

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.

January 2008

Contents

SECTION	PAGE
Overview	1
Organization and Administration.....	2
Steps and Timeline for Reviewing New Programs	2
General Directions for Preparing an Application for Precandidate Status.....	5
Forms	
Invitation to Evaluate.....	6
College/School Overview.....	7
Documentation of Legal Authority of the Institution to Grant a Doctoral Degree.....	8
Timeline for implementing the College or School	9
Qualifications of the Chief Academic Officer.....	10
Evaluation of ACPE Standards	11
Appendices	
ACPE Pharmacy Practice Experience Chart (IPPE).....	41
ACPE Pharmacy Practice Experience Chart (APPE).....	42

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 and 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)	On-site evaluation (if authorized) to assess readiness for Precandidate status (12 months prior to first class) 	Earliest recommended date to matriculate first class of students (if Precandidate status granted)			
	Begin recruiting leadership team					
SEPT						
OCT						
NOV						
DEC						
JAN		Applicant appears before ACPE Board of Directors	On-site evaluation to assess readiness for Candidate status	On-site evaluation to continue Candidate status	On-site evaluation prior to graduating the first class of students to assess readiness for Full Accreditation status	U.S. Department of Education deadline to withdraw accreditation status if Full Accreditation status is not achieved
		ACPE Board decision regarding whether or not to grant Precandidate status (Y or N ²)				
FEB						
MAR	Draft application report and fee due March 1st (18 months prior to first class)					
	On-site Consultation with ACPE Staff					
APR						
MAY						
	Deadline for Final Application Report (May 15th)				Initial class of students graduates	
JUNE	Applicant appears before ACPE Board of Directors		Applicant appears before ACPE Board of Directors	ACPE Board decision regarding continuation of Candidate Status (Y or N ⁴)	Applicant appears before ACPE Board of Directors	
	ACPE Board of Directors decision regarding authorization of an 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 Full Accreditation status (Y or N ⁵)	
JULY	Leadership team is hired and on campus					

Footnotes regarding “No” Decisions by the ACPE Board of Directors

#1. ACPE Board of Directors finds application lacking and does not authorize an on-site. The ACPE Board can either:

- 1) request further development and resubmission for consideration at the next BOD Meeting (January); or
- 2) request applicant withdraw application and not reapply.

#2. ACPE Board finds program planning inadequate and denies the request for pre-candidate status. Should program wish to continue, new application (new fee, new timetable, etc.) would apply.

#3. ACPE Board does not award candidate status but keeps program in pre-candidate status and establishes monitoring timeframe and identifies areas needing further planning/development/implementation.

#4. ACPE Board does not continue candidate status. This is the equivalent of loss of accreditation, an adverse accreditation action. No new students would be allowed to enroll and discussion between ACPE and program turns to identifying options to graduate the existing students and thus close the program after the last enrolled class has graduated.

#5. ACPE Board does not award full accreditation status, keeping program in candidate status with action plan for improvement. Note the US Department of Education 5-year clock from the awarding of pre-candidate status to full accreditation it fast winding down. Generally, in a traditional 4-year program, there will remain only six months for the program to make necessary correction to bring itself into compliance with ACPE standards and thus be award full accreditation. Failure to do this triggers an adverse action (i.e. loss of accreditation). No new students would be allowed to enroll and discussion turns to identifying options to graduate the existing students and to closing the program after the last enrolled class has graduated.

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) should not exceed 120 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. Total appendices should not exceed 60 pages; only include documentation that is specifically requested to clarify and support the narrative.
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. Prepare paper copies for the ACPE Board members and staff; electronic versions may be submitted.
5. Organize each application to facilitate its review. (e.g., insert numbered tabs corresponding to each section.)
6. Assemble and spiral bind or clip each copy. Do not use three-ring binders.
7. Ship the copies to 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	<input type="checkbox"/> semesters <input type="checkbox"/> trimesters <input type="checkbox"/> 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 Current Staff	Planned Faculty Planned Staff
Charter Class	Start Date Size	Graduation Date 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
Mission, Planning, and Evaluation
Standards 1-3

Standard No. 1: College or School Mission and Goals: The college or school of pharmacy (*hereinafter "college or school"*) must have a published statement of its mission, its goals in the areas of education, research, and other scholarly activities, service, and pharmacy practice, and its values. The statement must be compatible with the mission of the university in which the college or school operates.¹ These goals must include fundamental commitments of the college or school to the preparation of students who possess the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, the pursuit of research and other scholarly activities, and the assessment and evaluation of desired outcomes.

