# ACCREDITATION COUNCIL FOR PHARMACY EDUCATION



# Application for Precandidate Status

for Organizations Developing a Doctor of Pharmacy Degree Program

**Important:** The most current version of this document and ACPE's Standards must be used when submitting an application to establish and develop a new college or school of pharmacy. All applicants are strongly encouraged to contact ACPE staff before submitting a draft application.

July 2017

# Contents

# Overview

The responsibility of a college or school of pharmacy is the selection and education of pharmacy students, culminating in the award of the Doctor of Pharmacy degree (PharmD). The forms included with this document are intended to assist a prospective college or school of pharmacy in its preparation, thereby making it eligible for "Precandidate status." To be eligible for Precandidate status, a college or school must provide resources, including faculty and facilities, sufficient to support a curriculum offered in an intellectual environment, free from external commercial influence, that enable the program to meet ACPE's current *Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree*. Furthermore, the curriculum must be designed to instill in its graduates the knowledge, skills, and behaviors fundamental to the practice of pharmacy, along with habits of lifelong learning, dedication to service, and the values and attitudes consistent with a compassionate pharmacist.

A newly instituted Doctor of Pharmacy program of a college or school of pharmacy must be granted each of the two preaccreditation statuses, Precandidate and Candidate, at the appropriate stage of its development. The standards are the same as those employed for Accredited status, however, preaccreditation involves, in large measure, planning in accord with standards and the provision of reasonable assurances for a quality outcome. It **should be noted that a new program must achieve Precandidate accreditation status prior to the enrollment of students**. Failure to do so will preclude considering a new program for ACPE accreditation until after graduates have been produced. Because these first graduates would emerge from a program with no accreditation status, they may not be eligible to sit for the North American Pharmacist Licensure Examination™ (NAPLEX®). However, following the first graduation of students, the program could be considered for full accreditation status.

- **Precandidate status**. A new program that has no students enrolled but that meets the eligibility criteria for accreditation may be granted Precandidate accreditation status. The granting of Precandidate status indicates that a college or school's planning for the Doctor of Pharmacy program has taken into account ACPE *Standards and Guidelines* and suggests reasonable assurances of moving to the next step of Candidate status. Granting Precandidate status brings no rights or privileges of accreditation. Full public disclosure by the college or school of pharmacy of the terms and conditions of this accreditation status is required.

- **Candidate status**. Once students have enrolled in a new program but before the program has had a graduating class, the program may be granted Candidate status. The granting of Candidate status denotes a developmental program that is expected to mature in accord with stated plans and within a defined time period. Reasonable assurances are expected to be provided that the program may become accredited as programmatic experiences are gained (generally by the time the first class has graduated). Graduates of a class designated as having Candidate status have the same rights and privileges as graduates of an accredited program.

The application for Precandidate status should include: assurances that the degree program will be provided by a college or school of pharmacy; the higher-education authorities of the state or states of operation have granted their approval; the institution either has or is seeking institutional accreditation; and a dean is in place. Upon granting preaccreditation status (Precandidate or Candidate) to a program, in the event of voluntary withdrawal from preaccreditation, or upon a decision to let preaccreditation lapse, written notification of such action shall be made to the U.S. Secretary of Education, the appropriate state licensing or authorizing agency, the appropriate regional and/or other accrediting agencies, and the public within 30 days. Public notification includes presentation on the ACPE web site.

# Organization and Administration

In order to be eligible for both initial and continuing accreditation, the Doctor of Pharmacy program must be part of an independent college or school of pharmacy or part of a college or school of pharmacy within a university that is regularly incorporated and is a legally empowered postsecondary educational institution. Accreditation standards call for a college or school of pharmacy as an organizational unit, and the administrative structure of the college or school of pharmacy should provide for a dean, who serves as the chief administrative and academic officer. Accreditation by a regional or national institutional accreditation agency recognized by the U.S Department of Education is also required. Evaluation for purposes of initial or continued accreditation requires an invitation by the chief executive officer or designate of the institution.

The university should provide a college or school of pharmacy adequate financial, physical, faculty, and administrative resources so as to enable it to meet required professional program responsibilities, to ensure program stability, and to ensure continuous program quality improvement. The dean should have ready access to the university president and/or other university officials charged with final responsibility for the college or school. The college or school should participate in the governance of the university in a manner consistent with the needs of the institution in general and with the welfare of the college or school in particular.

