



ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

**POLICIES AND PROCEDURES FOR
ACPE ACCREDITATION OF PROFESSIONAL DEGREE
PROGRAMS**

January 11, 2009

1. Scope of Accreditation

ACPE accredits the professional degree program leading to the Doctor of Pharmacy degree. Evaluation and accreditation of this program (*hereinafter* “*professional degree program*”) is in accord with Standards and Guidelines for the Professional Degree Program Leading to the Doctor of Pharmacy (PharmD) Degree. The latest revision was adopted January 15, 2006, and became effective July 1, 2007. Pharmacy education is in the process of transition as reflected by a corresponding change in accreditation standards. Information concerning specific colleges or schools of pharmacy (*hereinafter* “*colleges or schools*”) may be obtained by corresponding directly with the college or schools of pharmacy listed in the ACPE Annual Directory of Accredited Professional Degree Programs of Colleges and Schools of Pharmacy at www.acpe-accredit.org.

2. External Recognition of ACPE

ACPE is recognized for the accreditation and preaccreditation (precandidate and candidate status) of professional degree programs by the Secretary of Education, United States Department of Education. ACPE accreditation serves to establish eligibility for participation in a variety of federally funded programs, not including eligibility for Title IV Programs, Higher Education Act, 1965, as amended. ACPE is also recognized by the Council for Higher Education Accreditation (CHEA) for meeting their recognition criteria.

3. Eligibility for ACPE Accreditation or Preaccreditation

In order to be eligible for initial or continuing accreditation, the Doctor of Pharmacy program must be part of an independent college or school of pharmacy or a college or school of pharmacy within a University, which is regularly incorporated and is a legally empowered postsecondary educational institution. The institution housing the college or school, or the independent college or school, must be accredited by a regional/institutional accreditation agency recognized by the U.S. Department of Education or another agency acceptable to the Accreditation Council for Pharmacy Education (ACPE). Any free-standing college or school of pharmacy must achieve regional/institutional accreditation in a timely manner. Accreditation standards call for a college or school of pharmacy as an autonomous organizational unit, and the administrative structure of the college or school of pharmacy must provide for a dean, who serves as the chief administrative and academic officer. Evaluation for purposes of initial or continued accreditation requires an invitation by the chief executive officer, or designate, of the institution.

4. Assistance in Accreditation Matters

ACPE staff and its consultants provide guidance, upon request, on matters pertaining to pharmacy education, especially as related to the preaccreditation and accreditation process. Staff guidance is available through various formats, including discussions at the ACPE office (no fee) and at the site of the institution (with a consultative fee). The ACPE Board of Directors and staff also provide assistance in the advancement and improvement of pharmacy education through active cooperation with professional organizations and societies in support of sound educational policies and procedures.

5. Accreditation Standards and Guidelines

Accreditation standards reflect professional and educational qualities identified by ACPE - through profession-wide dialogue and feedback - as essential to the professional degree program leading to the Doctor of Pharmacy degree (PharmD). Adherence to standards equates to accreditation of the professional degree program. Based upon the several evaluative steps in the accreditation process, ACPE determines compliance with standards and the ability of the program to be accredited. Guidelines are a derivative of a particular standard and are provided for guidance and/or interpretation of the standard's intent and purpose. Guidelines are also presented to illustrate ways and means of complying with standards. Moreover, guidelines assist the college or school of pharmacy as it demonstrates compliance with standards and they assist evaluation teams in the evaluation of the college's or school's addressing of the standards and the ACPE Board's determination of compliance with the standards. All members of the ACPE Board and staff are provided training pertaining to the standards and guidelines, techniques of on-site evaluation, and ACPE policies and procedures prior to assuming their responsibilities. Prior to participation on an evaluation team, evaluation team members also receive training pertaining to the standards and guidelines, techniques of on-site evaluation, ACPE policies and procedures, and their role in evaluation. See Addendum #1 Clarification of Current Standards.

6. Review, Revision and Establishment of Standards

The first accreditation standards were published in 1937 and have been revised periodically, about every six or seven years, in keeping with changes in pharmacy education and pharmacy practice. The current standards and guidelines (Standards 2007) for the professional degree program were adopted January 15, 2006, and were effective July 1, 2007, following a revision process that was initiated with advance notice (spring 2003) and involved the entire community of interest for a period of three years, including a comment period. Furthermore, implementation procedures were developed in consultation with the community of interest that provided for a transition period from January 15, 2006 to June 30, 2007.

ACPE maintains a systematic program of review that assures that its standards are appropriate to the educational preparedness of the students and graduates and are adequate to evaluate the quality of professional education provided by the professional degree program. The systematic program of review is comprehensive and involves the entire community of interest, including provision for input by all relevant stakeholders, with examination of each standard and guideline, as well as the standards as a whole. The ACPE Board of Directors has resolved that the review and revision process for guidelines may be separate from that of the standards. The standards will likely be reviewed approximately every six to eight years, while the guidelines can be refined and improved as needed based on stakeholder feedback and experience. If at any point it is determined by ACPE that a change needs to be made to a standard(s) or guideline(s), action for change is initiated within 12 months. Completion of the revision process, so initiated, will occur within a reasonable period of time and as soon as feasible, based upon the extent of the change necessitated. See Addendum # 2 Procedures for Revision of ACPE Guidelines.

Action for establishing or revising a standard or standards requires that advance public notice of the revisions or changes proposed by ACPE be provided to all relevant stakeholders. The revision process includes, but may not be limited to, the following steps: a draft of the proposed revisions or changes is provided to the deans of the colleges and schools of pharmacy for consideration by them and their respective institutional administrative and executive officers, faculties and

students; to the chief executive officers of state boards of pharmacy for consideration by the respective boards; to the chief executive officers of educational and professional organizations and societies affected by the accreditation process in pharmacy, for dissemination among their members; to the leaders of national pharmacy student organizations; and to the chief executive officers of institutional (regional) and other programmatic accrediting agencies, for distribution. The proposed changes or revisions are provided to the U. S. Department of Education and to the general public, upon request. The proposed changes or revisions are presented on the ACPE web site www.acpe-accredit.org along with an invitation to comment. All relevant stakeholders and other interested parties are given adequate opportunity to comment on the proposed revisions or changes. Each comment on the proposed changes or revisions, received within the published timeframe for the comment period, is taken into account. Subsequently, revisions and changes are finalized and adopted by the ACPE Board of Directors. The revised standards become effective on a date designated by ACPE based upon the extent of the change necessitated, generally later than that of their adoption.

7. Directory of Accredited Professional Programs

ACPE publishes the Directory of Accredited Doctor of Pharmacy Programs of Colleges and Schools of Pharmacy on its web site. The type of accreditation status and the academic year of the most recent review or reconsideration of accreditation and the academic year for the next currently scheduled review or reconsideration of accreditation are indicated for each program. Moreover, the Directory presents the name, address (mail and Web-site), telephone and fax numbers of the dean of the college or school offering the professional program. The web site also describes ACPE and its accreditation process and presents key policies and procedures, including the policy on complaints.

8. Reference to Accreditation

The type of accreditation status of the professional degree program and other information, as specified below, must be prominently disclosed by the college or school of pharmacy in its promotional and descriptive materials, such as its catalog or bulletin. References must accurately reflect the designation indicated in the current Directory of Accredited Doctor of Pharmacy Programs of Colleges and Schools of Pharmacy. References to accreditation are regularly monitored by ACPE to ensure accuracy; correction of any inaccurate or misleading statements concerning the accreditation status of a professional degree program will be sought immediately.