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.

¹ The term "university" includes independent colleges and schools.

Standard No. 2: Strategic Plan: The college or school must develop, implement, and regularly revise a strategic plan to facilitate the advancement of its mission and goals. The strategic plan must be developed through an inclusive process that solicits input and review from faculty, students, staff, administrators, alumni, and other stakeholders as needed; have the support of the university administration; and be disseminated in summary form to key stakeholders.

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 No. 3: Evaluation of Achievement of Mission and Goals: The college or school must establish and implement an evaluation plan that assesses achievement of the mission and goals. The evaluation must measure the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved. Likewise, the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved must be measured. The program must use the analysis of process and outcome measures for continuous development and improvement of 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 – 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 curriculum (see above) are being achieved.

Directions: Create an Assessment Plan that describes how the effectiveness and quality of the program will be assessed formatively and summatively in regard to:

- the development of the infrastructure for assessment 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 (also see Standard 7).

Organization and Administration

Standards 4-8

<p>Standard No. 4: Institutional Accreditation The institution housing the college or school, or the independent college or school, must have or, in the case of new programs, achieve full accreditation by a regional/institutional accreditation agency recognized by the U.S. Department of Education.</p>

Regional accreditation

Attainment of regional or institutional accreditation is required to allow students to gain access to federal education loans and scholarships.

Directions: Provide evidence of regional or institutional accreditation.

Standard No. 5: College or School and University Relationship: The college or school must be an autonomous unit within the university structure and must be led by a dean. To maintain and advance the professional degree program, the university president (or other university officials charged with final responsibility for the college or school) and the dean must collaborate to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all of the ACPE accreditation standards.

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 – 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 3 – 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 4 – 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

Standard No. 6: College or school and other Administrative Relationships: The college or school, with the full support of the university, must develop suitable academic, research, and other scholarly activity; practice and service relationships; collaborations; and partnerships, within and outside the university, to support and advance its 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.

Standard No. 7: College or School Organization and Governance: The college or school must be organized and staffed to facilitate the accomplishment of its mission and goals. The college or school administration must have defined lines of authority and responsibility, foster organizational unit development and collegiality, and allocate resources appropriately. The college or school must have published, updated governance documents, such as bylaws and policies and procedures, which have been generated by faculty consensus under the leadership of the dean in accordance with university regulations.

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 – 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 3 – 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 No. 8: Qualifications and Responsibilities of the Dean: The dean must be qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service. The dean must be the chief administrative and academic officer and have direct access to the university president or other university officials delegated with final responsibility for the college or school. The dean must unite and inspire administrators, faculty, staff, preceptors, and students toward achievement of the mission and goals. The dean is responsible for ensuring that all accreditation requirements of the ACPE are met, including the timely submission of all reports and notices of planning for substantive changes.

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.

Curriculum Standards 9-15

Academic Plan (Standards 9-15)

The Academic Plan should be developed by the dean, the faculty leadership team, and key faculty members.

Directions: Provide an Academic Plan 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?

Standard No. 9: The Goal of the Curriculum: The college or school's professional degree program curriculum must prepare graduates with the professional competencies to enter pharmacy practice in any setting to ensure optimal medication therapy outcomes and patient safety, satisfy the educational requirements for licensure as a pharmacist, and meet the requirements of the university for the degree.

The curriculum must develop in graduates knowledge that meets the criteria of good science;² professional skills, attitudes, and values; and the ability to integrate and apply learning to both the present practice of pharmacy and the advancement of the profession. Graduates must be able to identify and implement needed changes in pharmacy practice and health care delivery.

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.

² "Good science" implies having the following characteristics: evidence-based, logical, convincing, explanatory, honest, testable, and systematic.

Standard No. 10: Curricular Development, Delivery, and Improvement: The college or school's faculty must be responsible for the development, organization, delivery, and improvement of the curriculum. The curriculum must define the expected outcomes and be developed, with attention to sequencing and integration of content and the selection of teaching and learning methods and assessments. All curricular pathways must have both required and elective courses and experiences and must effectively facilitate student development and achievement of the professional competencies.

The curriculum for the professional portion of the degree program must be a minimum of four academic years or the equivalent number of hours or credits. The curriculum must include didactic course work to provide the desired scientific foundation, introductory pharmacy practice experiences (not less than 5% of the curricular length) and advanced pharmacy practice experiences (not less than 25% of the curricular length).³

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.