The college or school should be afforded a reasonable degree of autonomy by the university. Responsibility and authority for administration of the professional program in pharmacy should be vested in the college or school. The definition and delivery of the curriculum should be a responsibility of the college or school within the framework of institutional policies and authorities.

# Steps and Timeline for Reviewing New Programs

The development of a new college or school of pharmacy is a multistep process that lasts several years. The applicant is required to meet with ACPE staff members for guidance; receive on-site evaluations; submit reports on the development of the program; appear before the ACPE Board of Directors to discuss progress; and respond to the actions and recommendations of the ACPE Board. Once the ACPE Board has granted Precandidate status, the U.S. Department of Education requires that a new program meet all requirements for full accreditation within 5 years. All ACPE Board decisions on an applicant or a program are public record and will be published in *ACPE's Report of Proceedings* and transmitted to other accreditation agencies and the U.S. Department of Education as required. The applicant may voluntarily withdraw an application prior to it being decided upon by the ACPE Board and resubmit it at a later date; however, the applicant may be required to update the application and may have to pay additional fees, depending on the time of the resubmission.

The following table lists milestones in the application for Precandidate status, assuming that the applicant successfully meets all requirements at each milestone. Please note that **first-time submissions of new applications will only be accepted in the spring of a given year, approximately 18 months prior to the first students matriculating into the new program.**

# Development Timeline for New Colleges or Schools of Pharmacy

| | 2 Years Prior to Matriculation of First Class | 1 Year Prior to Matriculation of First Class | Year of Matriculation of First Class | 2 Years Following Matriculation of First Class | 3 Years Following Matriculation of First Class | 5 Years Following Granting of Precandidate Status |
|---|---|---|---|---|---|---|
| AUG | Recommended time for dean to be hired and on campus (24 months prior to first class) / Begin recruiting leadership team | | Earliest recommended date to matriculate first class of students (if Precandidate status granted) | | | |
| SEPT / OCT / NOV / DEC | | Comprehensive on-site evaluation (if authorized) to assess readiness for Precandidate status (12 months prior to first class) | | | | |
| JAN | Draft application report and fee due January 15th (18 months prior to first class) | ACPE Board of Directors may request conference call with applicant | Comprehensive on-site evaluation to assess readiness for Candidate status | Focused on-site evaluation to continue Candidate status | Comprehensive on-site evaluation prior to graduating the first class of students to assess readiness for Accredited status | U.S. Department of Education deadline to withdraw accreditation status if Accredited status is not achieved |
| FEB | | ACPE Board decision regarding whether or not to grant Precandidate status (Y or N[2]) | | | | |
| MAR | On-site Consultation with ACPE Staff | | | | | |
| APR | Deadline for Final Application Report (April 1st) | | | | | |
| MAY | | | | | Initial class of students graduates | |
| JUNE | Applicant appears before ACPE Board of Directors | | ACPE Board of Directors may request conference call with applicant | ACPE Board decision regarding continuation of Candidate Status (Y or N[4]) | ACPE Board of Directors may request conference call with applicant | |
| JULY | ACPE Board of Directors decision regarding authorization of a comprehensive on-site evaluation (Y or N[1]) | | ACPE Board decision regarding granting of Candidate Status (Y or N[3]) | | ACPE Board decision regarding granting of Accredited status (Y or N[5]) | |

# General Directions for Preparing an Application for Precandidate Status

ACPE's staff has designed this document to assist you in preparing your application for Precandidate status. Please use it to describe plans for developing the college or school of pharmacy and to select appropriate supporting documentation. When preparing your application, we encourage you to draw upon the perspectives of those who currently are, and to the extent possible, will be involved in developing your college or school. ACPE's staff will be happy to assist with any questions about preparing the application or the ACPE Standards; however, please be aware that **a formal, on-site consultation with ACPE staff is required after submitting the draft application**. This consultation will provide guidance on the program's development and suggestions for revising the application for final submission to ACPE's Board of Directors. General directions are provided below.

**Directions:**

1. Complete all forms, documents and narratives.

    A) Supply Required Documents to Apply for Precandidate Status:
    - Completed, signed original of *Invitation to Evaluate*
    - Completed copy of *College/School Overview*
    - Documentation of legal authority of the institution to grant a doctoral degree
    - Timeline for implementing the college or school through the graduation of the first class

    B) Evaluation of ACPE Standards

    Respond to directions under each standard. The total narrative of the report (excluding checklists, rubrics, and appendices) <u>should not exceed</u> 150 single-sided pages of 12-point text with at least 1.5 line spacing.

