



State University of New York

March 1, 2014

Dr. Elizabeth L. Bringsjord, Interim Provost and Vice Chancellor
State University of New York
State University Plaza
Albany, New York 12246

Dear Dr. Bringsjord:

Binghamton University proposes to amend its master plan to include “first professional” degrees. That amendment is a logical and necessary step in the maturation of a public doctoral research university with the mission to serve the public in the region, state, and nation. Binghamton has a well-established record of excellence in undergraduate and graduate education, and our proposal to add a school of pharmacy, offering first a Pharm. D. and eventually a Ph.D. in pharmacy, represents a positive development for the SUNY system, for the Southern Tier region, and for Binghamton University. This step is consistent with the MOU signed with SUNY-system and in line with the recommendations of the 2007 New York State Commission on Higher Education.

Binghamton’s proposal to add a school of pharmacy emerges out of extensive research, including an environmental scan, an internal self-study, and consultation with a leading pharmacy educator. Dr. Robert Piepho, who had experience in the ACPE accreditation process as a site visitor, served as dean of the school of pharmacy at the University of Missouri Kansas City for over twenty years. We also consulted with local hospital administrators and other community partners, with life-science faculty researchers on our campus, with government representatives, and with all campus constituencies (faculty, staff, students, and alumni). In addition, the external reviewers approved by SUNY-system and NYSED, [names] visited campus, met with community leaders and made additional recommendations.

Adding a school of pharmacy now is the right move for Binghamton. The primary reason is that it meets four needs: 1) It will enhance and expand the university’s research in the life sciences and in drug development and delivery, with important benefits for the community and the nation; 2) it will add significantly to Binghamton University’s public service through outreach and direct community services provided by student practitioners; 3) it will substantially boost economic development in the Southern Tier of New York; and 4) it will provide excellent and affordable training for pharmacy professionals, preparing graduates to serve an aging population with special attention to rural needs, while it also draws talented and diverse individuals to work in the field of pharmacy. Binghamton University’s goal is to provide an excellent pharmacy program, and we are convinced that

we can draw on synergies with existing research strengths that cross disciplines on our campus.

The Letter of Intent to Propose a New Graduate Degree – Pharm. D. was submitted to SUNY system on September 12, 2013. The LOI was approved by SUNY-system on January 16, 2014. The formal proposal was discussed at Binghamton University's Graduate Council on February 24, 2014 and approved. This proposal was discussed at BU's Faculty Senate on [date] and approved. The following document describes the Pharm. D. degree program to be offered by the school of pharmacy.

The University envisions a school of pharmacy with steady-state enrollment of about 240 students, 60 in each entering class. This size is likely to insure effective student placements in the required IPPE (Introductory Pharmacy Practice Experience) and APPE (Advanced Pharmacy Practice Experience) clinical settings. In designing a curriculum whose foundational knowledge, skills, and outcomes are clearly defined by the accrediting body, the ACPE (Accreditation Council for Pharmacy Education), Binghamton's school of pharmacy will achieve a combination of rigor in its attention to the standards of the profession and flexibility in its attention to the changing needs of students, of the public, and of professional practice. The University is confident that it will be able to hire an outstanding dean, faculty and staff who are inspired by the opportunity to build a school of pharmacy within this framework.

Sincerely,

A handwritten signature in black ink that reads "Harvey G. Stenger". The signature is written in a cursive style with a large, stylized initial "H" and "S".

Harvey G. Stenger
President

xc: Nancy L. Zimpher, Chancellor



New Program Proposal: Graduate Degree Program Form 2B

This form should be used to seek SUNY’s approval and the State Education Department’s (SED) registration of a proposed new academic program leading to a graduate degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a **signed cover letter and this completed form** (unless a different form applies¹), which should **include appended items** that may be required for Sections 1 through 10 and MPA-1 of this form, to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² Guidance on academic program planning is available at http://www.suny.edu/provost/academic_affairs/app/main.cfm.

Table of Contents

NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

Section 1. General Information	2
Section 2. Program Information	3
2.1. Program Format	3
2.2. Diploma Program.....	3
2.3. Program Description, Purposes and Planning.....	3
2.4. Admissions.....	9
2.5. Academic and Other Support Services.....	10
2.6. Prior Learning Assessment	10
2.7. Program Assessment and Improvement.....	10
Section 3. Sample Program Schedule and Curriculum	10
Section 4. Faculty.....	14
Section 5. Financial Resources and Instructional Facilities.....	16
Section 6. Library Resources	17
Section 7. External Evaluation.....	18
Section 8. Institutional Response to External Evaluator Reports.....	18
Section 9. SUNY Undergraduate Transfer.....	18
Section 10. Application for Distance Education	18
Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization.....	18
List of Appended and/or Accompanying Items	18

¹Use a different form if the proposed new program will lead to an undergraduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information	
Item	Response (type in the requested information)
a) Institutional Information	Date of Proposal: January 30, 2014
	Institution's 6-digit SED Code : 211000
	Institution's Name: Binghamton University
	Address: PO Box 6000, Binghamton NY 13902-6000
	Dept of Labor/ Regent's Region : Southern Tier
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): 211000
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [XX] if not applicable:
c) Proposed Program Information	Program Title: Doctor of Pharmacy
	Award(s) (e.g., M.S., Ph.D.): Pharm. D.
	Number of Required Credits: Minimum [150] If tracks or options, largest minimum []
	Proposed HEGIS Code : 1211
	Proposed 6-digit CIP 2010 Code : 51.2001
	If the program will be accredited, list the accrediting agency and expected date of accreditation: Accreditation Council for Pharmacy Education (ACPE) pre-candidacy 2017, accreditation 2020
	If applicable, list the SED professional licensure title(s) ³ to which the program leads: Pharmacist
d) Contact Person for This Proposal	Name and title: Donald G. Nieman, Executive Vice President and Provost
	Telephone: (607) 777-2141 E-mail: dnieman@binghamton.edu
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.
	Name and title: Signature and date:
	If the program will be registered jointly⁴ with one or more other institutions, provide the following information for <u>each</u> institution:
	Partner institution's name and 6-digit SED Code : Name and title of partner institution's CEO: Signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

Version 2013-10-15

³ If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

⁴ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Section 2. Program Information

2.1. Program Format

Check all SED-defined [format, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):** Day Evening Weekend Evening/Weekend Not Full-Time
- b) **Modes:** Standard Independent Study External Accelerated Distance Education
NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a [Distance Education Format Proposal](#).
- c) **Other:** Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

2.2. Diploma Program

NOTE: This section is not applicable to a program leading to a graduate degree.

2.3 Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

The Pharm. D. program prepares graduates with the professional competencies to enter pharmacy practice in any setting; to ensure optimal medication therapy outcomes and patient safety; and to satisfy the educational requirements for licensure as a pharmacist. Binghamton's program develops caring professionals with the knowledge, skills, attitudes and values required for ethical and effective practice of pharmacy.

- b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

The program aims to prepare well-educated, skillful pharmacists who can apply their knowledge to the advancement of the profession and to the changing demands of health care delivery. They will develop sound professional judgment and the competencies needed to work as contributing members of an interprofessional team; they will be self-directed lifelong learners who can adapt to changing needs and conditions in the field. The program will prepare graduates for immediate employment.

The primary student learning outcomes for all Pharm. D. programs are clearly defined by the ACPE, and Binghamton's founding dean and senior faculty will design a specific curriculum and assessment measures around these SLOs. They include professional competencies (to provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health care team; to manage and use resources of the health care system to promote health; to provide, assess, and coordinate safe, accurate, and time sensitive medication distribution, and to improve therapeutic outcomes of medication use; and to promote health improvement, wellness, and disease prevention). They also include educational competencies (to possess the basic knowledge, skills, attitudes and values needed to practice pharmacy independently, including the ability to provide patient-centered care, to provide population-based care, to manage human, physical, medical, informational, and technological resources, to manage medication use systems, to promote the availability of effective health and disease prevention services and health policy, and to be able to communicate and collaborate effectively in a team approach to patient care).

- c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

The Pharm.D. proposal is a strategic initiative, developed over several years and emerging logically from Binghamton's strong and rapidly expanding research in the life sciences. The proposal was first discussed in the campus strategic plan in 2010, and it was endorsed by over four hundred faculty and staff participants in the Road Map strategic planning process launched in 2012. Central to Binghamton's development as a research university, the addition of a school of pharmacy is well justified both by the deliberative and strategic quality of our planning and by our investments in biology, biochemistry, neuroscience, nursing, and biomedical engineering fields; we have hired additional faculty and staff, developed core facilities, and undertaken capital renovations and new construction. The unifying research themes across these disciplines have been drug delivery systems, mechanisms of drug action, and behavioral pharmacology. Our research strengths in these fields will differentiate Binghamton's pharmacy program, as it evolves in synergy with research in the life sciences, from the program at Buffalo and from the one being planned at Stony Brook.

Our research investments have been supported by a documented increase of 24% in external funding for health related research at Binghamton University over the past five years. Currently, research in health related areas accounts for 33% of all sponsored program activity at Binghamton. Since research in these areas has developed organically from the common interests of our faculty, our existing strengths make a school of pharmacy the next logical step. Moreover, we have undertaken strategic planned growth in health sciences, one of five transdisciplinary areas of excellence (TAEs) identified by the faculty in a process led by Provost Donald Nieman. We have expanded faculty hiring in the health sciences, and we will continue this deliberative growth in faculty numbers and in research in health related fields.

Synergies in existing research make Binghamton the right place for a school of pharmacy—and make a school of pharmacy a logical next step for Binghamton. One grave emerging issue in human health is the development of antibiotic resistance, in the face of a relative dearth of new drugs to treat *acute* infectious diseases. The lack of new drug therapies to contend with rapidly evolving bacteria stems from the greater profitability for drug companies of investments in agents to treat *chronic* diseases. This has been cited by the World Health Organization (WHO), the Center for Disease Control (CDC), and the National Institute of Health (NIH) as a major threat to human health, yet little has been accomplished to reverse this trend. With this in mind, Binghamton University has invested aggressively to expand our existing microbiology and biofilms groups, focusing research in these areas that can lead industry developments of treatments for acute illness. By developing a school of pharmacy and by leveraging our existing strengths in basic and pre-clinical research, Binghamton can partner with SUNY medical centers and other research partners to extend this important work into robust clinical trials and in this way advance the Chancellor's "Power of SUNY" plan for a healthier New York. Here too, Binghamton's research emphasis will differentiate our program from those at other SUNY centers.

The proposed school of pharmacy and the Pharm D program will advance our mission. As a university center, Binghamton has been involved in doctoral education for a half century and has established a distinguished record of graduate education in several professional areas. Our proposal to increase graduate enrollments has been approved by SUNY-system and the NYS Governor's office, and a strong school of pharmacy grounded in and advancing research in the life sciences will contribute, as our mission directs us, to enriching the lives of people in the region, state, nation and world.

Because it will adhere to rigorous ACPE accreditation guidelines, the program will meet national standards at the outset and rise in prominence with the development of a PhD in pharmaceutical sciences as the next step for the school of pharmacy.

d) How were faculty involved in the program's design?

A faculty committee was constituted in spring, 2013, to explore the academic merits of a pharmacy program; they concluded that a "School of Pharmacy is likely to link with every other school in the university in the research being conducted by faculty. Indeed, there are so many collaborative links that the committee envisioned many ways in which areas of research excellence could be advanced." Campus faculty have endorsed the proposal to add a Pharm. D. program through campus governance procedures, including the Graduate Council and the Faculty Senate.

Pharmacy faculty will be hired between 2016 and 2019, and they will work with the founding dean of the school of pharmacy (to be hired in 2015) to develop, refine, and implement the program’s design. Because ACPE guidelines clearly define curricular cores in the knowledge, skills, attitudes and values (Standard 13) and in the pharmacy practice experiences (Standard 14) that students must attain, faculty involvement will contribute in defining how the curriculum and the experiences will deliver those results.

- e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program’s design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner’s Regulations for the profession](#), append a side-by-side chart to show how the program’s components meet those external standards. If SED’s Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, append a completed form at the end of this document.

The program will be designed to meet the specialized accreditation requirements of the ACPE. We have consulted several external partners in developing the current proposal. In developing the proposal, we consulted Dr. Robert W. Piepho, former dean of the School of Pharmacy at the University of Missouri- Kansas City. Dr. Piepho, who has served as a team member on ACPE accreditation visits, has visited Binghamton University and remains actively involved as a consultant on all aspects of our plans. Binghamton President Harvey Stenger and Provost Donald Nieman have met with leaders of the local hospital systems to discuss plans for the pharmacy program and the need for clinical placements for students in hospital or health-system pharmacies and inpatient and acute care practices. They have received enthusiastic expressions of interest and willingness to serve as experiential (APPE) sites for pharmacy students from David Patak, President and CEO of Lourdes Hospital, and from Matthew Salanger, President and CEO of United Health Services (UHS), as well as Rajesh J. Davé, Executive Vice President of Clinical Integration and Chief Medical Officer at UHS.

The program was reviewed by two external consultants selected in consultation with SUNY. These two external reviewers, x from school A and y from school B, visited the campus on [dates]. Their report, appended in Section 7, contributed to the program’s design.

See Appendix A for a chart showing how the program’s components meet the standards in the Commissioner’s Regulations (63.1 and 63.2). See Appendix B for the completed SED Office of the Professions form.

- f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	60	--	60	60
2	120	--	120	120
3	180	--	180	180
4	240	--	240	240
5	240	--	240	240

We assume that students will be full time and will complete the program in four years. We developed these projections by calculating the appropriate size for a program of this kind in the Binghamton area and in light of the funding and facilities we have available, as well as appropriate sites for Advanced Pharmacy Practice Experiences. In developing the projected size, we also consulted with Dr. Robert Piepho, former dean of the school of pharmacy at UMKC. We believe these enrollments can and will be achieved, but in the event they do not the school’s growth will be slower than we propose here.

- g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

Prerequisites:

Pre-professional educational requirements for admission to the Pharm. D. program include at least two academic years of college-level course work satisfying general education requirements and basic science course work. General education course work introduces eleven fields of inquiry, with some permissible double-counting of courses. Basic science courses required for admission would fulfill some general education requirements; they include general and organic chemistry, biological sciences (emphasizing human processes and diseases), mathematics, physical sciences, and information and communication technologies. The prerequisite courses in science and general education will help to develop professional practitioners who can work effectively as health care providers in a culturally diverse society.

Core courses:

The program involves three years of didactic and lab coursework integrated with experiential learning experiences, followed by a fourth year of advanced pharmacy practice experiences. In the first three years, students will take 16-19 credits each semester; in the fourth year, they will take six different experiential rotations of 6 weeks each and register for 18 credits each semester.

Core courses in Year 1 include medicinal chemistry (1 and 2); physiology (1 and 2), human biochemistry (1 and 2), pharmaceutics (1), IPPE experience in assessment and counseling, pharmacy law, the US health care system and marketing, and professional skills (1, 2, and 3) covering the profession of pharmacy, pharmacy calculations, and patient-centered communication and ethical practice, top 200 drugs (1), as well as professional electives.

Core courses in Year 2 include pharmacology (1 and 2), pathophysiology, pharmacokinetics and biopharmaceutics, pharmacotherapy, pharmaceutics (2), toxicology, top 200 drugs (2), pharmacy-based immunization delivery, health economics and medicine, and professional skills (4 and 5) covering professional and patient communication and pharmacy preparations and practice. An IPPE experience in aseptic technique and sterile product preparation and professional electives are also required.

Core courses in Summer 2 include two more IPPE clinical experience: introduction to community pharmacy practice and introduction to health systems pharmacy practice.

Core courses in Year 3 include health assessment and pharmacotherapy (2 and 3), evidence-based medicine, advances in drug therapy, pharmacy law (2), pharmacy practice management, an extended IPPE in general medicine and pharmacy, and professional electives.

Internship/ Capstone

In Year 4, students complete 36 credit hours of Advanced Pharmacy Practice Experiences involving direct patient care over a period of 9 months. They complete 6-9 different rotations of 4-6 weeks each, during which they will encounter and participate in innovative health care delivery and treatments, practice as members of an interprofessional team, and consult with patients. Their rotations will include community, hospital and health system settings, acute care, ambulatory care, and drug information settings. Elective rotations may be developed to include long-term care, public health, emergency medicine, nuclear medicine, neurology, and psychiatry settings.

h) Program Impact on SUNY and New York State

- h)(1) *Need:*** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

Access to high quality, affordable pharmacy education is clearly an important public need. Studies by the US Bureau of Labor Statistics in 2012 indicate that by 2022, the employment of licensed pharmacy professionals will increase by 14%; an additional 41,400 pharmacists will be needed. SUNY can take appropriate steps to meet this increasing need by adding a second Pharm. D. program, located at a distance from any other New York program with existing clinical placements. A highly selective Binghamton University program will offer New York's best students affordable access to excellent pharmacy education. The program will help fill an important need in the state and the

nation. It will also develop well-educated pharmacists in an area of New York with poor and rural populations that are chronically underserved.

Nationally, the demand for pharmacists is projected to increase by 14% by 2022, about as fast as the average for all US occupations. The Bureau of Labor Statistics has identified pharmacy as one of the “Bright Outlook Occupations” in the US; according to projections released in January 2012, an additional 41,400 pharmacists will be employed by 2022. Between increased demands for patient consultations and for paperwork, a growing number of prescriptions for an increasing number of medications, an aging population and higher rates of chronic diseases like diabetes among all age groups, the need for additional pharmacists is projected to continue. As reforms in health insurance take effect, the number of individuals who have access to insurance coverage and therefore who turn to pharmacies for service will increase as well.

While the demand for, and availability of, prescription drugs is increasing, pharmacists have also taken on added responsibilities to assess, monitor, and adjust therapy for patients. When the Medicare Drug Plan included payment for “medication therapy management” services, pharmacists took on additional roles as counselors and caregivers. Pharmacists are increasingly being hired in very diverse settings, from managed care clinics to nursing homes to remote assistance locations to mail order companies. While the aging population of the US will require increased services from pharmacists, the pharmacist population itself is aging; in 2009, 37% of practicing pharmacists were over the age of 55.

A pharmacy program at Binghamton University will have a positive impact, not only on the largely underserved rural population in the surrounding areas, but also on local health care agencies. In a recent article published in the *American Journal of Pharmacy Education* (2013; 77 [8]), evidence is presented that student APPE pharmacy practice interventions saved an estimated potential cost of \$908,800. Tracking 87 students in their APPE rotations, the authors demonstrate a strongly positive impact of fourth-year student pharmacists in contributing to cost avoidance in both inpatient and outpatient settings.

There is currently only one pharmacy program in the SUNY system, at the University at Buffalo. Enrollments have ranged from 478 to 495 in this program, meaning that the four-year program can accept a maximum of only 125 students per year. In relation to the need for graduates of such a program and to student demand, it is clear that New York needs another public pharmacy program, one offering both the excellent quality and the affordable access associated with SUNY education.

The Pharm. D. program at Binghamton University will not have any negative impact on Buffalo’s program for several reasons. First, our relatively small program, over 150 miles from Buffalo, will admit only 60 students per year. Second, the existing research specializations in pharmacological-related research at Binghamton are likely to generate unique transdisciplinary research work in the Binghamton School of Pharmacy, including drug delivery and device development with the Watson School or healthcare management and outcomes assessment with the Decker School of Nursing and the School of Management. Collaborative research of this kind between school of pharmacy faculty and faculty in other schools will differentiate Binghamton’s program from Buffalo’s.

h)(2) *Employment:* For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

This program will prepare graduates for immediate employment, and opportunities will be readily available to them. The US Bureau of Labor Statistics reports that in 2010, pharmacists worked in retail pharmacies (62%) and hospitals (23%), as well as clinics, mail-order pharmacies, wholesalers, home health care agencies, and the federal government. Most work full time (79%), while some work part time (21%). Because an increasing number of pharmacies are open 24 hours a day, some work nights and weekends.

The US Bureau of Labor Statistics projects total employment increases for pharmacists of 14% by 2022, with the largest increases in home health care services (72.1%), ambulatory health care services (45%), outpatient, laboratory, and other ambulatory care services (43.1%), health and personal care stores (40.9%), and professional, scientific, and technical services (40.5%). Hospitals are also projected to employ increased numbers of pharmacists, but their

growth is likely to be more modest (13.2%), while grocery stores (13.5%) and general merchandise stores (18.2%) are likely to see even greater increases of employment for pharmacists.

The following table draws on information in the US Bureau of Labor Statistics *Occupational Outlook Handbook, 2012-13 edition*, which projects employment numbers in thousands over the decade between 2010 and 2020.

Employer	Need: Projected positions	
	In initial year 2010	In 2020
Health and personal care stores	117.3	165.3
Hospitals, state, local, and private	62.9	71.2
General merchandise stores	30.9	36.6
Ambulatory health care services	7.1	10.4
Grocery stores	22.4	25.4
Outpatient, lab, and ambulatory care services	2.7	3.9
Home health care services	1.4	2.4

- h)(3) *Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from [SED's Inventory of Registered Programs](#).

Institution	Program Title	Degree	Enrollment
Albany College of Pharmacy & Health Sciences	Pharmacy	Pharm. D.	1,402
D'Youville College	Pharmacy	Pharm. D.	127
Long Island University	Pharmacy	Pharm. D.	798
St. John Fisher College	Pharmacy	Pharm. D.	306
St. John's University	Pharmacy	Pharm. D.	1,686
Touro - NY	Pharmacy	Pharm. D.	333
University at Buffalo	Pharmacy	Pharm. D.	478

- h)(4) *Collaboration:*** Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

We consulted with both the University at Buffalo, which has a school of pharmacy, and with Stony Brook, which plans to establish one. We have benefitted from our consultation with Buffalo's Graduate School regarding successful recruitment, funding, and academic services for graduate students. We consulted with Dean James O'Donnell of the Buffalo School of Pharmacy on February 17, 2014, sharing information about faculty research and ideas about potential collaboration on specialized course sharing. We hope to develop a school of pharmacy with both pharmacy practice and pharmaceutical sciences departments.

- h)(5) *Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

While Buffalo and Upstate Medical raised some initial objections in response to our letter of intent, these rested on a concern that there is an over-supply of pharmacy professionals in the state and the nation. We drew our information projecting a need for more pharmacists from the latest data in the United States Bureau of Labor Statistics, the gold standard for studies of employment projections, and observed that there is considerable debate within the profession about estimates of future need. Indeed, current trends portend a need that will grow with the Affordable Care Act, the aging population of the United States, and the rapid developments in health care that have resulted. As an example of one such factor, the state of California recently passed a law (SB493) that allows

pharmacists to assist in primary care, a step designed to ease the burden on physicians in that area of practice. This single action in one state will significantly change the demand for pharmacists, and there is every reason to believe that other states will follow suit once the contribution of pharmacists in this setting is recognized.

While some studies have raised concerns about an over-supply of pharmacists produced by high-volume, low-quality programs, broad consensus supports the need for high quality, research-intensive pharmacy programs to meet the growing health care needs of American citizens. If Binghamton were proposing to add another large-scale, almost-open-admission program, a concern with numbers might be appropriate; but instead, our program will attract strong applicants away from overpriced and under-resourced programs. If there is an over-supply in New York, it is a result of the large, so-called “diploma mills” in private institutions, which are not producing the highly qualified graduates Binghamton University will educate. Indeed, some of these programs have questionable admissions standards: two of the privates do not require PCAT test scores; one considers students for admission with a GPA as low as 2.0, and two others consider students with a 2.5. Binghamton will set a minimum of 3.0, but we have good reasons to expect to recruit students with GPAs above 3.5 for this program. Binghamton’s reputation for affordable excellence has made it the most selective campus in the SUNY system; we believe the same exceptional students will apply for admission to our pharmacy program. When the best pharmacy students can pursue a higher quality education at a lower price, New York will benefit—and so will the graduates of Binghamton’s program, who will find ready employment opportunities. In the longer term, the public will see the most significant benefits.

2.4. Admissions

- a) What are all admission requirements for students in this program? Please note those that differ from the institution’s minimum admissions requirements and explain why they differ.

Admission to the program is competitive, with admissions decisions made by an admissions committee based on criteria developed and approved by the pharmacy faculty. Those criteria will include educational performance and accomplishments, as well as personal qualifications and motivation. The admissions committee will consider grade point average and college record, performance on the pharmacy school admission test (PCAT), letters of reference, the applicant’s personal statement of interest in pharmacy, and a personal interview. Written and oral communication skills, leadership, commitment to ethical patient care, and understanding of the pharmacy profession will be assessed as part of the admissions process.

No standard will be applied that differs from Binghamton University’s minimum admissions requirement.

- b) What is the process for evaluating exceptions to those requirements?

The process for evaluating exceptions will be developed by the pharmacy faculty, who will develop, employ, and publicize admissions criteria, policies, and procedures. They will set performance expectations for admission tests, evaluations, and interviews, maintain records, and assess the effectiveness of admissions procedures in selecting students who succeed in the program and in professional practice.

- c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

The enrollment of students from historically underrepresented groups will be encouraged by a recruitment program designed to produce a diverse and well-qualified applicant pool and supported by scholarship aid for underrepresented students.