³ Refer to Standards 13 and 14 and Appendices B and C for additional detail and guidance.

Standard No. 11: Teaching and Learning Methods: The college or school, throughout the curriculum and in all program pathways, must use and integrate teaching and learning methods that have been shown through curricular assessments to produce graduates who become competent pharmacists by ensuring the achievement of the stated outcomes, fostering the development and maturation of critical thinking and problem-solving skills, meeting the diverse learning needs of students, and enabling students to transition from dependent to active, self-directed, lifelong learners.

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 No. 12: Professional Competencies and Outcome Expectations: Professional pharmacist competencies that must be achieved by graduates through the professional degree program curriculum are the ability to:

1. Provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.
2. Manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.
3. Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.

These professional competencies must be used to guide the development of stated student learning outcome expectations for the curriculum. To anticipate future professional competencies, outcome statements must incorporate the development of the skills necessary to become self-directed lifelong learners.

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 No. 13: Curricular Core—Knowledge, Skills, Attitudes, and Values: To provide the thorough scientific foundation necessary for achievement of the professional competencies, the curriculum of the professional degree program must contain the following:

- biomedical sciences
- pharmaceutical sciences
- social/behavioral/administrative sciences
- clinical sciences

Knowledge, practice skills, and professional attitudes and values must be integrated and applied, reinforced, and advanced throughout the curriculum, including the pharmacy practice experiences.

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 – 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 B of the ACPE Standards.

Standard No. 14: Curricular Core—Pharmacy Practice Experiences: The college or school must provide a continuum of required and elective pharmacy practice experiences throughout the curriculum, from introductory to advanced, of adequate scope, intensity, and duration to support the achievement of the professional competencies presented in Standard 12.

The pharmacy practice experiences must integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum. The objectives for each pharmacy practice experience and the responsibilities of the student, preceptor, and site must be defined. Student performance, nature and extent of patient and health care professional interactions, where applicable, and the attainment of desired outcomes must be documented and assessed.

In aggregate, the pharmacy practice experiences must include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals. Most pharmacy practice experiences must be under the supervision of qualified pharmacist preceptors licensed in the United States.

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 Introductory and Advanced Practice Experiences

Directions: Describe the proposed philosophy and the structure of the introductory and advanced pharmacy practice experiences (IPPEs and APPEs), including hours per week in both types of 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 No. 15: Assessment and Evaluation of Student Learning and Curricular Effectiveness: As a component of its evaluation plan, the college or school must develop and carry out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities must employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program. The college or school must use the analysis of assessment measures to improve student learning and the achievement of the professional competencies.

The college or school must systematically and sequentially evaluate its curricular structure, content, organization, and outcomes. The college or school must use the analysis of outcome measures for continuous improvement of the curriculum and its delivery.

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.

Students Standards 16 - 23

Standard No. 16: Organization of Student Services: The college or school must have an organizational element(s) devoted to student services. The administrative officer responsible for this organizational element must oversee and coordinate the student services of the college or school.

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 No. 17: Admission Criteria, Policies, and Procedures: The college or school must produce and make available to students and prospective students criteria, policies, and procedures for admission to the professional degree program. Admission materials must clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional standards for graduation. As a component of its evaluation plan, the college or school must regularly assess the criteria, policies, and procedures to ensure the selection of students who have the potential for academic success in the professional degree program and the ability to achieve the professional competencies and to practice in culturally diverse environments.

Student enrollment must be managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources. The dean and a duly constituted committee of the college or school must share the final responsibility for enrollment and selection of students.

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

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 No. 18: Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing:

The college or school must produce and make available to students and prospective students transfer credit and course-waiver policies, based on rational procedures and defensible assessments.

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 No. 19: Progression of Students: The college or school must produce and make available to students and prospective students criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, readmission, rights to due process, and appeal mechanisms.

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 No. 20: Student Complaints Policy: The college or school must produce and make available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards.⁴

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.

⁴ Refer also to ACPE Complaints Policy at <http://www.acpe-accredit.org/complaints/default.asp>

Standard No. 21: Program Information: The college or school must produce and make available to students and prospective students a complete and accurate description of the professional degree program, including its current accreditation status.

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.

Standard No. 22: Student Representation and Perspectives: The college or school must consider student perspectives and include student representation, where appropriate, on committees, in policy-development bodies, and in assessment and evaluation activities.