    C) Appendices

    Attach documentation, data, descriptive texts, and supplemental information that address how the program is or will be meeting the Standards. Appendices should include documentation that is specifically requested to clarify and support the narrative. Handbooks should be included as a website link. Ideally, total appendices should not exceed 60 pages.

2. Number each page of the body of the application.

3. Provide a table of contents at the front of the body of the application.

4. Organize each application to facilitate its review. (e.g., insert numbered tabs corresponding to each section.)

5. For submission guidelines, please contact ACPE.

# INVITATION TO EVALUATE

**Directions:** Please complete this form and return the original signed copy to ACPE. Other copies should be marked "copy," "duplicate," etc.

_____
Name of the prospective college or school of pharmacy

invites the Accreditation Council for Pharmacy Education to conduct an on-site evaluation for the

purpose of determining eligibility to be granted Precandidate accreditation status.

In regards to information released to ACPE in the accreditation process, we hereby agree to take all necessary steps to insure compliance with all federal and state privacy and confidentiality laws, including but not limited to the final rules and regulations issued under the Health Information Portability and Accountability Act of 1996 (HIPAA), covering protected health information (PHI).

_____    President of the University or designate

_____    Dean of the College or School of Pharmacy

_____    Date

# College/School Overview

**Directions:** Please supply the requested information. Attach additional pages if needed.

| | |
|---|---|
| **Name of College/School** | |
| **Name of Parent Institution** | |
| **Professional Degree Offered** | |
| **Length of Entire Program** | |
| **Divisions per calendar year** | [ ] semesters    [ ] trimesters    [ ] quarters    other _____ |
| **Amount of Pharmacy Tuition** | $ _____ per calendar year or    $ _____ per academic year |
| **Type of Financial Support** | |
| **Academic Organization** Summarize how the College/School is organized and to whom the Chief Academic Office (Dean) reports. | |
| **Physical Facilities** Summarize existing facilities and plans for remodeling or new construction. Include costs and financing. | Costs      $        Financed @ _____% interest |
| **Pharmacy Practice Facilities** Summarize plans for development and number and nature of sites. | |
| **Number of FTE Employees** | Current Faculty      Planned Faculty<br>Current Staff      Planned Staff |
| **Charter Class** | Start Date      Graduation Date<br>Size      Estimated Attrition |
| **Maximum Class Enrollment** | Size      Estimated Attrition |
| **Current and Planned Specialized or Professional Accreditation** | |

| Regional or Institutional Accreditation | |
|---|---|
| | |

## Documentation of Legal authority of the Institution to Grant a Doctoral Degree

**Directions:**  Provide documentation issued from state higher-education authorities conferring legal authority to the institution to grant a doctoral degree.

# Timeline for implementing the College or School

**Directions:** Describe the major milestones in chronological order for implementing the college or school, starting from the current planning stages through to the graduation of the first class. Include dates and the titles of the individuals responsible. (Maximum of 2 pages)

# Chief Academic Officer of the College or School (Dean)

**Directions:** Provide the curriculum vitae and date of appointment of the dean.

# Evaluation of ACPE Standards

# SECTION I: EDUCATIONAL OUTCOMES

**Standards 1-4**

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**Standard 1: Foundational Knowledge:** The professional program leading to the Doctor of Pharmacy degree (hereinafter "the program") develops in the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of patient-centered care.

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**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

> **Standard 2: Essentials for Practice and Care:** The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to provide patient-centered care, manage medication use systems, promote health and wellness, and describe the influence of population-based care on patient-centered care.

**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

**Standard 3: Approach to Practice and Care:** The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems; educate, advocate, and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally.

**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

**Standard 4: Personal and Professional Development:** The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism.

**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

# SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF EDUCATIONAL OUTCOMES

## Subsection IIA: Planning and Organization

### Standards 5-9

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**Standard 5: Eligibility and Reporting Requirements:** The program meets all stated degree-granting eligibility and reporting requirements.

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**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes including attainment of regional or institutional accreditation. Please include relevant selections from supporting documents and policies in the appendices.

| **Standard 6: College or School Vision, Mission, and Goals:** The college or school publishes statements of its vision, mission, and goals. |
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**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines.  In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes.  Please include relevant selections from supporting documents and policies in the appendices.