- d) What is the expected student body in terms of geographic origins (i.e., same county, same Regents Region, New York State, and out-of-state); academic origins; proportions of women and minority group members; and students for whom English is a second language?

The student body for the school of pharmacy is likely to reflect the outstanding undergraduate student body at Binghamton. With grades and SAT scores that place them in the top 5% of college applicants nationwide, these students come from 100 different countries as well as almost every state in the USA. At present 36% of them

represent diverse cultural and ethnic backgrounds, and they are evenly split between men and women. While students will be recruited for the school of pharmacy from other colleges and universities both in and beyond New York, our own exceptional undergraduates are likely to be among the first in line, and because they are New York state's best, we will enroll a diverse and very well-qualified student body.

2.5. Academic and Other Support Services

- a) Summarize the academic advising and support services available to help students succeed in the program.

As required for ACPE accreditation, the school of pharmacy will have an organization devoted to student services, overseen by an administrative officer. Support services will include academic advising, career counseling, orientation of new students, technological support, and professional development.

- b) Describe types, amounts and sources of student financial support anticipated. Indicate the proportion of the student body receiving each type of support, including those receiving no support.

Student financial support will include grants (Pell, Tap, FSEOG) and loans for students in the first, undergraduate years, as well as some graduate and research assistantships and Clark Fellowships for underrepresented minority students in the later, graduate years. Some additional scholarship funding will also be raised by the school and devoted to student aid. We estimate that at the outset, only 10-20% of enrolled students will have grant or scholarship aid equal to 50% of the tuition they will pay. The amount of aid to students will increase as the program matures and the development director raises scholarship funds.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [XX] if not applicable.**

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students' learning outcomes during the program and success after completion of the program. Append at the end of this form, a plan or curriculum map showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

As part of the regular assessment cycle for all programs at Binghamton University, student learning outcomes will be assessed at regular intervals in courses selected from the curriculum by the faculty. Program achievements will be assessed through self-study and external review every 7 years, beginning in the 5th year after the program is started (2022). The program will assess its achievement of career objectives for students by tracking graduates' success after completion. Placement data will be compiled and evaluated every year and will form part of the program review accomplished at 7-year intervals. As required for ACPE accreditation, these assessment measures will employ a variety of valid and reliable measures and will evaluate curricular structure, content, organization and outcomes, as well as the school's achievement of its mission and goals.

Section 3. Sample Program Schedule and Curriculum

Complete the **SUNY Graduate Program Schedule** to show how a typical student may progress through the program. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, and can be found at http://www.suny.edu/provost/academic_affairs/app/forms.cfm. Rows for terms that are not required can be deleted.

NOTES: The **Graduate Schedule** must include all curriculum requirements and demonstrate that expectations from [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education](#) are met.

Special Cases for the Sample Program Schedules:

- For a program with multiple tracks, or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.
 - When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** A [different form](#) (for program revisions) should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs. [SUNY policy](#) governs the awarding of two degrees at the same level.
- a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility. Not Applicable.

- b) For each existing course that is part of the proposed graduate program, append a catalog description at the end of this document.

Course catalog descriptions will be written by the faculty once the program is approved, faculty are hired, and the specific program core and electives are developed.

- c) For each new course in the graduate program, append a syllabus at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is graduate level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.

Course syllabi will be developed by the faculty once they are hired and the program is designed. The following table develops a sample student schedule of coursework for the program as an illustration of the kind of courses to be found in a strong Pharm. D. program. It is meant to be illustrative rather than prescriptive and to indicate one way the Binghamton curriculum could deliver all of the material students are required to learn in order to achieve the learning outcomes specified by the ACPE.

- d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, append a completed [External Instruction](#) form at the end of this document.

See Appendix C for the External Instruction form.

SUNY Graduate Sample Program Schedule (OPTION: You can insert an [Excel version](#) of this schedule AFTER this line, and delete the rest of this page.)

Program/Track Title and Award: Pharmacy/ Pharm. D.