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 No. 23: Professional Behavior and Harmonious Relationships: The college or school must provide an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff. Faculty, administrators, preceptors, and staff must be committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.

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.

Faculty and Staff Standards 24-26

Standard No. 24: Faculty and Staff—Quantitative Factors: The college or school must have a sufficient number of qualified full-time faculty and staff to effectively deliver and evaluate the professional degree program, while providing adequate time for faculty development, research and other scholarly activities, service, and pharmacy practice.

Standard No. 25: Faculty and Staff—Qualitative Factors: The college or school must have qualified faculty and staff who, individually and collectively, are committed to its mission and goals and respect their colleagues and students. Faculty must possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and be committed to the advancement of the profession and the pursuit of research and other scholarly activities. Faculty whose responsibilities include the practice of pharmacy must satisfy all professional licensure requirements that apply to their practice. The college or school must foster the development of its faculty and staff, commensurate with their responsibilities in the 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 – 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.

Standard No. 26: Faculty and Staff Continuing Professional Development and Performance Review: The college or school must have an effective continuing professional development program for full-time, part-time, and voluntary faculty and staff consistent with their responsibilities. The college or school must review the performance of faculty and staff on a regular basis. Criteria for performance review must be commensurate with the responsibilities of the faculty and staff in 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 – 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.

Facilities and Resources

Standards 27-30

Standard No. 27: Physical Facilities: The college or school must have adequate and appropriate physical facilities to achieve its mission and goals. The physical facilities must facilitate interaction among administration, faculty, and students. The physical facilities must meet legal standards and be safe, well maintained, and adequately equipped.

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.

Standard No. 28: Practice Facilities: To support the introductory and advanced pharmacy practice experiences (required and elective) and to advance collaboratively the patient care services of pharmacy practice experience sites (where applicable), the college or school must establish and implement criteria for the selection of an adequate number and mix of practice facilities and secure written agreements with the practice facilities.

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. Please click the links below to download the most current forms in Microsoft Excel format. (Examples of both charts are provided in the appendices to this document).

[Download form for IPPE Capacity Chart](http://www.acpe-accredit.org/pdf/IPPE_Capacity_Chart_Feb_2008.xls)

(www.acpe-accredit.org/pdf/IPPE_Capacity_Chart_Feb_2008.xls)

[Download form for APPE Capacity Chart](http://www.acpe-accredit.org/pdf/APPE_Capacity_Chart_Feb_2008.xls)

(www.acpe-accredit.org/pdf/APPE_Capacity_Chart_Feb_2008.xls)

Standard No. 29: Library and Educational Resources: The college or school must ensure access for all faculty, preceptors, and students to a library and other educational resources that are sufficient to support the professional degree program and to provide for research and other scholarly activities in accordance with its mission and goals. The college or school must fully incorporate and use these resources in the teaching and learning processes.

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 – 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 No. 30: Financial Resources: The college or school must have the financial resources necessary to accomplish its mission and goals. The college or school must ensure that student enrollment is commensurate with its resources.

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

ACPE Pharmacy Practice Experience Capacity Chart

Introductory Pharmacy Practice Experiences (IPPEs)

Academic Year	Professional Year	Actual or projected number of students (A)	IPPEs Hours Needed:			Current IPPE Capacity: (Note 3)		Affiliation Agreements:	Comments
			Practice Setting or Activity (Notes 1 & 2)	Hours for Each Student in Setting or Activity (B)	Total Required Hours in Setting or Activity (A x B)	IPPE Capacity Secured (stated in terms of total student hours)	Excess / (Deficit)	Percent of Secured Sites <u>Without</u> Signed Affiliation Agreement (Note 4)	
EXAMPLE	P1	100	IPPE Community	40	4000	4800	800		
			IPPE Institutional	40	4000	4400	400	5%	
			IPPE Other	40	4000	3800	(200)		
	Total IPPE Hours for the P1 Year			120					
	P2	97	IPPE Community	40	3880	4000	120		
			IPPE Institutional	40	3880	3600	(280)	10%	
			IPPE Other	40	3880	4200	320		
	Total IPPE Hours for the P2 Year			120					
	P3	98	IPPE Community	20	1960	2000	40		
			IPPE Institutional	20	1960	2400	440		
IPPE Other			20	1960	1800	(160)	15%		
Total IPPE Hours for the P3 Year			60						
Total IPPE for the Program (P1 + P2 + P3)			300						
CURRENT ACADEMIC YEAR	P1		IPPE Community						
			IPPE Institutional						
			IPPE Other						
	Total IPPE Hours for the P1 Year								
	P2		IPPE Community						
			IPPE Institutional						
			IPPE Other						
	Total IPPE Hours for the P2 Year								
	P3		IPPE Community						
			IPPE Institutional						
IPPE Other									
Total IPPE Hours for the P3 Year									
Total IPPE for the Program (P1 + P2 + P3)									
NEXT ACADEMIC YEAR	P1		IPPE Community						
			IPPE Institutional						
			IPPE Other						
	Total IPPE Hours for the P1 Year								
	P2		IPPE Community						
			IPPE Institutional						
			IPPE Other						
	Total IPPE Hours for the P2 Year								
	P3		IPPE Community						
			IPPE Institutional						
IPPE Other									
Total IPPE Hours for the P3 Year									
Total IPPE for the Program (P1 + P2 + P3)									

