



Pharmacy Student Academic Workload Procedure

ED.PE.proc.14

<p>Procedure: Academic Workload</p> <p>Reason for Procedure: To support the Academic Workload Policy</p> <p>Applicable to: Professional Education Program Leading to the Doctor of Pharmacy Degree</p> <p>Procedures: None</p> <p>Forms/Instructions: None</p> <p>Appendices: None</p> <p>Related Policies or Procedures: None</p>	<p>Effective: Spring 2023</p> <p>History:</p> <ul style="list-style-type: none">• Approval Date: 4/28/23• Replaces version dated: N/A• Timeline for Updating: 1 yr• Date of future review: Sept 2024 <p>Procedure Owner: Associate Dean, Assessment & Quality</p> <p>Procedure Contact: Associate Dean, Professional Education</p> <p>Procedure Contacts: Associate Dean, Student Services and Assistant Dean, Experiential Education</p>
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Reason for procedure

This procedure complements the [Academic Workload Policy](#).



Procedure

1. The Professional Education Program Council (PEPC) is responsible for: establishing guidelines for academic workload, monitoring compliance in collaboration with administrators, and reporting on pharmacy student academic workload annually.
2. The professional program plans for and monitors Total Student Academic Time (TSAT), which includes in-class and out-of-class work.
 - a. It is recognized that workload is estimated for the average student to receive a passing grade. Estimates have limitations including: the time spent out of class (eg, study, assignments) will vary by student, workload will vary week to week, and it is difficult to estimate and/or enforce a limit on work outside of the classroom.
 - b. Students enrolled in dual degree programs or coursework above and beyond the professional program requirements may have higher academic time.
3. The expected academic workload for the average student should average approximately 40 hours per week and not exceed 50 hours in a single week.
4. In general, learning will be designed based on a 42 hour week, with:
 - a. $\frac{1}{3}$ of the time allocated to **in classroom learning** (e.g., scheduled class or lab sessions),
 - b. $\frac{1}{3}$ of the time allocated to **flexibly scheduled learning** which is accomplished asynchronously (e.g. pre-work, readings,



- online videos, problem sets, assignments) and
- c. $\frac{1}{3}$ of the time allocated to **self-directed studying** (e.g. reviewing slides, clarifying concepts, attending study groups, preparing for exams).
 - d. In Whole Task Learning modules (5 credits), the distribution of hours is operationalized as 11 hours in class learning, 9 hours flexibly scheduled learning and 10 hours study time.
 - e. For online courses (e.g. electives), up to $\frac{2}{3}$ of the Total Student Learning Academic time may be structured asynchronous learning.
 - f. All times are approximate and may vary by week and by student.
 - g. Rationale: The college of pharmacy seeks to balance scheduled and flexible learning, as well as encouraging self-directed study time.
 - h. Exception: Experiential learning is expected to average 45 hours/week of total effort over the course of the rotation with at least 40 hours expected onsite.
 - i. Curriculum leaders (ie, associate/assistant deans, leads, coordinators) will uphold expectations of academic workload during the planning process of each curricular element, and monitor workload across curricular elements.
5. Students regularly exceeding the expected 50 hours per week maximum are encouraged to seek support from the instructor and/or support through the Office of Student Services (eg, academic skills coaching, advising).



6. Academic workload will be estimated by block leads and/or course directors, in concert with the appropriate administrators (e.g. Associate Dean Professional Education, Associate Dean Student Services, Assistant Dean Experiential Education).
7. Instructors will be provided with tools to help estimate workload for activities such as reading.
8. Academic workload will be examined during the approval of each course and also during course review with the goal of estimating the semester's workload as a whole.
9. Academic workload will be monitored via regularly administered student and faculty surveys, course evaluations and discussions with class representatives, and compared to estimated workload calculations.
10. Information on academic workload will also be collected from additional sources, including (but not limited to) student town hall meetings, student focus groups and faculty meetings.
11. Mid-semester corrections will be made when possible, in concert with the appropriate faculty and administrators.
12. Student academic workload data will be shared to inform ongoing improvements.
13. Concerns about courses and/or instructors expecting workload that is outside this policy's parameters can be brought to the Associate Dean for Assessment & Quality, who will work with the appropriate administrators and faculty to investigate and take appropriate action.



Forms/instructions

- None

Additional contacts

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Definitions

Total Student Academic Time

This is an estimate of the average weekly academic expectations of the average student, which includes in class learning, flexibly scheduled learning (ie, asynchronous learning) and study time . This estimate does not include non-academic work experiences (ie, internships) or professional experiences (eg, officer within a student organization) that a student may elect to undertake.

In Class Learning

Curricular activities that take place in real-time, where a group of students are engaged in learning at the same time in an educational



space (eg, classroom, lab).

Flexibly-Scheduled Learning

Curricular activities that take place according to the student's own schedule, but are required learning activities that are designed to support the students in meeting the learning objectives. Examples may include, but are not limited to reviewing materials prior to a session, viewing online learning modules, completing homework assignments, or preparation for presentations.

Responsibilities

Professional Education Program Council

- Establishes guidelines for estimating and monitoring academic workload
- Oversees compliance in association with administrators
- Receives standard data on workload estimates and monitoring
- Requests additional data as needed to understand any workload concerns
- Reports on academic workload annually, including recommendations for ongoing improvements

Associate Dean for Professional Education, Associate Dean for Student Services and Assistant Dean for Experiential Education

- Works with professional education staff to establish systems for estimating workload, and collecting information on actual workload from students and faculty
- Works with block/course directors to resolve workload concerns



Associate Dean for Assessment & Quality

- Receives annual reports from the Professional Education Program Council, including descriptions of mid-semester changes and any recommendations from the Council for ongoing improvements
- Works with administrators and course directors for ongoing improvements

Course Directors

- Work with professional education program staff to request and track estimates from instructors
- Collaborate with other instructors and administrators in responding to workload concerns.

Frequently asked questions

If an individual student needs to revisit content from prerequisite courses taken prior to pharmacy school, how is this considered in Total Student Academic Time?

The time needed to revisit prior learning is highly individualized. This is counted in study time.

What are some of the variables that students should consider as part of a decision to pursue internship or employment during their academic program?

Internships and/or employment are not a part of Total Student Academic Time. These hours would be in addition to their program. Students should use caution in basing employment hours off of expected learning time. Students will need some experience in the



program to assess the Total Student Academic Time that is required for their individual success.

Related information

The Accreditation Council for Pharmacy Education has [stipulations for the design of educational programs](#) and amounts of types of instruction, which enact Department of Education standards related to distance education.

Appendices

- None

History

Drafted: 8.30.22

Effective: Spring 2023

Amended: