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To: Sonia Lara/Irma **Date:** June 4, 1996

Fax #: 463-1765 **Pages:** 11, including this cover sheet.

From: Teri E. Flack/Sonia

Subject: Program Development

COMMENTS:

Here's the information. Call if you have questions.

2 Kinds of Programs:
① Bachelor Degree in Pharmacy
② Pharm D.

K Important: Before any formal planning is done, the institution must amend their table of programs to include a pharmacy program so it reflects in the institution's role and mission. Governing boards and the Coordinating Board must approve. This is step 1 on the following page.

Teri Flak wanted me to let you know about the following she had not mentioned before:

Note on Texas Tech:

① A pharmacy program for Texas Tech had been approved as early as the 70's. It had just been sitting on the table until the 73rd legislative session, when Rider 3-223 granted Texas Tech $350,000 and $4 mil. in 74th Legislature (Rider 3-181) of Appropriations Act.

② Also, the community in Amarillo put the facility package together. There was no state money used in building the facilities for the pharmacy program.

Subchapter B. CRITERIA FOR APPROVAL OF NEW BACCALAUREATE DEGREE PROGRAMS (Bachelor's)

Section
5.21. Role and Scope.
5.22. Unnecessary Duplication.
5.23. Faculty Resources.
5.24. Library Resources.
5.25. Physical Facilities.
5.26. Administration of the Program.
5.27. Demonstrated Need.
5.28. Complement Existing Programs.
5.29. Suitable Financing.

Step 1

5.21. Role and Scope.

The program must be within the role and scope of the institution. The role and scope of each institution is established by the Coordinating Board, but these are flexible and subject to modification upon demonstration of good cause. Certain baccalaureate programs are common to the role and scope of undergraduate liberal arts institutions. On the other hand, professional programs such as nursing, medical technology, engineering, veterinary medicine, architecture, and optometry are not within the role and scope of such colleges, and approval of programs in these fields might necessitate a change or modification in the role and scope of the institution. Such a change or modification would require a decision concerning the long-range goals of the institution.

5.22. Unnecessary Duplication.

The program should not be unnecessarily duplicative of those at other institutions. The offering of basic liberal arts and sciences courses and degree programs in the public senior institutions should not be considered unnecessary duplication within the statutory prohibition contained in the Higher Education Act of 1965. On the other hand, specialized professional and technical programs should be offered only in selected institutions which are well-staffed and equipped to provide graduates to meet manpower needs.

5.23. Faculty Resources.

Faculty resources must be adequate for a high quality program. With certain exceptions, the master's degree should be the minimum educational attainment for faculty at senior institutions. In most disciplines, the doctorate is the terminal degree. While there is no guarantee that doctoral faculty members provide the best instruction, it is accepted that the doctoral or terminal degree is a qualitative factor in assessing faculty strength. Indeed, tenure, promotion, and salary are in most cases

directly dependent upon attaining the terminal degree. Criteria for numbers of terminal degree holders shall meet the minimums of the appropriate national, regional, or professional accrediting associations.

5.24. Library Resources.

Library resources must be adequate for the program and meet the standards of the appropriate accrediting agencies. Qualitative and quantitative factors of library resources in relation to a proposed program must be considered. In determining whether standards have been met, microform books, monographs, and other such material, as well as bound volumes, should be taken into consideration. Collections of periodicals and subscriptions to periodicals shall be sufficient in number, depth, and quality for the degree program contemplated. Factors to be considered in evaluating the adequacy and relevance of library holdings include the number of faculty, number of students, number of honors programs, number of differentiated areas of concentration on baccalaureate, master's and doctoral degree levels.

5.25. Physical Facilities.

Physical facilities should be adequate to initiate the program. Adequate classroom and laboratory space, equipment, and office space should be available for the proposed program. Classrooms should have adequate lighting, temperature controls, and freedom from outside distraction. If laboratories are required for the program, they should be designed to provide maximum utilization of facilities and equipment. There should be assurance of adequate models, supplies, utensils, experimental animals, and other materials for the program.