8.1 Accreditation. References to a program that is accredited must state only the following: “**Name of Institution’s Doctor of Pharmacy program** is accredited by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109, 312/664-3575; FAX 312/664-4652, web site www.acpe-accredit.org.”

8.2 Preaccreditation. References to a program that has been granted a preaccreditation status (precandidate or candidate) must state the following: “**Name of Institution’s Doctor of Pharmacy program** has been granted precandidate/candidate status by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109, 312/644-3575; FAX 312/664-4652, web site www.acpe-accredit.org.” An explanation of the respective preaccreditation status, as defined by the ACPE, must accompany this reference.

- 8.3 **Probation.** Reference to a program that has been placed in a probationary status must state the following: “The accreditation of “**Name of Institution’s Doctor of Pharmacy program** has been placed in a probationary status by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109, 312/664-3575; FAX, 312/664-4652, web site www.acpe-accredit.org.” This reference must include the following additional statement: “For an explanation of probationary status, consult the office of the dean.”
- 8.4 **Application.** References to the effect that a professional degree program has applied, or is in the process of applying, to ACPE for accreditation, may only be made by the college or school once an application has been formally submitted, and the receipt thereof has been acknowledged by ACPE. The reference must state the following: “**Name of Institution’s Doctor of Pharmacy program** has applied for accreditation status by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109, 312/644-3575; FAX 312/664-4652, web site www.acpe-accredit.org.” This reference must include the following additional statement: “For an explanation of ACPE accreditation process, consult the office of the dean or ACPE (www.acpe-accredit.org).”

Authorization of an on-site evaluation for precandidate status does not carry with it nor imply an accreditation status. The on-site is authorized solely for purposes of gathering additional information so that the ACPE Board of Directors can take an accreditation action.

- 8.5 **Authorization of on-site for precandidate status.** Authorization of an on-site evaluation for precandidate status does not carry with it nor imply an accreditation status. The on-site is authorized solely for purposes of gathering additional information so that the ACPE Board of Directors can take an accreditation action.

Once an on-site evaluation has been authorized by the ACPE Board of Directors, reference to that effect may be made by the college or school. The reference must state the following: “Name of Institution’s” Doctor of Pharmacy program has been authorized by the ACPE Board of Directors for an on-site evaluation for consideration of precandidate status to be scheduled during “spring/fall YEAR.” Authorization of an on-site evaluation for precandidate status does not carry with it or imply an accreditation status. The on-site is authorized solely for purposes of gathering additional information so that the ACPE Board of Directors can take an accreditation action. The ACPE Board of Directors will consider precandidate status at its next regularly scheduled meeting, January or June of each year. For an explanation of ACPE accreditation process, consult the office of the dean or Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, Illinois 60602-5109, 312-644-3575; FAX 312-664-4652; website www.acpe-accredit.org.

9. Types of Accreditation Status and Notification of Accrediting Decisions

- 9.1 Accreditation: Initial or Continued Accreditation.** The professional degree program of a college or school of pharmacy is granted initial or continued accreditation if it has been demonstrated to the satisfaction of ACPE that the program complies with accreditation standards, including the appropriateness of the program's mission and goals, the adequacy of resources and organization to meet the mission and goals, outcomes which indicate that the mission and goals are being met, and the reasonable assurance of the continued compliance with standards.

In the event that the ACPE Board of Directors determines a program is not in compliance with a standard or standards, the program will be notified in writing of its non-compliance and given a period not longer than two years to bring all aspects of non-compliance into compliance with ACPE accreditation standards. Generally, if after one year of notification of non-compliance, the program fails to demonstrate adequate progress towards achieving compliance with ACPE standards, ACPE will place the program on probation. Such probationary status will be published in the ACPE Directory on the web site along with appropriate notification as set forth in 9.2 below.

Upon initial or continued accreditation of a program, or in the event of voluntary withdrawal from accreditation, or upon a decision to let accreditation lapse, written notification of such actions 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.

- 9.2 Probation.** A professional degree program of a college or school of pharmacy that has been granted accreditation, and after failure to be in compliance with a standard or standards after the time frame set forth in 9.1 may be given the accreditation status of Probation. Due notice of this action, indication of the area(s) of non-compliance, and the time period within which the program is expected to bring itself into compliance with standards, are given. The response of the institution should be presented in writing in advance of the meeting in which the program is scheduled for consideration. The chief executive officer of the institution, or a designate, and the dean of the college or school of pharmacy are invited to personally attend this meeting and present comments. Probation reflects a diminished accreditation status. Graduates of a program in a probationary status retain all the rights and privileges associated with an accredited program. Probation is not an adverse accreditation action. Adverse accreditation action is defined as withdrawal or denial of accreditation or preaccreditation. Adverse accreditation action will be taken if a college or school of pharmacy fails to bring a program into compliance within the period specified by ACPE; such time period shall not exceed two years from the initial notification of partial or non-compliance with a standard(s) and may be extended only for good cause.

Written notification of probationary action shall be made to the U.S. Secretary of Education, the appropriate state licensing or authorizing agency, appropriate

regional and/or other accrediting agencies, and the public, at the same time the institution is notified of the probationary action, but no later than 30 days after the decision is made. Public notification includes presentation on the ACPE web site.

Any program placed on Probation will be required to submit to ACPE an exit strategy/plan that can be implemented should the program's accreditation be withdrawn. Such a strategy/plan should address the needs of the college or school's currently enrolled students through their graduation.

9.3 Preaccreditation. A newly instituted Doctor of Pharmacy program of a college or school of pharmacy must be granted each of the two preaccreditation statuses 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 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 consideration for ACPE accreditation until after graduates have been produced, at which time a program could be considered for full accreditation status. As these first graduates would emerge from a program with no accreditation status, they may not be eligible for licensure as pharmacists.

9.3.1 Precandidate. 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, that of Candidate status. Granting of 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.

9.3.2 Candidate. Once students have enrolled in a new program, but the program has not had a graduating class, the program may be granted Candidate status. The granting of Candidate status denotes a developmental program, which 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.

Upon granting preaccreditation status (Precandidate or Candidate) to a program, or 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.

10. Adverse Accreditation Action: Denial or Withdrawal of Accreditation

When ACPE determines that the professional degree program of a college or school of pharmacy fails to comply with standards and that identified deficiencies have not been satisfactorily addressed, initial accreditation or preaccreditation may be denied, or the existing preaccreditation or accreditation status may be withdrawn. The denial of initial accreditation or preaccreditation status or the withdrawal of accreditation or preaccreditation status is considered an Adverse Accreditation Action. Withdrawals of accreditation will generally, but not necessarily, occur after Non-Compliance/Probation Status has been given.

Should the ACPE Board of Directors find a college or school of pharmacy non-compliant or only partially compliant to one or more of its standards, the program will be notified of the non-compliance or partial compliance, including specific points of deficiency, and given a maximum of two years to bring the program into compliance to all ACPE accreditation standards. Generally, the communication of a finding of partial or non-compliance to any standard will be solely between ACPE and the program for one year. If in the judgment of the ACPE Board of Directors, insufficient progress has been made during that period to bring the program into full compliance with all ACPE accreditation standards, then ACPE may publish the program's non-compliance/probation status, with appropriate notification of all parties of interest. It is expected that any issue of non-compliance will be addressed within the two year timeframe as mandated by the U.S. Department of Education. If full compliance is not achieved within the two year timeframe, an adverse accreditation action will result.

After availing themselves of other opportunities to avoid such adverse action, institutions may initiate the formal ACPE Appeal Procedure for an Adverse Accreditation Action as outlined in Section 13. See Addendum #3 Adverse Action Policies and Procedures – Summary of Key Steps.