Notes:

All shaded cells contain a formula; all other cells require data entry

- For "IPPE Other" replace this wording with description of setting or activity. Service learning activities that meet the criteria of Standards 2007 may be included here. Insert additional lines if necessary. (If inserting lines, check formulae in inserted cells.) You may use the Comment Box for additional details.
- The two practice settings specifically listed here reflect the required IPPEs in Standards 2007.
- These figures must only include sites and preceptors already meeting quality criteria or those under active development in preparation to take students. A site that can accommodate three students is reflected as 3, not 1. Capacity is the aggregate total for all sites of (number of students per site x experiential hours for the IPPE)
- Leave blank if none (0%), i.e., all sites have agreements in place.

ACPE Pharmacy Practice Experience Capacity Chart Advanced Pharmacy Practice Experiences (APPEs)

Class Of/ Academic Year (Note 1)	Actual or projected number of final professional year (P4) students (A)	APPEs Needed:			Current APPE Capacity: (Note 3)			Affiliation Agreements:	
		Practice Setting (Note 2)	Number of APPEs per student for this setting (B)	Total APPEs in Setting (A x B)	Number of APPEs Precepted by Paid Full-Time Faculty	Number of APPEs Precepted by Adjunct Faculty	Total Capacity	Numerical Excess/ (Deficit)	Percent (of Total Capacity) Without Signed Affiliation Agreement (Note 4)
EXAMPLE	100	Community Pharmacy	1	100	20	100	120	20	5%
		Hospital or Health-System Pharmacy	1	100	30	30	60	(40)	10%
		Ambulatory Care	1	100	10	100	110	10	
		Inpatient/Acute Care General Medicine	1	100	40	90	130	30	
		Other Required APPEs	2	200	20	240	260	60	8%
		Elective APPEs	3	300		325	325	25	15%
		Total	9						
CURRENT ACADEMIC YEAR		Community Pharmacy							
		Hospital or Health-System Pharmacy							
		Ambulatory Care							
		Inpatient/Acute Care General Medicine							
		Other Required APPEs							
		Elective APPEs							
Total									
+ 1 ACADEMIC YEAR		Community Pharmacy							
		Hospital or Health-System Pharmacy							
		Ambulatory Care							
		Inpatient/Acute Care General Medicine							
		Other Required APPEs							
		Elective APPEs							
Total									
+ 2 ACADEMIC YEARS		Community Pharmacy							
		Hospital or Health-System Pharmacy							
		Ambulatory Care							
		Inpatient/Acute Care General Medicine							
		Other Required APPEs							
		Elective APPEs							
Total									
+ 3 ACADEMIC YEARS		Community Pharmacy							
		Hospital or Health-System Pharmacy							
		Ambulatory Care							
		Inpatient/Acute Care General Medicine							
		Other Required APPEs							
		Elective APPEs							
Total									

Notes:

All shaded cells contain a formula; all other cells require data entry.

- For four-calendar-year professional programs, all four sections (years) should be completed; for accelerated programs, it is anticipated that only three sections will be completed.
- The four practice settings specifically listed here reflect the terms used in "Standards 2007." You may use the terminology used in your program/curriculum for required and elective experiences.
- These figures must only include sites and preceptors already meeting quality criteria, i.e., ready to accept students. Sites and preceptors that have been identified as potential sites/preceptors, but which are not yet ready to accept students, should be excluded.
- Leave blank if none (0%), i.e., all sites have affiliation agreements in place.