhat defined: the student is somewhat sure about the type of pharmacy practice he/she desires. He/She can state a desired future career path, but is contemplating multiple career options.

Defined: the student has clearly identified a future career path/area of pharmacy practice.

**Career Planning & Continuing Professional Development**: How would you rate the student’s ability to establish personal goals as part of Continuing Professional Development?

<table>
<thead>
<tr>
<th>Global Score</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: With <strong>extensive coaching</strong>, the student is <strong>NOT</strong> able to establish appropriate goals.</td>
<td></td>
</tr>
<tr>
<td>Level 2: With <strong>extensive coaching</strong>, the student is able to establish appropriate goals.</td>
<td></td>
</tr>
<tr>
<td>Level 3: With <strong>moderate coaching</strong>, the student is able to establish appropriate goals.</td>
<td></td>
</tr>
<tr>
<td>Level 4: With <strong>minimal coaching</strong>, the student is able to establish appropriate goals.</td>
<td></td>
</tr>
<tr>
<td>Level 5: With <strong>no coaching</strong>, the student <strong>independently</strong> established appropriate goals.</td>
<td></td>
</tr>
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Appendix C

PROFESSIONALISM ACCOUNTABILITY PLAN

Introduction
Caring for patients is a responsibility and privilege of practicing as a pharmacist. This responsibility requires one to exhibit professional behaviors and values that are consistent with the trust given to our profession by patients, other health care providers, and society as a whole. The University of Florida College of Pharmacy is dedicated to promoting professional behaviors and values both within and outside the classroom.

Consistent with the expectations of a pharmacist, students are held to the highest professional standards in the classroom and experiential patient setting, as well as outside of the educational learning environment. Punctuality, preparedness, and engagement are expected. Appropriate behaviors and actions befitting a professional member of the community are imperative to the advancement of students in this program.

To help provide guidance and training for students in this program, professionalism violations are tracked across courses and across the curriculum. All PharmD students are subject to the following Professionalism Accountability Plan.

The following are examples of professionalism violations. This list is not intended to be inclusive of all potential behaviors associated with a lack of professionalism:

- Unexcused tardy to class
- Dress code violation (in class, experiential rotations, co-curricular activities)
- Unexcused absences
- Inappropriate use of electronic devices
- Disruptive behavior within or outside the classroom
- Sleeping in class
- Inappropriate discussion board, social media posting
- Missed deadline for assignments, meetings with Career Coach, etc.
- Inappropriate communication (verbal, written, body language/hand gestures)
- Lack of respect demonstrated towards others
- Other

Depending on the severity of the professionalism violation, accelerated follow up action may be implemented.

All incidents which violate the Student Code of Conduct will be handled as outlined in the Student Code of Conduct (e.g. academic dishonesty, harassment, etc.). In the adjudication of cases before the Health Science Center Student Conduct Committee, failure of the Professionalism Milestone may be a sanction administered by that group.
Incidents are tracked based on the following schedule:
1PD: August – April
2PD – 4PD: May – April

If a student incurs 6 professionalism violations in a single academic year, this will result in failure of the Professionalism Milestone.

<table>
<thead>
<tr>
<th>Professionalism Violation</th>
<th>Follow Up Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st incident</td>
<td>Student is notified of a professionalism violation. The violation is appropriately reported and documented.</td>
</tr>
<tr>
<td>2nd incident</td>
<td>One-on-one meeting with Student Affairs Coordinator to discuss professionalism violation and identify problems that could be attributing to this behavior. If follow up is needed, the appropriate individual(s) will be notified (e.g. Assistant Dean for Student Affairs, Campus Dean, Director of Personal and Professional Development Curriculum, etc.)</td>
</tr>
<tr>
<td>3rd incident</td>
<td>Referral to the Professionalism Committee. Personal and Professional Development Course Director to attend meeting. Purpose of this meeting is mentoring and coaching. Committee meets with student, discusses issues and provides counseling.</td>
</tr>
<tr>
<td>4th incident</td>
<td>Second referral to the Professionalism Committee. Second mentoring and coaching session and assignment of essay.</td>
</tr>
<tr>
<td>5th incident</td>
<td>Meeting with Assistant Dean for Student Affairs.</td>
</tr>
<tr>
<td>6th incident</td>
<td>Failure of Professionalism Milestone; referral to Academic and Professional Standards Committee (APSC).</td>
</tr>
</tbody>
</table>

**Failing the Professionalism Milestone**
A student who fails the Professionalism Milestone will be issued an “I” in the PPD course and referred to the Academic and Professional Standards Committee (APSC). The APSC will meet with the student to discuss failure of the Professionalism Milestone, expectations outlined in the professionalism improvement plan (PIP), and inform the student they will be on an Accelerated Professionalism Accountability Plan. The PIP will be developed by the Professionalism Committee and provided to the APSC for additional input and discussion with the student. Components of the PIP should include written reflection and face to face interactions with a faculty member on the Professionalism Committee to discuss professional growth. Students working on a PIP are not permitted to represent the college by holding an office in a student organization nor through college-associated travel. When the student begins their PIP, they will also be placed on an Accelerated Professionalism Accountability Plan (below). When the student successfully completes the PIP, the grade in the PPD course will be changed to an “S”. A student on an accelerated professionalism accountability plan without reaching their third incident may be cleared to represent the college by holding an office or through college-associated travel after the PIP has been completed.
The Accelerated Professionalism Accountability Plan restarts the cycle of accountability and allows for two professionalism violations prior to dismissal from the college. The first violation will result in automatic referral to the Professionalism Committee for mentoring. If a second professionalism violation occurs, the student will be referred to the Professionalism Committee for mentoring and receive an assignment, which must be submitted by the assigned deadline. The student will also be required to meet with the Associate Dean for Professional Education. If a student incurs a third professionalism violation, they will be dismissed from the college.

**Accelerated Professionalism Accountability Plan**

<table>
<thead>
<tr>
<th>Professionalism Violation</th>
<th>Follow Up Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st incident</td>
<td>Referral to Professionalism Committee. Personal and Professional Development Course Director to attend meeting. Purpose of this meeting is mentoring and coaching. Committee meets with student, discusses issues and provides counseling.</td>
</tr>
<tr>
<td>2nd incident</td>
<td>Second referral Professionalism Committee. Second advising session and assignment of essay in addition to other PIP assignments. Meeting with Associate Dean for Professional Education.</td>
</tr>
<tr>
<td>3rd incident</td>
<td>Dismissal from the College</td>
</tr>
</tbody>
</table>

Incidents are tracked based on the following schedule:
1PD: August – April
2PD – 4PD: May – April

Approved by Faculty Governance Council 8/8/18