**Standard 7: Strategic Plan:** The college or school develops, utilizes, assesses, and revises on an ongoing basis a strategic plan that includes tactics to advance its vision, mission, and goals.

**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

**Part 1 – General Discussion**
**Directions:**  Describe how the program plans to meet or currently meets this standard and its guidelines.  In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes.  Please include relevant selections from supporting documents and policies in the appendices.

**Part 2 – Chief Academic Officer of the College or School (Dean)**
The dean should be in place 18 to 30 months before the start of the initial class in order to provide leadership during the development of the program. An individual may serve in one or more positions, such as CEO, CAO and/or dean; however, "in instances where the dean is assigned other substantial administrative responsibilities within the university, arrangements for additional administrative support to the Office of the Dean must be made so as to assure effective administration of the affairs of the college or school."  (cf. Guideline 8.3)

**Directions:**  Provide a brief biographic sketch of the dean, including the appointment date, of this individual.

**Part 3 – Chart of the Proposed Organizational Structure** (also addresses Standard 7)
**Directions:**  Please supply an organizational chart to graphically describe the proposed administrative structure of the college or school of pharmacy showing reporting lines to the administration of the parent institution.

**Part 4 – Chief Executive Officer (CEO) of the parent institution**

**Directions:**  Provide the name, title, and date of appointment of the individual currently in this position.

     Name

     Title

     Date of Appointment

**Part 5 – Chief Academic Officer (CAO) of the parent institution**

**Directions**:  Provide the name, title, and date of appointment of the individual currently in this position.

     Name

     Title

     Date of Appointment

**Part 6 – Full-time Faculty Leadership Team**
In support of the dean, administrative leaders of departments, divisions, or other sub-units that may exist, such as chairs or heads, should also be hired with enough lead time such that their perspectives may be included in the application prior to its submission to the ACPE Board.

**Directions:** Provide a list of the members of the faculty leadership team that includes their titles, positions or area of responsibility, dates of appointment, and a half-page (or less) biographic sketch.

**Part 7 – Contingency Plans**
**Directions:** Describe contingency plans that include an exit strategy for protecting students if a component or the entire program fails to be viable after students have been enrolled.

**Standard 9: Organizational Culture:** The college or school provides an environment and culture that promotes self-directed lifelong learning, professional behavior, leadership, collegial relationships, and collaboration within and across academic units, disciplines, and professions.

**Directions:**  Describe how the program plans to meet or currently meets this standard and its guidelines.  In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes.  Please include relevant selections from supporting documents and policies in the appendices.

> **Standard 10: Curriculum Design, Delivery, and Oversight:** The curriculum is designed, delivered, and monitored by faculty to ensure breadth and depth of requisite knowledge and skills, the maturation of professional attitudes and behaviors, and the opportunity to explore professional areas of interest. The curriculum also emphasizes active learning pedagogy, content integration, knowledge acquisition, skill development, and the application of knowledge and skills to therapeutic decision-making.

## Part 1 – General Discussion

**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

**Directions:** Provide a discussion that addresses the following bullet points:

- Outline plans for the curriculum:

  - Describe the educational philosophy from which the curriculum is being developed.
  - Describe the goals, objectives, and intended outcomes of the curriculum.
  - Demonstrate how the proposed curriculum will meet its goals and objectives.
  - Describe the continuum of early introductory to advanced pharmacy practice experiences.
  - Explain the relationship between the areas and the content of the curricular core.
  - Describe the faculty hiring plan and how it will ensure that the needs of the curriculum are addressed with adequate lead time for course and practice-site development.

- Describe teaching and learning processes:

  - What teaching methods will be used, and how will they assist the students in accomplishing the curricular outcomes?
  - How will educational technologies be used in the curriculum?
  - How will the curriculum and the teaching-and-learning processes involve students as active, self-directed learners?
  - How will the teaching-and-learning processes promote collaborative skills?
  - How will the system of student testing and student evaluation foster self-initiated learning?
  - How will the curriculum and its instructional methods foster the development of critical thinking, problem-solving, and communication skills?
  - How will the curriculum and its instructional methods foster lifelong learning?

- Define the structures for evaluating the curriculum:

  - What mechanisms will be in place to ensure that the body responsible for curriculum review will have the authority to be functional and effective? Describe how the composition of its membership will reflect the collegiate community of interests, including the student body.
  - Describe the role of the individuals that will be engaged in a system of outcome assessment.
  - How will the analyses of the indicators be used to improve the curriculum?

**Part 2 – Curriculum Mapping**

Curriculum mapping can be used to identify strengths, weaknesses, and redundancies in an existing curriculum, or to design a new curriculum with properly sequenced content, skills, and assessments that will assure expected student competencies and outcomes.

**Directions:**  Map the proposed curriculum to Appendix 1 of the ACPE Standards.

**Standard 11: Interprofessional Education (IPE):** The curriculum prepares all students to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. In the aggregate, team exposure includes prescribers as well as other healthcare professionals.

**Directions:**  Describe how the program plans to meet or currently meets this standard and its guidelines.  In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes.  Please include relevant selections from supporting documents and policies in the appendices.

**Standard 12: Pre-Advanced Pharmacy Practice Experience (Pre-APPE) Curriculum:** The Pre-APPE curriculum provides a rigorous foundation in the biomedical, pharmaceutical, social/administrative/behavioral, and clinical sciences, incorporates Introductory Pharmacy Practice Experience (IPPE), and inculcates habits of self-directed lifelong learning to prepare students for Advanced Pharmacy Practice Experience (APPE).

**Part 1 – General Discussion**
**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

**Part 2 – Philosophy and Structure of Pre-Advanced Pharmacy Practice Experience (Pre-APPE)**

**Directions:** Describe the proposed philosophy and the structure of the introductory pharmacy practice experiences (IPPEs), including hours per week in the experiences. Be sure to explain how the continuum of IPPEs is integrated into the didactic portion of the curriculum to serve as the foundation for APPEs.

**Standard 13: Advanced Pharmacy Practice Experience (APPE) Curriculum:** A continuum of required and elective APPEs is of the scope, intensity, and duration required to support the achievement of the Educational Outcomes articulated in Standards 1–4 and within Appendix 2 to prepare practice-ready graduates. APPEs integrate, apply, reinforce, and advance the knowledge, skills, attitudes, abilities, and behaviors developed in the Pre-APPE curriculum and in co-curricular activities.

**Part 1 – General Discussion**

**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

**Part 2 – Philosophy and Structure of Advanced Practice Experiences**

**Directions:** Describe the proposed philosophy and the structure of the advanced pharmacy practice experiences (APPEs), including hours per week in the experiences.

**Standard 14: Student Services:** The college or school has an appropriately staffed and resourced organizational element dedicated to providing a comprehensive range of services that promote student success and well-being.

**Part 1 – General Discussion**
**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines.  In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes.  Please include relevant selections from supporting documents and policies in the appendices.

**Part 2 – Student Affairs and Services**
An organizational element within the college or school of pharmacy should be devoted to student affairs.  Staff, physical facilities, and resources for developing the program and for supporting the initial and subsequent classes must be already in place, or documented assurances must be provided that staff, physical facilities, and resources will be in place by the start of the initial class.

**Directions:** Describe the organizational structure of the Office of Student Affairs, and explain which services are provided by a) the college or school, b) the university and c) outside the institution (e.g. mental-health services).  Include information about the role of the office in recruiting the first class of students.

**Part 3 –Staff Hiring Plans and Schedule**

**Directions:** Describe staff positions, indicating where positions are currently filled, and plans for recruiting staff for any vacant positions.

| **Standard 15: Academic Environment:** The college or school develops, implements, and assesses its policies and procedures that promote student success and well-being. |
| --- |

**Directions:**  Describe how the program plans to meet or currently meets this standard and its guidelines.  In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes.  Please include relevant selections from supporting documents and policies in the appendices.

Standard 16: Admissions: The college or school develops, implements, and assesses its admission criteria, policies, and procedures to ensure the selection of a qualified and diverse student body into the professional degree program.

**Part 1 – General Discussion**
**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

**Part 2 – Disclosure of ACPE Pre-Accreditation**

**Directions:** Describe when and where the program's accreditation status will be explained to applicants and what will be done to assure that they understand the consequences of the program's developmental accreditation status prior to enrolling. Please include relevant sample documents in the appendices.

**Part 3 – Student Affairs and Services**
A recruitment program should be established to provide a pool of well-qualified and diverse applicants for the available positions.