Notification of any adverse action by ACPE shall be in writing and delivered by certified mail to the chief executive officer of the institution affected. Such notification shall give a statement of reasons for the adverse accreditation action along with notice of the right to appeal and the time constraints for initiating such an appeal. Any time after the effective date of denial or withdrawal, the chief executive officer of the institution may reapply for accreditation. The reapplication shall follow standard evaluation procedures set forth for evaluation of the professional degree program for purposes of preaccreditation, initial or continuing accreditation as applicable. If preaccreditation or accreditation is granted, that fact will be made public and the accreditation status will be indicated on the ACPE web site in the Directory of Accredited Professional Programs of Colleges and Schools of Pharmacy.

Subsequent to a final decision (after appeal or opportunity to appeal) to deny or withdraw accreditation or preaccreditation, written notification shall be made to the institution within 30 days, and at the same time as institutional notification, to the U. S. Secretary of Education, the appropriate state licensing or authorizing agency, and the appropriate regional and/or other accrediting agencies, and the public. Public notification includes presentation on the ACPE web site. A brief statement summarizing the reasons for denying or withdrawing preaccreditation or accreditation, and any comments from the affected institution shall be made available not later than 60 days after such final action to the U.S. Secretary of Education, the appropriate state

licensing or authorizing agency, and the appropriate regional and/or other accrediting agencies, and, upon request, to the public. Public notification includes presentation on the ACPE web site.

11. Application Procedures

A written application must be submitted to ACPE by a program seeking accreditation. Written instructions regarding format, length, content, and timeline are available from ACPE. See Addendum # 4 Procedure for Application for New Colleges and Schools of Pharmacy.

11.1 Preaccreditation.

11.1.1 Precandidate. A college or school of pharmacy that satisfies eligibility requirements may apply for Precandidate status for the Doctor of Pharmacy program by submitting an application that takes the form of a self-study of the proposed professional degree program. The self-study should be organized standard-by-standard, presenting plans by which compliance will be assured. An invitation to evaluate the professional degree program for purposes of granting precandidate status is required from the chief executive officer of the institution. Upon submission of the Application/Self-Study, ACPE will provide an initial review for purposes of eligibility for accreditation and may provide comments to consider. If ACPE review of the applicant's application/self-study and other materials finds that they are incomplete or do not otherwise provide sufficient evidence which suggests that planning has taken into account standards and guidelines, the college or school of pharmacy will be advised to withdraw its application or to resubmit an appropriately revised application. If ACPE review of the application/self-study and other materials submitted suggests that planning has taken into account adequately the accreditation standards and guidelines, an on-site evaluation will be authorized and scheduled in accord with standard evaluation and operational procedures. On the basis of the on-site evaluation procedures employed, Precandidate status may be granted or denied.

11.1.2 Candidate. A college or school of pharmacy that satisfies eligibility requirements may apply for Candidate status for its Doctor of Pharmacy program after achieving precandidate status and having enrolled its first class. Once students are enrolled, an on-site evaluation will be authorized and scheduled in accord with standard evaluation and operational procedures. The program will be evaluated taking into account that portion of the program in operation as well as plans for the remainder of the program. On the basis of the evaluation process, candidate status may be granted or denied.

11.1.3 Terms. Preaccreditation status is awarded in accord with specified terms and conditions, involving monitoring provisions that generally include on-site reviews. Precandidate status is generally awarded for two years, after which the program is expected to seek Candidate status. Candidate status is generally awarded for not more than two, two-year periods. However, the Preaccreditation status shall be limited to an aggregate of no more than five years (i.e., combined number of years as candidate and precandidate shall not exceed five).

11.1.4 Voluntary Withdrawal of Applications for Precandidate or Candidate Status. The chief executive officer of the institution may voluntarily

withdraw an application for any status of preaccreditation at any time. The college or school of pharmacy may then choose to reapply at a later date.

11.2 Initial and Continued Accreditation.

11.2.1 Initial Accreditation. After graduation of its first class, a Doctor of Pharmacy program that has been granted a preaccreditation status shall be considered for initial accreditation in accord with terms set forth in the preaccreditation action.

11.2.2 Continued Accreditation. The procedures involved for evaluation for purposes of continuing accreditation are initiated by ACPE. ACPE will inform the chief executive officer of the institution and the dean of the college or school of pharmacy offering an accredited program of the approach of a period during which re-evaluation would normally be conducted. The academic year of the next review or reconsideration of accreditation is presented in the last accreditation action and is also published in the Directory. The customary on-site review cycle is six years. The exact dates of the on-site evaluation are established in consultation with the dean. Instructions concerning the details of the evaluation, the materials required (e.g., self-study) and the evaluative procedures employed are essentially equivalent to those requested for initial evaluation.

Programs may also be reviewed for purposes of accreditation in a cycle of less than six years at the discretion of ACPE. Shorter review cycles are designed to monitor progress on specified issues and do not represent a diminished accreditation status. Such early reviews may be based upon a written report of progress from the institution or an on-site evaluation. An on-site evaluation requires a self-study in accord with standard evaluation and operational procedures. ACPE will also consider requests from an institution for an alteration in the review cycle; however, the schedule does not generally extend beyond six years, without due cause.

Failure on the part of the institution to permit re-evaluation of its professional program for purposes of continued accreditation, after due notice of the scheduled review has been given, shall result in withdrawal of accreditation.

If a situation, such as a natural disaster or an adverse health, security or political climate, prohibits ACPE from conducting a scheduled on-site comprehensive re-evaluation of a professional degree program for purposes of continued accreditation, ACPE, in cooperation with the institution, may identify and agree to an alternative venue or format for conducting the re-evaluation. Should the situation change after an alternative re-evaluation occurred, ACPE, in conjunction with the program, will conduct a comprehensive on-site evaluation as soon as possible. No program that has not had a comprehensive on-site evaluation within a twelve year period (i.e., that span of two customary six year accreditation cycles) shall be accredited by ACPE regardless of extenuating circumstances. Should accreditation be withdrawn as per the terms of this policy, ACPE and the program will work together to identify appropriate opportunities

for enrolled students to complete their course of study that allows their graduation from an ACPE-accredited Doctor of Pharmacy program.

The chief executive officer of the institution may withdraw from accreditation status, at any time.

12. Evaluation and Operational Procedures

12.1 Self-Study. For purposes of accreditation or preaccreditation, submission of a program self-study and completion of prescribed administrative summaries are required. The self-study process should be in-depth, and broadly based, involving a representative portion of the college or school of pharmacy's administrative leaders, faculty, professional staff, students, alumni, practitioners, governing body and other appropriate stakeholders. The self-study should include required documentation and data as specified by ACPE, a qualitative and quantitative assessment of the strengths and limitations of the program, qualitative and quantitative information on both faculty and student achievements, and provide evidence of outcomes that demonstrate the program's successes in attaining its mission and goals, including success in student learning. The self-study should provide program description and analysis, present findings and conclusions, appraise strengths and weaknesses, and where deficiencies exist, outline plans for improvement, with appropriate implementation strategies and timelines. ACPE conducts, as an integral component of its accreditation review, its own analyses and evaluations of the self-study and other documentation provided. The self-study should serve as a point of reference for the institution's future planning. As of July 1, 2007, ACPE requires colleges and schools of pharmacy to follow the template and guidance provided by its self-study guidance on the ACPE web site (www.acpe-accredit.org), so as to ensure adequate evaluation of educational quality and to effectively present efforts to improve quality. The template provided in the ACPE Self-Study Guide is based on the Evaluation Form (rubric) that is used by evaluation teams during on-site visits. Ultimately, the ACPE Board determines compliance (or otherwise) with standards.

Within each of the six standards-based sections of the Standards 2007 Evaluation Form, ACPE requests data (raw data and the analysis thereof) from surveys of students, faculty, preceptors, and alumni carried out by the college or school. For many of the criteria within the Standards, objective outcomes measures may not be readily available, hence the value of such survey data. ACPE supported the development by the American Association of Colleges of Pharmacy (AACP) of survey instruments for these stakeholder groups. All colleges and schools whose programs are being evaluated during the academic year 2008-2009 and beyond are required by ACPE to submit data obtained through the administration of the these AACP surveys in their comprehensive self study reports. In the transition (i.e., for programs evaluated during the academic year 2007-2008 and for those colleges and schools electing to be evaluated under Standards 2007 during the academic year 2006-2007), ACPE will accept data from the AACP surveys or comparable data obtained through similar surveys administered by the college or school.

Members of the ACPE staff conduct workshops for representatives of those colleges or schools scheduled for an accreditation review. The purpose of the workshop is to orient and assist the colleges or schools in the process of the self-study as well as other aspects of the evaluation procedure, such as, use of the rubric as the basis for evaluation. Alternatively, a college or school may request assistance from the ACPE staff by

scheduling a conference at the ACPE office (no fee) or ACPE staff may meet with the self-study committee at the college or school of pharmacy (with a consultative fee). The staff consultation provides opportunity to assist with the self-study organization and to offer clarifying and other information needed by the college or school.

12.2 Written Third Party Comments. Prior to the on-site evaluation, opportunity is provided by means of public notice for written third party comment concerning qualifications for accreditation or preaccreditation. Notification of deadlines for receipt of any written responses is provided by an ACPE public document, such as a newsletter and posting on the ACPE web site, including opportunity for consideration by the college or school.

12.3 On-Site Evaluation. The self-study and other pertinent materials are distributed prior to the on-site evaluation to members of an ACPE Evaluation Team for their independent analysis. Evaluation teams include both educators (one of whom is a dean of an ACPE-accredited program) and practitioners, and are generally comprised of a member of the ACPE Board of Directors, a member of the ACPE staff, and two or more other selected individuals, qualified by experience and training. Evaluation Team Members are provided training by ACPE on accreditation standards, policies and procedures, and their role in the on-site evaluation. Practitioners include individuals who are currently practicing pharmacy and who are primarily identified with a practice role/setting rather than a collegiate faculty or administrative position. The dean of the college or school is given opportunity to review the proposed team for potential or real conflicts of interest. A member of the board of pharmacy of the state, district or territory, in which the institution is located, is invited to work with the Evaluation Team as an observer, thereby facilitating a better understanding of and engendering confidence in the accreditation process among licensing bodies. A member of the appropriate regional accrediting agency may be invited by the institution to observe the work of the team. The size of the evaluation team, the specific dates of the on-site evaluation, and the number of days necessary for completion of the evaluation are established in consultation with the dean of the college or school of pharmacy. See Addendum #5 ACPE Travel Guidelines.

The on-site evaluation generally involves two to three days and includes interviews with the dean and other administrative leaders, faculty, students, alumni, pharmacy practitioners, and university administrators. A survey is made of physical facilities, the library and educational resources, and the facilities utilized for pharmacy practice experiences. Team members will be provided a standard-by-standard evaluation form (rubric) to aid in their review. A consensus evaluation form (rubric) developed during the on-site evaluation to guide preparation of the written evaluation team report (“ETR”). Members of the team initial the consensus evaluation form (rubric) to document their participation and agreement with its content. At the conclusion of the on-site evaluation, the evaluation team presents findings orally to the dean of the college or school of pharmacy and to the chief executive officer of the institution, generally the president or a designate. These findings serve as the framework for the written evaluation team report (“ETR”), which is furnished first to the evaluation team for review, then to the dean for correction of any factual errors, and subsequently officially to the institution.

The college or school of pharmacy is expected to demonstrate that it systematically obtains outcome information and that it applies this information to foster program improvements and to enhance student learning and achievement of the required

competencies. Other activities of the college or school of pharmacy may markedly influence the instruction given in professional programs. Accordingly, the evaluation for purposes of accreditation will include a review of other activities which may be sponsored by the college or school of pharmacy, such as non-practice undergraduate degree programs in pharmacy-related disciplines; graduate offerings including master and doctor of philosophy degree programs in pharmacy-related disciplines; continuing education activities; certificate or other non-degree programs; research and scholarly activities; and professional and public service programs.

Where the institution is accredited by a regional accrediting agency, ACPE may rely upon the assessments made by the regional agency concerning the basic science and general education components of the professional programs. Likewise, the evaluations of the regional accrediting agency concerning general institutional policies and central administrative support may be recognized. However, ACPE is not obligated to accept automatically the evaluations of any other agency.

12.4 Evaluation Team Report. As a result of the on-site evaluation, a written report (ETR) that assesses compliance with each of the standards and assesses performance with respect to student learning is furnished to the chief executive officer of the institution and the dean of the college or school of pharmacy at a reasonable time after the site team visit. The ETR also comments on the program's areas of strength and areas needing improvement; mentions specific areas, if any, where the program is partially or not meeting the standards; and, where appropriate, may offer suggestions concerning means of improvement for the college or school to consider. The chief executive officer of the institution and the dean of the college or school of pharmacy are given opportunity to correct factual errors, to comment on the ETR, and to provide supplemental materials related to its facts and conclusions prior to the time an accreditation action is taken. The report generated by the evaluation team, therefore, is not a definitive accreditation report, but an interim, evaluative step in the accreditation process. The evaluation team validates (or otherwise) the program's self-study, providing the perspective of an independent external peer review.

12.5 Accreditation Actions. Based upon the Evaluation Team Report, the self-study, communications received from the institution, and an optional personal presentation by the chief executive officer of the institution or a designate and/or the dean of the college or school of pharmacy, ACPE Board of Directors determines the program's compliance with standards, makes an accreditation action (type of accreditation status and terms and conditions associated with the accreditation status) and presents comments and recommendations. A copy of the Accreditation Action and Recommendations indicating the preaccreditation or accreditation status granted by ACPE along with stated terms and conditions and comments are sent to the chief executive officer of the institution and the dean of the college or school of pharmacy. The Evaluation Team Report and the ACPE's Accreditation Action and Recommendations are confidential documents and are considered to be the property of the institution. These documents will not be released to third parties without the authorization of the chief executive officer of the institution. Without such authorization, the sole information available to the public consists of that information contained in the Directory and in the Report of Proceedings from the meeting at which the accreditation action was taken. If the institution releases any portion of the Evaluation Team Report or the Accreditation Action and Recommendations, or releases any statement concerning

such documents, that ACPE believes requires public clarification or presents a misleading impression, ACPE may make an appropriate response or cause the release of such documents in their entirety.

Accreditation actions, including reconsideration of any prior accreditation action shall be made by the Board of Directors only during a regularly scheduled meeting of such Board. Meetings of the Board are currently scheduled for January and June of each calendar year.

The Board decision to authorize an on-site evaluation of a program or college or school of pharmacy shall be made at a meeting of the ACPE Board of Directors as authorized by the corporate bylaws. Within each ACPE Accreditation Action and Recommendation document (A&R) summarizing the action taken by the Board, the Board generally specifies the timeframe within which ACPE shall conduct an on-site evaluation of a new or existing pharmacy program. ACPE staff shall schedule on-site evaluations within the designated timeframe specified in the A&R. In the unlikely event that an on-site evaluation during the time specified in the A&R cannot be scheduled, staff shall consult with the Executive Committee of the Board of Directors to determine if such on-site evaluation can be scheduled for a date falling outside the timeframe specified in the A&R.

12.6 Annual and Other Reporting During the Accreditation Term. Program monitoring between on-site evaluations is achieved by means of annual reviews, correspondence, written interim reports and focused evaluation visits as may be requested by the ACPE Board of Directors. Programs are monitored annually through statistical analysis of program information (including enrollment trends) and review of graduates' performance on standardized licensure examinations.

12.6.1 Changes and Trends in NAPLEX® Outcomes

At least once per year, during one of the biannual ACPE Board meeting, the ACPE Board will review annualized data provided by the National Association of Boards of Pharmacy (NABP) for the performance of graduates of accredited programs on the *North American Pharmacist Licensure Examination*TM (NAPLEX®) for the purpose of identifying changes or trends in outcomes that reflect student learning and curricular effectiveness.

For each graduating class or group, colleges or schools of pharmacy which have multiple branches, campuses, or pathways to degree completion are required to provide to NABP a list of student names and the respective branch, campus or pathway designation. As applicable, the data provided to ACPE by NABP will include an analysis of the performance of graduates broken down by campus, branch, or pathway to facilitate a comparison of the respective outcomes.

As described below, ACPE will follow-up with applicable colleges or schools via written correspondence requesting that they identify the cause of the change or trend and provide an action plan for correcting any negative changes or trends.

12.6.1.a A letter will be sent to a college or school whose graduates obtain a percentage pass rate on the NAPLEX® lower than that represented by at least two standard deviations below the average

obtained by all candidates taking that examination. This shall apply only to first-time examination candidates from ACPE-accredited programs.

12.6.1.b A letter will be sent to a college or school if there is a substantial change from the previous periods (i.e., a cumulative decrease of two standard deviations over a period of less than three years.)

12.6.1.c A letter will be sent to a college or school based on any other analysis indicating a negative trend in NAPLEX[®] outcomes.

12.6.2 Changes and Trends in Enrollment

At least once per year, during one of the biannual ACPE Board meeting, the ACPE Board will review data provided by the American Association of Colleges of Pharmacy (AACCP) (as published in the *AACP Profile of Pharmacy Students*) relating to enrollment of students in the professional degree program for the purpose of identifying changes and trends in enrollment that may impact the ability of a college or school to remain in compliance with the standards.

As described below, ACPE will follow-up with applicable colleges or schools via written correspondence requesting that they identify the cause of the change or trend and provide an action plan for correcting any negative changes or trends.

12.6.2.a A letter will be sent to a college or school having a change in the first professional year enrollment larger than twenty percent from the previous year or cumulatively by the same amount in any two-year period. Situations in which a college or school is deemed to be in a period of transition between professional programs will be taken into account in a review of a program's ability to remain in compliance with the standards, particularly those addressing curricular effectiveness,

12.6.2.b A letter will be sent to a college or school based on any other analysis indicating a substantial trend affecting a program's ability to remain in compliance with the standards, particularly those standards addressing curricular effectiveness.

12.6.3 Graduation Rate Monitoring

Beginning after academic year 2006-2007, ACPE also will request annual reporting of the following information regarding the most recent graduating class from accredited programs:

- Matriculating class size for the first professional year of graduating class (e.g., for 2006-2007 graduates, entry class size in 2003-2004 for an academic four-year curriculum)
- Number of graduates of the class completing the curriculum in the specified timeframe (i.e., 3 or 4 years).
- Number of academic dismissals
- Number of student withdrawals

As described below, ACPE will follow-up with applicable colleges or schools via written correspondence requesting that they identify the cause of the change or trend and provide an action plan for correcting any negative changes or trends.

12.6.3.a A letter will be sent to a college or school requesting further information and clarification if the number of academic dismissals is greater than or equal to ten percent of the matriculating class size.

12.6.4 Other Monitoring

The ACPE Board of Directors may review data relating to other programmatic outcomes, such as, the performance of graduates on other standardized examinations including the *Multistate Pharmacy Jurisprudence Examination*[®] (MPJE[®]), to monitor changes and trends at colleges and schools.

ACPE will follow-up with applicable colleges or schools via written correspondence requesting that they identify the cause of the change or trend and provide an action plan for correcting any negative changes or trends.

12.6.5 Non Compliance with Requirements for Annual Monitoring

The ACPE Board of Directors is unable to fully evaluate ongoing compliance with standards when annual monitoring data or responses to requests for information are not provided by colleges and schools in the timeframe requested. Any college or school that does not provide data and/or information in accordance with the above policies and procedures and within the timelines specified in communications from ACPE will be deemed to be in non-compliance with the appropriate standard(s).

13. Appeal Procedure for an Adverse Accreditation Action (Denial or Withdrawal)

13.1 Initiating the Appeal and Convening the Appellate Commission. In the event ACPE renders an adverse accreditation action (denial or withdrawal of preaccreditation or accreditation), the chief executive officer of the institution involved, after notification of such action by ACPE, may appeal the decision of ACPE to an Appellate Commission on the grounds that the decision of ACPE was arbitrary, prejudiced, biased, capricious, or based upon incorrect facts or incorrect interpretation of facts. No change shall occur in the accreditation status of the program of a college or school of pharmacy that shall exercise its right of appeal in accordance with the procedure provided herein, pending the disposition of the appeal. The existing accreditation status of the program shall be maintained and such status shall continue to be reflected in the Directory until the appeal procedure is finalized. **Notice of appeal by the institution shall be in writing and delivered personally or by certified mail to the offices of ACPE within 30 days after receipt of notification of the adverse accreditation action of ACPE.** Such notice of appeal shall specify and set forth the facts supporting the grounds on which the appeal is based. Upon receipt of said notice, ACPE shall proceed to constitute the Appellate Commission and, after consulting with officers of the associations set forth in Section 13.2, shall notify the individuals of their appointment to the Appellate Commission and shall inform them of their responsibilities thereto. ACPE shall notify the institution that initiated the appeal that the Appellate Commission has been created and inform it of the names and addresses of all members. The Appellate Commission can be convened only on notice of appeal as described above. **Both parties of the appeal have the right to representation by counsel throughout the appeals procedure.** All reasonable expenses incurred by the Appellate Commission including but not limited to travel expenses (e.g., transportation, accommodations, and meals) shall be paid by the institution that initiated

the appeal. Notice of appeal shall be accompanied by a fee equal to the current cost of an on-site evaluation, to be used against expenses. Any necessary additional expenses shall be promptly paid by the institution that initiated the appeal and any surplus of the deposit shall be promptly returned to the institution. The institution shall be provided with an itemized list of the expenses of the Appellate Commission.

13.2 Members of the Appellate Commission. The Appellate Commission shall consist of the current chief elected officer of the American Association of Colleges of Pharmacy, the American Pharmacists Association, and the National Association of Boards of Pharmacy. No member of the Appellate Commission shall be a member of the board of directors or staff of the Accreditation Council for Pharmacy Education nor shall any member have an affiliation with the institution involved that would create an apparent or real conflict of interest (e.g., alumnus, present or former faculty member). In the event any person designated herein shall be ineligible, refuse, or be unable to serve on the Commission for any reason at any time, the executive committee (or such other appropriate committee or board) of the organization he or she is representing shall designate an alternate member. The designated representative of the American Association of Colleges of Pharmacy shall be chairman of the Commission. Any member who shall be designated as a participant on the Commission shall remain a member of the Commission until the Commission is discharged, even if his or her successor in the elective office of the respective association is installed in the interim. The Appellate Commission shall be discharged by ACPE at the adjournment of the ACPE meeting next succeeding the date of the filing of the Commission's report.

13.3 Responsibilities. Within thirty days of the notice of the appeal, the institution and ACPE shall present statements of their respective positions to the Commission. Hearings shall be held as soon as possible thereafter, at which time evidence may be presented. Thirty days shall be allowed to pass following completion of the hearings for memoranda of arguments to be presented. Within an additional thirty days the Commission shall render a decision. The minutes of its meeting(s) shall be recorded. In disposing of an appeal the Appellate Commission shall (1) affirm the decision of ACPE or shall (2) remand the matter to ACPE for review and reconsideration. A report of the Commission's findings shall be submitted to ACPE, its Executive Director, and the chief executive officer of the institution and the dean of the college or school of pharmacy concerned.

13.4 Final Consideration. All matters referred to ACPE by the Appellate Commission for review and reconsideration shall be considered by ACPE at its first meeting next succeeding the date of the report of the Appellate Commission. The final decision and report of ACPE, including the basis for the decision, shall be in writing and shall be forwarded to the chief executive officer of the institution and the dean of the college or school of pharmacy. This final report shall also be forwarded to all members of the Appellate Commission.

14. Complaint Regarding an Accredited Program

ACPE has an obligation to assure itself that any institution that seeks or holds a preaccreditation or accreditation status for its professional program conducts its affairs with impartiality, non-discrimination, honesty and frankness. Complaints from other institutions, students, faculty, or the public against a college or school of pharmacy,

including tuition and fee policies, and as related to ACPE standards, policies or procedures, shall be placed in writing in detail by the complainant and submitted to the ACPE office. The complaint shall be submitted to the institution for response. Requests for confidentiality shall be respected to the extent any such information is not necessary for the resolution of the complaint.

The Executive Director, or his/her designate, shall, based upon the complaint, the response, and information from such further investigation deemed necessary, promptly determine the facts surrounding the issue, determine the validity of the complaint, and resolve the issue; provided, however, where the Executive Director deems it necessary or appropriate, the matter shall be considered at the next regular meeting of ACPE. The time frame for resolution is generally within six months. A record of complaints regarding a specific college or school of pharmacy, including student complaints received or made available, is kept for consideration on file at the ACPE office. Such records of complaints are considered during scheduled evaluations, or a special evaluation, as the case may require.

The procedure shall provide for treatment of complaints in a timely manner that is fair and equitable to all parties. The complainant shall be advised of the decision or action as soon as possible. When ACPE has cause to believe that any institution with which it is concerned is acting in an unethical manner or is deliberately misrepresenting itself to students or the public, it will investigate the matter and provide the institution an opportunity to respond to the allegations. If, on the basis of such investigation, after notice to the institution and opportunity for institutional response, ACPE finds that an institution has engaged in unethical conduct or that its integrity has been seriously undermined, ACPE will either:

(A) request that the institution show cause, within a stated time period, why adverse action should not be taken, or

(B) in extreme cases, immediately discontinue its relationship with the institution by denying or withdrawing preaccreditation or accreditation status.

A complaint against a college or school of pharmacy must be related to the standards or the policies and procedures of ACPE and must be submitted in writing to the Executive Director. Under existing practices, when a complaint is received, it is submitted to the college or school affected for response. If, thereafter, based upon the complaint and the response, the Executive Director determines that a complaint is not related to the standards or policies, the complainant is so advised in writing with a copy to the college or school, and the matter is treated and resolved.

Anonymous complaints pertaining to accreditation matters are retained and, depending on circumstances, may or may not be forwarded to the college or school involved, depending somewhat on the severity of the complaint. This decision is made by the Executive Director.

Responses to anonymous complaints will be:

To Whom It May Concern:

Please be advised that we have received the information which you forwarded to the attention of ACPE.

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In accordance with ACPE Policies and Procedures, a complaint against a college or school of pharmacy, as related to ACPE standards, shall be placed in writing and signed by the complainant. Any such complaint must provide direct contact information of the complainant(s) and should contain specific evidence of non-compliance with ACPE Standards or Policies and Procedures to ensure that the matter can be resolved in a timely manner. ACPE will respond to such a complaint in accordance with ACPE Policies. The complaint you have submitted does not contain contact information and therefore cannot be processed. If you would like ACPE to move forward with your complaint, please provide your contact information to ACPE within 30 days. If this information is not received within 30 days, your complaint will be considered to be closed.

For further information regarding the Standards and Policies and Procedures of ACPE, please refer to our website at www.acpe-accredit.org.

*Sincerely,
ACPE Staff*

Where a complainant has threatened or filed legal action against the institution involved, ACPE will hold complaints in abeyance pending resolution of the legal issues and the complainant is so advised.

If the Executive Director finds a complaint to be extremely serious in nature charging egregious conduct that may warrant adverse action by ACPE, or involves an interpretation which the Executive Director believes should be made by ACPE, the complaint will be submitted to the ACPE Board of Directors for determination at the next regular meeting. Extraordinary remedies available for complaints covering extreme cases are set forth in paragraphs 14(A) and 14(B).

15. Record of Student Complaints available to ACPE

The colleges or schools of pharmacy have an obligation to respond to any written complaints by students lodged against the college or school of pharmacy, or the pharmacy program that are related to the standards or ACPE's policies and procedures. The college or school of pharmacy shall establish, implement and maintain a student complaint procedure that affords the complainant fundamental procedural due process. The college or school of pharmacy should communicate the complaint policy to students. The college or school of pharmacy, or the pharmacy program, shall maintain a file that contains the written complaint, a written record of each step of the complaint procedure and the outcome, except as otherwise prohibited by state or federal law. The files shall be made available for inspection to ACPE during on-site evaluations or otherwise at ACPE's written request. The findings of this inspection, and the resulting implication(s) to the accreditation of the professional program, shall be noted in the Evaluation Team Report.

16. Complaint Regarding ACPE

ACPE has an obligation to respond to any complaints which may be lodged against it by any institution, student, faculty or third party in respect to the application of ACPE's standards, policies and procedures where the complaining party is directly affected thereby. Any such complaint shall be submitted in writing. The Executive Director shall promptly determine the facts surrounding the issues and shall attempt to resolve the matter in consultation with the Public Interest Panel established pursuant to Article V of the ACPE By-Laws. Complaints that cannot be resolved by the Executive Director shall be

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considered and resolved at the next regular meeting of ACPE. The time frame for resolution is generally within six months.

17. Substantive Change

ACPE's definition of substantive change includes, but is not limited to: any change in the established mission or goals of the institution; the addition or deletion of courses, pathways or programs that represent a significant departure in either content or method of delivery from those that were offered during the program's previous accreditation cycle (e.g., a non-traditional doctor of pharmacy program or development of a joint delivery of program agreement); a substantial change in enrollment; a substantial change in the number of clock or credit hours required for successful completion of the program; a significant change in the length of the program; the establishment of an additional geographic location at which the program is offered; and any other changes that the dean feels require notification to ACPE.

The deans of colleges or schools of pharmacy (which are in operation, have an accredited professional degree program, and propose to implement substantive change in their program) should notify ACPE of substantive change proposals. Such notification must be in advance of the implementation of any change and must provide documentation that the program will continue to comply with accreditation standards. The notification must allow sufficient time for evaluation by ACPE of continued compliance with standards. The circumstances described may present the need for review and reconsideration of accreditation in accord with standard evaluation and operational procedures or appropriate monitoring, such as an on-site review. See Addendum #6 Guidelines to Substantive Change Policies and Procedures.

17.1 Institutional or Collegiate Reorganization

Those colleges and schools of pharmacy which are in operation, have an accredited professional degree program, and propose to become affiliated with, or become an integral part of, another educational institution, or propose to implement substantive changes in their institutional or collegiate organization and administrative structure, should notify ACPE of such proposals. Such notification must be in advance of the implementation of any change and must provide documentation that the program will continue to comply with accreditation standards. The notification must allow sufficient time for evaluation by ACPE of continued compliance with standards. The circumstances described may present the need for review and reconsideration of accreditation in accord with standard evaluation and operational procedures or appropriate monitoring, such as an on-site review. Should a change of ownership that results in a change of control be effected, an on-site review may be required and conducted as soon as practicable, but no later than six months after the change of ownership.

17.2 Distance Campuses

- ACPE defines distance campus as a site other than the main (original) campus from which faculty deliver significant components of the Doctor of Pharmacy didactic curriculum (either live or via electronic transmission) or a group of students receive didactic instruction in any

format during any of the early years of the Doctor of Pharmacy Program (i.e., P1-P3 years). Sites used by the college or school for the coordination of practice experiences are not classified by ACPE as a distance campus if didactic components of the Doctor of Pharmacy curriculum are not delivered to or from the site.

- ACPE defines for its accreditation and monitoring purpose that the term distance campus is equivalent to terms such as satellite campus, branch campus, and other such labels.
- In accordance with its Substantive Change Policy, ACPE requires one-year advance notice (minimum of 12 months before arrival of students) for the addition of a distance campus for an existing college or school of pharmacy. This notification is required to allow ACPE sufficient time to conduct the monitoring to ensure readiness and continued compliance with accreditation standards. If this one-year advance notice is not given, it could be grounds for probation status.
- ACPE expects there to be a single Dean with overall responsibility for the college or school of pharmacy and there to be one committee structure serving programmatic needs for all sites (i.e., one curriculum committee, one admissions committee, one grievance committee, etc.).
- ACPE expects faculty, staff and students at any distance campus to be fully integrated into the academic, professional, and social life of the college or school of pharmacy. Evidence of this integration includes distance campus faculty and students having committee assignments, distance campus students being engaged in professional organizations, distance campus faculty and staff having comparable research, scholarly activities, and faculty development opportunities, etc.
- ACPE expects all students, regardless of site, to have comparable access to faculty, advising, academic affairs, teaching and learning technology, student services, professional organizations, and library resources.
- ACPE accreditation applies to the Doctor of Pharmacy program in its entirety. Any issue of noncompliance with an accreditation at one site (main campus or distance campus) will impact the accreditation status of the program.
- When one or more groups of students receive didactic instruction at distance campuses as well as the main campus location, ACPE, as a component of its routine monitoring (e.g., NAPLEX examination scores), will compare outcomes from each distance campus with the outcomes from the main campus. Colleges and schools will be asked to explain any findings of concern and to take corrective action if warranted.

18. Emergencies

As noted previously, re-evaluation of each accredited program of a college or school of pharmacy is to be made normally at least once every six years. In the event of national or other emergencies that interrupt the normal schedule, ACPE will act in accordance with the data available at the time concerning the professional degree program(s) scheduled for review.

19. Teach-out Agreement

Should a professional degree program that has accreditation or preaccreditation (precandidate or candidate) status be discontinued while students are enrolled and still progressing toward completion of degree requirements, the teach-out agreement between the college or school of pharmacy that discontinues the program and the college or school of pharmacy that intends to accept the students or otherwise take responsibility for the students' completion of the program, must submit such agreement to ACPE for review. The agreement must provide assurances that adequate faculty, physical, practice site, preceptor, and other resources are present so that the students will be provided a program of study that satisfies all necessary curricular requirements, in accord with established ACPE standards and guidelines, prior to the award of a professional degree in pharmacy.

20. Conflict of Interest Policy

Due to the sensitivity of ACPE's activities, policies are maintained regarding conflict of interest or the appearance thereof, by ACPE Board members, evaluation team members, professional staff, consultants, and other representatives participating in or observing the professional program accreditation process. Conflict of Interest statements are signed yearly by ACPE Board members and staff; as well as prior to each visit or meeting by evaluation team members, consultants, and other representatives participating in or observing the professional program accreditation process. When a conflict of interest exists, the ACPE Board member and/or staff person declares the conflict, and abstains from discussion and voting by leaving the meeting room; others with conflicts leave the meeting room. Evaluation team members without conflicts are selected for evaluation site team visits. Copies of the conflict of interest policies are available on request.

In addition, the following statement should be incorporated into oral presentations and or slide presentations when an ACPE Director is making such presentation in their individual capacity on a subject or generally-related subject to ACPE activities rather than in their capacity as an ACPE Director:

Disclaimer:

This presentation represents my personal views and opinions with regard to the subject matter at issue. I am not making this presentation in my capacity as a member of the Board of Directors of the Accreditation Council for Pharmacy Education (ACPE). The information contained herein has not been reviewed by, nor is it endorsed by, ACPE.

For further information regarding ACPE, please refer to the website located at www.acpe-accredit.org.

21. Decisions of Other Accrediting and State Agencies and Relationship to ACPE Accreditation

21.1 In considering whether to grant preaccreditation, initial accreditation, or continued accreditation, ACPE takes into account actions by recognized institutional accrediting agencies that have denied accreditation or preaccreditation to the parent institution offering the program, placed the parent institution on public probationary status, or revoked the accreditation or preaccreditation of the parent institution, and actions taken by a state agency that

has suspended, revoked, or terminated the parent institution's legal authority to provide postsecondary education. During any period of program accreditation or preaccreditation, ACPE will promptly review the accreditation status of the program to determine if an adverse action should be taken, if a recognized accrediting agency places the institution on probation, or takes adverse action with respect to the parent institution of the college or school offering the program.

ACPE will initiate a request for information from the accredited program within two weeks of identification of an adverse accreditation action or probation by another agency. The request for information will be communicated via letter (see below) specifically requesting information regarding the action of the other accrediting or state agency and the effect of the cited issues on the ability of the program to maintain compliance with each of the relevant ACPE standards. The ACPE accredited program will be given a thirty-day time frame to respond to ACPE. Upon receiving the program's response, the ACPE executive committee and Board will determine the course of action (such as further monitoring, including an on-site review or an adverse action), which will be taken depending on the issue(s) identified by the other agency.

If upon review of the program, ACPE grants or continues accreditation or preaccreditation notwithstanding the actions and context of the circumstances set forth above, a report, consistent with ACPE accreditation standards, shall be provided to the U.S. Secretary of Education within thirty days of the action, thoroughly explaining why the previous action by a recognized institutional accrediting agency or the State against the parent institution does not preclude the granting of preaccreditation or accreditation. A letter is sent in the format outlined below.

Dear [Dean]:

Please be advised that ACPE has identified that [COLLEGE or SCHOOL NAME/INSTITUTION NAME] has been placed on probation or is the subject of an adverse action by [NAME OF ACCREDITING OR STATE AGENCY].

As a consequence of this action, and in accordance with ACPE Policies and Procedures, and as required by the U.S. Department of Education, Regulation 602.28(d), ACPE requests:

- *Information on the reasons for and nature of the action of the other accrediting or state agency,*
- *A report organized by the relevant ACPE standards, addressing the effect of the cited issues on the ability of the Doctor of Pharmacy program to maintain compliance with ACPE's Accreditation and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree.*

In an effort to ensure ACPE conducts a prompt review of the program and any effect on the accreditation status, the report must be submitted to the ACPE office no later than thirty days from receipt of this letter.