5.26. Administration of the Program.

Administration of the program should not be unduly cumbersome or costly. Ideally, the program should fit into the current administrative structure of the institution. If administrative changes are required, they should be consonant with the organization of the institution as a whole and should necessitate a minimum of additional expense in terms of personnel and office space.

5.27. Demonstrated Need.

There should be a demonstrated or well-documented need for the program in terms of meeting present and future manpower needs of the state and nation. One of the missions of state-supported higher education is to assist in meeting the manpower needs of the state and nation. There should be a ready job market for graduates of the program, or alternatively, it should produce students for master's and doctoral level programs in fields in which professional manpower is needed or projected. Demand for graduates of the program should be evaluated on the basis of

the best information available from industry, education, government, and other potential employers. Supply and demand of public school teachers is an important factor in this consideration.

5.28. Complement Existing Programs.

The program should complement and strengthen existing programs at the institution. Existing programs can be strengthened and enriched when appropriate new courses and degree programs are added to the curriculum. It is preferable that a proposed program be based on existing strengths of the institution rather than be composed entirely of new courses. An interdependence among degree programs helps to strengthen and broaden the educational base of the institution.

5.29. Suitable Financing.

There should be suitable financing available to initiate the program, and the program should have growth potential to generate adequate funding within three years. Suitable financing for initiating the program should be made available without reducing funds for existing programs or weakening them in any way. Unless, in certain isolated instances, an institution is meeting unique manpower requirements, the state can ill afford programs which do not generate sufficient semester credit hours under funding formulas to pay faculty salaries, departmental operating costs, and instructional administration costs for the program. Three years should be sufficient time for the program to meet these costs through semester credit hour production. If the state funding formulas are not meeting these costs for the program after three years, the institution and the Coordinating Board should review the program with a view to discontinuance.

Subchapter D. CRITERIA FOR APPROVAL OF NEW DOCTORAL DEGREE PROGRAMS (Pharm D.)

Section
5.61. Design of the Program.
5.62. Freedom of Inquiry and Expression.
5.63. Strong Programs at the Undergraduate and Master's Levels.
5.64. Need for the Program.
5.65. Faculty Resources.
5.66. Teaching Loads of Faculty.
5.67. Critical Mass of Superior Students.
5.68. Adequate Financial Assistance for Doctoral Students.
5.69. Carefully Planned Program of Study.
5.70. Physical Facilities.
5.71. Library Resources.
5.72. Program Evaluation Standards.
5.73. Specific Steps for Implementation.

5.61. Design of the Program.

A doctoral level program is designed to prepare a graduate student for a lifetime of creative teaching, activity, research, or other professional activity. The administration and the faculty of institutions initiating doctoral level programs should exhibit a basic understanding of the long tradition of excellence associated with the awarding of the traditional and of the various doctoral level professional degrees.

5.62. Freedom of Inquiry and Expression.

Doctoral programs must be characterized by complete freedom of inquiry and expression.

5.63. Strong Programs at the Undergraduate and Master's Levels.

Doctoral programs, in most instances, must be undergirded by strong programs in a wide number of disciplines at the undergraduate and master's levels. Quality programs in other related and supporting doctoral areas must also be available.

5.64. Need for the Program.

Need for the establishment of a doctoral program at a particular institution would appear to exist if there is a generally recognized shortage of doctoral personnel in the field and if the special traditions and resources available at the university make it desirable and practicable to undertake such a program. Availability of spaces in the same program or similar programs in other institutions in the state, whether public or private, and in other universities in the region will

be taken into account, as will the possibilities for cooperative and interinstitutional arrangements. The need for holders of degrees from the program will be considered. Priority will be given to needs within the state but regional and national needs will not be disregarded.

5.65. Faculty Resources.

There must be a strong core of faculty--at least four or five--holding the doctor of philosophy degree or its equivalent from a variety of graduate schools of recognized reputation. Professors and associate professors must be mature persons who have achieved national or regional professional recognition. All of them must be currently engaged in productive research, and preferably, have published the results of such research. They should come from a variety of academic backgrounds and have complementary areas of specialization within their field. Such faculty members should already be in the employ of the institution. Proposed recruitment of such faculty will not meet this criterion. No authorized doctoral program shall be initiated until qualified faculty are active members of the department through which the program is offered.

5.66. Teaching Loads of Faculty.

Teaching loads of faculty in the doctoral program should not exceed two or three courses per term, and it must be recognized that some of these will be advanced courses and seminars with low enrollments. Adequate funds should be available for attendance and participation in professional meetings and for travel and research necessary for continuing professional development.

5.67. Critical Mass of Superior Students.

There must be a critical mass of superior students, carefully screened in terms of the Graduate Record Examination or other test scores. There should not be such a high ratio of doctoral students to faculty as to make individual guidance prohibitive.

5.68. Adequate Financial Assistance for Doctoral Students.

There should be adequate financial assistance for doctoral students so as to assure that most of them can be engaged in full-time study. To assure continuity of effort, residency requirements should be strict. A full-time relationship of the student to the academic program is desirable, and the continuing interaction of students and faculty is essential to a quality graduate program. Initially, funds for financial assistance to the doctoral students usually must come from institutional sources. As the program develops and achieves distinction, it increasingly will attract support from government, industry, foundations, and other sources.

5.69. Carefully Planned Program of Study.

There should be a carefully planned and systematic program of study and a degree plan which is clear, comprehensive, and generally uniform but which permits sufficient flexibility to meet the legitimate professional interests and special needs of doctoral level degree candidates. There should be a logical sequence of stages by which degree requirements will be fulfilled. The plan should require both specialization and breadth of education, with rules for the distribution of study to achieve both, including interdisciplinary programs if indicated. The plan should include a research dissertation or equivalent requirements to be judged by the doctoral faculty on the basis of quality rather than length.

5.70. Physical Facilities.

There should be an adequate physical plant for the program. An adequate plan would include reasonably located office space for the faculty, teaching assistants, and secretarial staff; library carrels for faculty and students; seminar rooms; laboratories, microfilm and microprint readers; computer resources; and other appropriate facilities.

5.71. Library Resources.

There should be an adequate library for the proposed program in terms of volumes held, volumes added annually, and index of current periodicals. Although standards of adequacy vary among fields, it is a generally accepted rule of thumb that quality doctoral work in a variety of fields cannot be carried on with less than ½ million volumes in the library collections and annual book expenditures of less than $200,000 for all collections. In some fields, such as science and engineering, laboratory facilities may be equally or more important than books, whereas in the humanities, the reverse is true. Quality of holdings and types of materials should also be taken into account in evaluating library resources. For instance, older libraries may have impressive numbers of volumes but be weak in modern collections. Microfilm and microprint holdings must be taken into account. Library resources should be strong not only in the doctoral program field but also in related and supporting fields. Although nearby and other accessible library resources may constitute valuable resources for the program, adequate library materials must be available at the institution concerned.

5.72. Program Evaluation Standards.

Proposed programs will be evaluated in terms of meeting the standards of the Southern Association of Colleges and Schools, and specific programs will be considered in light of the accrediting standards and doctoral program criteria of appropriate professional groups and organizations, such as the Council of Graduate Schools in the United States, the Modern Languages Association, the American Historical Association, and the

Engineers Council for Professional Development. Out-of-state consultants may be used by the institution or the Coordinating Board to assist in evaluating the quality of a proposed doctoral level program.

5.73. Specific Steps for Implementation.

(a) Strong support from the governing board, administration, and faculty for the proposed program must be demonstrated, and the following specific steps must be taken before a new doctoral program can be initiated:

(1) Approval of the program by the governing board of the institution concerned;

(2) Approval of the program by the Coordinating Board, with such approval requiring consideration of the proposal by the appropriate board committee at two quarterly meetings and the decision by the board being made at the second of the two meetings; and

(3) Certification of adequate funding of the program by the institution.

(b) When an institution has not previously offered doctoral level work, notification to the executive secretary of the Commission on Colleges, Southern Association of Colleges and Schools, is required at least one year in advance of program implementation.

Example of a Proposal for a doctoral program.

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Summary of : Preliminary Feasibility Study for
A School of Pharmacy at TAMUK 1/15/99

- The actual study was submitted to Chancellor Thompson on 11/29/96.

- The study was conducted by Dr. Jack Cole, Dean Emeritus, College of Pharmacy, University of Arizona.