**Directions:** Describe the admission criteria, including those used to target specific populations of students (e.g., economically disadvantaged).

**Standard 17: Progression:** The college or school develops, implements, and assesses its policies and procedures related to student progression through the PharmD program.

**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines.  In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes.  Please include relevant selections from supporting documents and policies in the appendices.

> **Standard 18: Faculty and Staff—Quantitative Factors:** The college or school has a cohort of faculty and staff with the qualifications and experience needed to effectively deliver and evaluate the professional degree program.
>
> **Standard 19: Faculty and Staff—Qualitative Factors:** Faculty and staff have academic and professional credentials and expertise commensurate with their responsibilities to the professional program and their academic rank.

## Part 1 – General Discussion
**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.


## Part 2 – Staff Support:
Adequate staff resources, such as administrative assistants, secretaries, student affairs personnel, teaching assistants, and laboratory technicians should be provided to support effective operation of the college or school. Staff, physical facilities, and resources for developing the program and for supporting the initial and subsequent classes must be already in place, or documented assurances must be provided that staff, physical facilities, and resources will be in place by the start of the initial class.

**Directions:** Describe the staff positions, indicating where positions are currently filled. Include plans for recruiting staff for vacant positions.


## Part 3 – Faculty and Staff Hiring Plans and Schedule.
The college or school of pharmacy should have sufficient faculty and staff resources to meet its mission, goals, and objectives in the areas of education, research, service, and pharmacy practice, starting with a core of full-time faculty and staff for the initial class and for development of the program.

**Directions:** Describe the current and proposed faculty and staff positions. Explain how they will meet the needs of the curriculum from its development through implementation. Provide a faculty and staff hiring schedule from program development through to the graduation of the first class, indicating where positions are currently filled (the schedule may be included in the Financial Plan / Pro Forma if so desired). Include plans with timelines for recruiting faculty and staff for any vacant positions.

## Part 4 – Draft Plan for Promotion and Tenure
**Directions:** Provide a draft policy for promotion and tenure of faculty, subject to refinement after ratification of the bylaws.

## Part 5 – Support for Faculty Teaching, Scholarship, and Research.
**Directions:** The faculty should have the capability and continued commitment to be effective teachers and scholars. Describe the actual and planned mechanisms for supporting faculty teaching research, and scholarship. Describe the responsibilities of individuals hired to support faculty teaching, research, and scholarship, indicating where positions are currently filled.

**Standards 20: Preceptors:** The college or school has a sufficient number of preceptors (practice faculty or external practitioners) to effectively deliver and evaluate students in the experiential component of the curriculum. Preceptors have professional credentials and expertise commensurate with their responsibilities to the professional program.

**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

**Standard 21: Physical Facilities and Educational Resources:** The college or school has adequate and appropriately equipped physical and educational facilities to achieve its mission and goals.

## Part 1 – General Discussion

**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

## Part 2 – Physical Facilities

The physical facilities of a college or school of pharmacy must be adequate to achieve its stated mission. Staff, physical facilities, and resources for developing the program and for supporting the initial and subsequent classes must be already in place, or documented assurances must be provided that staff, physical facilities, and resources will be in place by the start of the initial class.

**Directions**: Describe the existing and planned physical facilities. Include projected completion dates for renovations and new construction along with contingency plans in the event that needed facilities are not completed on schedule.

## Part 3 – Library and Educational Resources

Library and educational resources should be available and accessible to the college or school of pharmacy that are sufficient to support the professional program in pharmacy and to provide for research and scholarly activities in accord with the mission of the college or school. Describe the existing and planned library, information technology, and other educational resources. Staff, physical facilities, and resources for developing the program and for supporting the initial and subsequent classes must be already in place, or documented assurances must be provided that staff, physical facilities, and resources will be in place by the start of the initial class.

**Directions:** Describe staff positions indicating where positions are currently filled. Include plans for recruiting staff for any vacant positions.

> **Standard 22: Practice Facilities:** The college or school has the appropriate number and mix of facilities in which required and elective practice experiences are conducted to accommodate all students. Practice sites are appropriately licensed and selected based on quality criteria to ensure the effective and timely delivery of the experiential component of the curriculum.