- a) Indicate **academic calendar** type: [**XX**] Semester [] Quarter [] Trimester [] Other (describe):
 b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
 c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.
 d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1: Fall 1				Term 2: Spring 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
PHAR 510 Medicinal Chemistry 1	3	X		PHAR 511 Medicinal Chemistry 2	3	X	
PHAR 520 Pharmacy Physiology 1	3	X		PHAR 521 Pharmacy Physiology 2	3	X	
PHAR 525 Human Biochemistry 1	3	X		PHAR 526 Human Biochemistry 2	3	X	
PHAR 540 Prof Skills 1 & 2: Profession of Pharm & Pharm Calculations	4	X		PHAR 541 Prof Skills 3: Ethical Practice	3	X	
PHAR 560 Intro to Pharmacy Law	1			PHAR 580 IPPE Patient Assessment	1	X	
PHAR 562 Top 200 Drugs 1 [Professional Electives]	1	X		PHAR 570 Pharmaceutics	3	X	
Term credit total:	15			PHAR 545 US Health Care System [Professional Electives]	3	X	
Term 3: Fall 2				Term 4: Spring 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
PHAR 530 Pharmacology 1	4	X		PHAR 531 Pharmacology 2	5	X	
PHAR 535 Pathophysiology	4	X		PHAR 550 Pharmacokinetics and Biopharmaceutics	4	X	
PHAR 571 Pharmaceutics 2	3	X		PHAR 555 Pharmacotherapy	3	X	
PHAR 546 Health Economics & Medicine	3	X		PHAR 558 Toxicology	2	X	
PHAR 581 IPPE Aseptic & Sterile Product Prep	1	X		PHAR 543 Prof Skills 5 Pharmacy Preparations & Practice	3	X	
PHAR 542 Prof Skills 4 Patient Communication	3	X		PHAR 565 Immunization Delivery [Professional Electives]	2	X	
PHAR 563 Top 200 Drugs 2 [Professional Electives]	1	X		Term credit total:	19		
Term credit total:	19			Term 5: Fall 3			
Term 4a: Summer 1				Course Number & Title	Credits	New	Co/Prerequisites
Course Number & Title	Credits	New	Co/Prerequisites	PHAR 556 Health Assessment & Pharmacotherapy 2	7	X	
PHAR 582 IPPE Community Pharmacy Practice	2	X		PHAR 565 Evidence Based Medicine	5	X	
PHAR 583 IPPE Health Systems Pharmacy Practice	2	X		PHAR 584 IPPE General Medicine [Professional Electives]	4	X	
Term credit total:	4			Term credit total:	16		
Term 6: Spring 3				Term 7-8: Fall 4, Spring 4			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
PHAR 557 Health Assessment & Pharmacotherapy 3	7	X		PHAR 585-595 Advanced Pharmacy Practice Experiences (APPE);	36: 6 rotations	X	Completion of all credit and non credit degree requirements, including

				Community Practice Hospital & Health System Practice Acute Care Ambulatory Care Drug Information Setting Elective rotations chosen from a list to be developed by the faculty	6 credits each		8 credits of professional electives, prior to beginning APPE
PHAR 566 Advances in Drug Therapy	2	X					
PHAR 561 Pharmacy Law 2	2	X					
PHAR 545 Pharmacy Practice Management	3	X					
[Professional Electives]							
Term credit total:	14				Term credit total:	36	
Program Total:	Total Credits: 150	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: Advanced Pharmacy Practice Experiences, consisting of 6 rotations at 6 credits each.					

New: X if new course **Prerequisite(s):** list prerequisite(s) for the listed courses

Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.

Once the Pharm. D. degree program is approved, the dean will be hired with a start-date of August 1, 2015. The dean will be responsible for hiring an initial staff, including an Associate Dean for Student Affairs and Compliance, an Executive Assistant, an Admissions Director, and two clerical support staff. The dean will hire two initial senior faculty members with a start-date of August 1, 2016, and these individuals will recruit and hire the remaining faculty required to begin the program and apply for ACPE accreditation. The initial cohort of 60 students will begin in September, 2017, with a faculty of 17; an additional 5 faculty and 3 staff will be hired for the fall of 2018, and a third cohort of 2 clinical faculty will be added to the program in the fall of 2019. It will be important to establish a founding faculty with a range of backgrounds and expertise, able to do research and to offer the range of courses in various fields. It will also be important to establish a founding faculty with a range of junior, mid-level, and senior positions to insure that the school can evolve in constructive ways over the following years.

- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

The faculty will be hired by the dean after the Pharm. D. program has been approved. While there are no vitae as yet, faculty to be hired will have appropriate terminal degrees, most commonly the PhD in Pharmaceutical Sciences. In addition, they will have records of scholarship, teaching, and professional service appropriate to the rank at which each hire is made. Both senior and junior faculty positions will be filled, and the dean will also hire some clinical faculty supervisors for the required IPPE and APPE rotations.

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in [Part 55.2\(b\) of the Regulations of the Commissioner of Education](#).*

- c) What is the institution's definition of "full-time" faculty?

Faculty are full time when they have full-time-commitments to a department, division, or school. Their full-time obligations in teaching, research, and service are defined by the dean and chair of the unit in which they are employed.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
Part 2. Part-Time Faculty					
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					
One dean TBH 2015; two senior faculty; rank Professor, TBH 2016	100%	variable	Ph.D.	Pharmaceutical Sciences, chemistry, physiology, etc.	Leadership in pharmacy education; extensive experience building programs; superior research and teaching qualifications, publications and advising; broad knowledge of fields required.
Fifteen faculty TBH, various ranks, 2017	100%	variable	Ph.D.	Pharmacy practice, law, medicine, drugs, physiology, pharmacotherapies	Appropriate to rank: promise of superior research, excellent teaching, commitment to ethical practice.
Seven faculty TBH, various ranks, 2018 and 2019	100%	variable	Ph.D. or D. Pharm.	2 clinical faculty, 5 in various pharmacy fields	Clinical faculty will have extensive experience in pharmacy practice and skills and the ability to arrange and monitor IPPE and APPE placements.

Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The resource plan calls for the construction of a new, state-of-the-art building to house the school of pharmacy before the program begins. With the support of Governor Andrew Cuomo, Senator Thomas Libous, and others, the campus is designated to receive an allocation of \$10 million this year for planning and development, followed by another \$50 million for the building, the hiring of personnel, and the development of the program. Over time, the program will become self-sufficient on the basis of the tuition income and other revenues generated. Accordingly, all support consists of new funds, considering the revenue from tuition and other sources as new funds generated by the program.

For information about the uses of these funds, please see the chart below.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table

(OPTION: You can paste an [Excel version](#) of this schedule AFTER this sentence, and delete the table below.)

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1: 2017-2018	Academic Year 2: 2018-2019	Academic Year 3: 2019-2020	Academic Year 4: 2020-2021	Academic Year 5: 2021-2022
(a) Personnel (including faculty and all others)	\$1,675,150	\$3,033,825	\$4,002,390	\$4,336,517	\$4,472,685	\$4,581,149
(b) Library	\$360,000	\$143,000	\$157,300	\$173,030	\$190,333	\$209,366
(c) Equipment	\$220,000	\$1,300,000	\$550,000	\$350,000	\$300,000	\$100,000
(d) Laboratories	\$0	\$0	\$750,000	\$400,000	\$200,000	\$200,000
(e) Supplies	\$100,000	\$225,000	\$200,000	\$75,000	\$75,000	\$75,000
(f) Capital Expenses	\$42,000,000	\$420,000	\$0	\$0	\$0	\$0
(g) Other (Specify): Student Support		\$36,000	\$66,000	\$72,000	\$108,000	\$144,000
(h) Sum of Rows Above	\$44,355,150	\$5,157,825	\$5,725,690	\$5,406,547	\$5,346,018	\$5,309,515

Before Start column includes costs from 2015-2016 and 2016-2017

Laboratory costs are included initially in Capital Expenses. Equipment is calculated as a function of Faculty Startup costs.

Section 6. Library Resources

- a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

The library will need to be set up, beginning in 2016 with the appointment of a librarian. It will occupy a dedicated space in the new building to provide immediate access for students in the program. It will contain both print and electronic resources, including online journal access. The library will be set up with yearly increments of funding between 2015 and 2017, when the first class is admitted. Continued investments in the library collections are projected, with increases for inflation, for all future years in the model above.

- b) Describe the institution's response to identified collection needs and its plan for library development.

See above. The library needs to be established and developed, and our plans for investment in the school of pharmacy include ongoing library development.

Section 7. External Evaluation

SUNY and SED require external evaluation of all proposed graduate degree programs. List below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed [External Evaluation Report](#). **NOTE:** To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.

<u>Evaluator #1</u>	<u>Evaluator #2</u>
Name:	Name:
Title:	Title:
Institution:	Institution:

Section 8. Institutional Response to External Evaluator Reports

Append at the end of this document a single *Institutional Response* to all *External Evaluation Reports*.

Section 9. SUNY Undergraduate Transfer

NOTE: *SUNY Undergraduate Transfer policy does not apply to graduate programs.*

Section 10. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? No Yes. If yes, **append** a completed [SUNY Distance Education Format Proposal](#) at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education? No Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

- a) Based on [SUNY Guidance on Master Plan Amendments](#) (in the *Guide to Academic Program Planning*), please indicate if this proposal requires a Master Plan Amendment.
 No Yes, a completed [Master Plan Amendment Form](#) is **appended** at the end of this proposal. See Appendix F.
- b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.
 No Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

SUNY Guidance on Degree Authorization. Degree authorization is required when a proposed program will lead to a [new degree](#) (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution, based on the [New York State Taxonomy of Academic Programs](#). Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees, SED and the Board of Regents.

List of Appended Items

Appended Items: Materials required in selected items in Sections 1 through 10 and MPA-1 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	<i>For multi-institution programs</i> , a letter of approval from partner institution(s)	Section 1, Item (e)
A	<i>For programs leading to professional licensure</i> , a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the profession , or other applicable external standards	Section 2.3, Item (e)
B	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form</i> , a completed version of that form	Section 2.3, Item (e)
	<i>OPTIONAL: For programs leading directly to employment</i> , letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
	<i>For all programs</i> , a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
	<i>For all programs</i> , a catalog description for each existing course that is part of the proposed graduate major program	Section 3, Item (b)
	<i>For all programs with new courses</i> , syllabi for all new courses in a proposed graduate program	Section 3, Item (c)
C	<i>For programs requiring external instruction</i> , a completed External Instruction Form and documentation required on that form	Section 3, Item (d)
	<i>For programs that will depend on new faculty</i> , position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
D	<i>For all programs</i> , original, signed External Evaluation Reports from SUNY-approved evaluators	Section 7
E	<i>For all programs</i> , a single Institutional Response to External Evaluators' Reports	Section 8
	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance</i> , a Distance Education Format Proposal	Section 10
F	<i>For programs requiring an MPA</i> , a Master Plan Amendment form	Section MPA-1

Appendix A

External Standards (Commissioner's Regulations 63.1 and 63.2)	Program Components
Acceptable Accrediting Agency (63.1)	ACPE pre-candidacy application to be submitted in 2015; on-site review anticipated fall 2016
6 month internship experience; graduates with D. Pharm "shall be considered to have completed the internship" (63.2)	D. Pharm. program with full academic year internship (APPE).