Overview

Issued to be studies prior to a school of pharmacy being established.
- Questions concerning appropriate environment
- Necessary Infrastructure
- Type and Direction of Program
- Accreditation Issues
- Facilities & Laboratory Needs
- Clinical and Community Training Sites
- Faculty and their recruitment
- Library and Information systems availability

The current direction of pharmacy education is to the entry-level doctor of pharmacy degree (Pharm.D). Program consists of two years pre-pharmacy, followed by four years in a professional program in an accredited school or college of pharmacy.

Is there a Need for a New School of Pharmacy at TAMUK

There are currently three well-established schools of pharmacy in Texas: UT-Austin, Univ. of Houston, and Texas Southern. Additionally, Texas Tech established a new school of pharmacy with its first graduating class in the year 2000. (Normally, each school graduates 50 students per year).

Historically, Texas has been an importer of pharmacists, utilizing other state's colleges to provide for its needs.. This however may be changing, especially with the addition of the Texas Tech program. Texas State Board of Pharmacy indicated that the inflow-outgo have leveled off. They however indicate there is still a limited shortage in the South Texas and Dallas area.. They pointed out that the T. Tech program could easily meet that need. In discussion with pharmacists in the S. Texas, it was clear that a few pharmacist were needed but they did not believe that 50 per year could be absorbed in South Texas.

A survey of students enrolled in science courses at TAMUK and other colleges in the region showed strong support for establishment of the pharmacy school. It should be mentioned that appropriately educated pharmacists would most likely be employable in the future and probably in significant demand.

Seniors ensured entrance to Medical School

Texas A&M Kingsville joins partnership to provide doctors to rural communities

Texas A&M University-Kingsville and the Texas A&M University System Health Science Center have just what the doctor ordered for many rural South Texas communities; a guaranteed seat in medical school for selected high school seniors who are likely to hang their shingles in their hometowns as primary care physicians.

The Partnership for Primary Care — an early acceptance and admission program for students who live in rural or medically underserved areas of the state — allows automatic admission into the Texas A&M College of Medicine upon graduation from Texas A&M-Kingsville and other system universities participating in the program.

Recently, university presidents from A&M-Kingsville

(See A&M, Pg. 8A)

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A&M Continued From Pg. 1

and A&M-Corpus Christi signed agreements to offer this unique partnership program with Texas A&M's College of Medicine.

"Participating in this partnership will certainly help us accomplish an important component of A&M-Kingsville's mission: its commitment to create, foster and support the middle class in South Texas," said A&M-Kingsville president Dr. Manuel L. Ibañez.

"Facilitating admittance into a medical school for some of the region's brightest young people will inevitably benefit the communities they call home."

The agreement will allow A&M-Kingsville to recommend up to five applicants into the program in the upcoming fall semester.

Open to students of all ethnic backgrounds, the program requires those accepted to maintain at least a 3.5 grade point average and complete required courses at A&M-Kingsville.

Once the students fulfill these requirements, they will enter A&M's College of Medicine to study primary care or rural medicine without taking the Medical College Admissions Test (MCAT).

"A student who successfully completes a four-year degree at A&M-Kingsville with a 3.5 grade point average or higher has proven school," said Dr. Mauro E. Castro, campus coordinator for the program.

"But the MCAT has been a major obstacle for a number of our best students."

Castro, chair of the chemistry department, said research data shows that difficulty in attaining competitive MCAT scores is common among students in South Texas from all ethnic backgrounds.

"Studies have shown that the MCAT is written in terms that are more familiar to people raised and educated in middle America," Castro said. "Many of our students make excellent scores on the science and math portions of the MCAT, but they score lower on English comprehension, which lowers their composite scores."

Semantics should not prevent high-caliber students who meet some very stringent requirements and maintain excellent grades," he said.

Castro said he expects the program to impact generations of young people who live in rural and medically underserved communities.

"Presently, these kids are growing up without a hometown doctor as a role model, so the idea of medical school isn't something they're likely to consider," Castro said.

"Traditionally, South Texans tend to stay close to where they come from, and these students will be able to return as physicians and influence other young peo