### Part 1 – General Discussion

**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

### Part 2 – Feasibility Study of the Practice Sites

**Directions:** Provide a feasibility study of the practice sites that addresses the following bullet points:

- Describe the number, types of services provided, and level of practice of the sites.
- Describe plans for preceptor training and evaluation.
- Demonstrate how the practice sites support the early and advanced practice experiences in the curriculum.
- Include sample letters of agreement that describe the type of site, services provided, level of practice (early, intermediate, or both) and capacity for students.
- Describe criteria, procedures, feedback mechanisms, and schedules for reviewing sites to ensure quality control and standardization of the sites and to ensure that students are achieving academic competencies.
- Assess the impact of the new program on existing pharmacy practice programs and vice versa.

### Part 3 – Practice Sites
A college or school of pharmacy should have introductory and advanced practice sites of adequate number and sufficient nature to support the professional experience area of the curriculum and to provide for the student enrollment.

**Directions:** Attach a draft *IPPE Capacity Chart* for the first 3 years of the program and an *APPE Capacity Chart* capacity chart for the 4th year of the program. These documents can be found under Tools and Resources on the ACPE website (https://www.acpe-accredit.org/pharmd-program-accreditation).

| Standard 23: Financial Resources: The college or school has current and anticipated financial resources to support the stability of the educational program and accomplish its mission, goals, and strategic plan. |
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**Part 1 – General Discussion**
**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

**Part 2 – Financial Plan / Pro Forma**
The Financial Plan describes the implementation of the entire program and is tied to the Academic Plan and the Assessment Plan. The Financial Plan must show sufficient operating and reserve funds. Financial resources available to a college or school should be such that continuing operation of the program(s) is ensured at an acceptable level. An adequate budget is essential to meet programmatic goals and needs including faculty and staff salaries, materials and supplies, faculty development, and curricular study and improvement, as well as to provide for appropriate physical facilities. The university and college or school should develop and maintain a broad base of financial support.

**Directions:** Provide a Financial Plan / Pro Forma that addresses the following bullet points:

- Provide a projected cash flow analysis of revenue and expenses for the first five years of program operation.
- Demonstrate with supporting documentation that adequate funds will be available for a minimum of 1 year for:
  - operations and
  - construction / capital development.
- An unencumbered reserve fund must be available to be used to implement the exit strategy if needed. The reserve fund must not be borrowed funds. Provide an assurance that external funds received in support of the program are free of encumbrances.
- Describe how reserve funds would be used for implementing the exit strategy

# SECTION III: ASSESSMENT OF STANDARDS AND KEY ELEMENTS

**Standards 24-25**

> **Standard 24: Assessment Elements for Section I: Educational Outcomes:** The college or school develops, resources, and implements a plan to assess attainment of educational outcomes to ensure that graduates are prepared to enter practice.

**Directions:** Describe how the program plans to meet or currently meets this standard and its guidelines. In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes. Please include relevant selections from supporting documents and policies in the appendices.

**Part 2 – Assessment Planning**:
The College or School of Pharmacy should establish and maintain a system that assesses the extent to which its educational outcomes are being achieved to ensure that graduates are prepared to enter practice.

**Directions:** Create an Academic Plan that describes how the effectiveness and quality of the curriculum will be assessed formatively and summatively to ensure that graduates are prepared to enter practice. The plan also should describe an exit strategy and the criteria that will result in the activation of contingency plans.

> **Standard 25: Assessment Elements for Section II: Structure and Process:** The college or school develops, resources, and implements a plan to assess attainment of the Key Elements within Standards 5–23.

**Directions:**  Describe how the program plans to meet or currently meets this standard and its guidelines.  In the discussion, please include a) areas of potential strength, b) areas of potential weakness, and c) plans to achieve the standard with relevant timeframes.  Please include relevant selections from supporting documents and policies in the appendices.

**Part 2 – Assessment Planning**:
The College or School of Pharmacy should establish and maintain a system that assesses the extent to which its mission, goals, objectives, and processes are being achieved.

**Directions:**  Create an Academic Plan that describes how the effectiveness and quality of the program will be assessed formatively and summatively regarding:

- the development of the infrastructure to support the assessments relative to the timelines and Academic Plan;
- faculty, staff, and administrative hiring, evaluation, and retention according to the Academic Plan;
- general adherence to and achievement of the Academic Plan and implementation timeline;
- adherence to and achievement of the Financial Plan;
- quality of the practice sites and preceptors;
- how students progress throughout the curriculum; and
- criteria that will result in the activation of contingency plans and exit strategy.