*Sincerely,
ACPE Staff
cc: ACPE Board President*

- 21.2** ACPE routinely shares information through public documents and special notices when needed, regarding the preaccreditation or accreditation status of the programs it accredits, including any adverse actions, with institutional and other appropriate recognized accrediting and state agencies.

22. Reporting to the U.S. Department of Education

In addition to information relating to accreditation actions, documents including, but not limited to, the Annual Report, the Directory of Accredited Programs, a summary of accrediting activities during the previous year, and proposed changes in policies, procedures and standards that may relate to scope of recognition or compliance with recognition requirements, are routinely submitted to the Department of Education. Notification of the name of any program accredited by ACPE, or its parent institution, will be given to the Department (Secretary) if there is reason to believe that the institution or program is failing to meet its Title IV, HEA program responsibilities or is engaged in fraud or abuse, along with the reason for the concern. Moreover, upon request of the Department (Secretary), information will be provided regarding an accredited or preaccredited institution's compliance with its Title IV, HEA program responsibilities, including its eligibility to participate in Title IV, HEA programs, for the purpose of assisting the Department (Secretary) in resolving problems with the institution's or program's participation in these programs.

23. Fees

Fees and assessments for evaluation by ACPE for purpose of preaccreditation or accreditation (initial or continuing) are set at a level intended to assist in the support and continued improvement of accreditation services and to defray actual travel and other costs involved in the evaluation of professional programs. In addition, an annual sustaining fee is charged. ACPE may adjust the fees and set effective dates for such adjustments at any regular or special meeting of ACPE. Information regarding the current fee and assessment policy is available upon request, as well as published on the ACPE web site (www.acpe-accredit.org).

24. Record Keeping Procedure for Accredited Degree Programs

ACPE will maintain complete and accurate records of the two immediately preceding accreditation or preaccreditation reviews for each college or school of pharmacy. Complete records will include on-site Evaluation Team Reports, reports of periodic or special reviews conducted during the accreditation or preaccreditation period, all ACPE actions and recommendations (including all adverse actions, e.g., withdrawal or denial) and any and all correspondence regarding the Evaluation Team Report or ACPE decisions. In addition, a copy of the most recent self-study of the college or school will be included.



ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

ADDENDUM #1

CLARIFICATIONS OF CURRENT STANDARDS

1.1 CLARIFICATION OF LENGTH OF EXPERIENTIAL EDUCATION

ACPE Board of Directors IPPE Policy Statement: January 8, 2009

The Accreditation Council for Pharmacy Education (ACPE) Board of Directors is committed to the role that the introductory pharmacy practice experiences (IPPEs) play in the educational and professional development of student pharmacists. The overall goals and nature of the IPPEs are discussed in Appendix C of the *ACPE Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree (Effective: July 1, 2007)*. As noted in Appendix C, IPPEs may use various formats, including: shadowing of practitioners or APPE students; interviews of real patients, service learning (as discussed in Appendix C); real practice experiences in community, institutional, long-term care pharmacies; etc.

A workgroup of IPPE stakeholders (e.g., college and schools of pharmacy, preceptors, state boards of pharmacy, etc.) is being convened by the American Association of Colleges of Pharmacy (AACCP) to articulate guidance for the desired educational outcomes and accompanying assessment mechanisms for the IPPE component of pharmacy curricula. Once this guidance is generally available, ACPE has committed to reviewing the guidance and, if warranted, incorporating all or parts of it into ACPE's Policies and Procedures, and/or Standards and Guidelines. Pending the availability of such guidance from this AACCP initiative, ACPE's interpretation of standards regarding IPPEs is clarified as follows:

The majority of students' assigned IPPE time (minimum of 300 hours) must be balanced between experiences in community pharmacy and institutional health system settings.

March 2009

1.2 CLARIFICATION OF EXPECTATIONS FOR INTRODUCTORY PHARMACY PRACTICE EXPERIENCE

As communicated to all Deans via email on April 11, 2007 from Peter H. Vlasses, Executive Director, ACPE, and George R. Spratto, President, ACPE Board of Directors

We are writing to let you know of a recent action of the ACPE Board of Directors to clarify the experiential education expectations for Standards 2007.

Part of Standard 10 reads:

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).

Because of questions that have been raised as to the interpretation of the 5% and 25% requirements, the Board approved the following clarification:

The expected length of the introductory pharmacy practice experiences (IPPE) is not less than 300 hours (over the first three professional years) and the expected length of the advanced pharmacy practice experiences (APPE) is not less than 1440 hours (i.e., 36 weeks) during the last academic year and after all required didactic work has been completed.

Further clarification of IPPE and APPE requirements are provided in the guidelines under Standard 14 noted below:

Guideline 14.4

The introductory pharmacy practice experiences must involve actual practice experiences in community and institutional settings and permit students, under appropriate supervision and as permitted by practice regulations, to assume direct patient care responsibilities. Additional practice experiences in other types of practice settings may also be used. The introductory pharmacy practice experiences should begin early in the curriculum, be interfaced with didactic course work that provides an introduction to the profession, and continue in a progressive manner leading to entry into the advanced pharmacy practice experiences. The didactic course work itself should not be counted toward the curricular requirement of introductory pharmacy practice experiences.

Guideline 14.5

The organization of the advanced pharmacy practice experiences should provide a balanced series of required (the majority) and elective experiences that cumulatively provide sustained experiences of adequate intensity, duration, and breadth (in terms of patients and disease states that pharmacists are likely to encounter when providing care)

to enable achievement of stated competencies as demonstrated by assessment of outcome expectations. Generally, the required and elective experiences should be full-time, provide continuity of care, and be conducted under pharmacist-preceptor supervision and monitoring.

The required advanced pharmacy practice experiences in all program pathways must be conducted in the United States or its territories and possessions (including the District of Columbia, Guam, Puerto Rico, and U.S. Virgin Islands). Required experiences must include primary, acute, chronic, and preventive care among patients of all ages and develop pharmacist-delivered patient care competencies in the following settings:

- community pharmacy
- hospital or health-system pharmacy
- ambulatory care
- inpatient/acute care general medicine

The required advanced pharmacy practice experiences should emphasize the need for continuity of care throughout the health care delivery system, including the availability and sharing of information regarding a patient's condition, medications, and other therapies.

Elective advanced pharmacy practice experiences in other settings (such as research, management, drug information, education, managed care, long-term care, hospice, and home health care) should complement the required experiences and provide adequate and innovative opportunities for students to mature professionally and in accordance with their individual interests. The college or school may offer elective advanced pharmacy practice experiences outside the United States and its territories and possessions, provided that they support the development of the competencies required of the graduate, and the college or school implements policies and procedures to ensure the quality of the site(s) and preceptor(s).

If you have any questions about the Board's clarification of Standard 10 or other related questions, please refer to other guidelines and appendices addressing experiential education in Standards 2007 at [http://www.acpe-accredit.org/pdf/ACPE Revised PharmD Standards Adopted Jan152006.DOC](http://www.acpe-accredit.org/pdf/ACPE_Revised_PharmD_Standards_Adopted_Jan152006.DOC) <[http://www.acpe-accredit.org/pdf/ACPE Revised PharmD Standards Adopted Jan152006.DOC](http://www.acpe-accredit.org/pdf/ACPE_Revised_PharmD_Standards_Adopted_Jan152006.DOC)> or contact the ACPE office.



ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

ADDENDUM #2

PROCEDURES FOR REVISION OF ACPE GUIDELINES

**ACPE STANDARDS AND GUIDELINES FOR PROFESSIONAL
DEGREE PROGRAMS IN PHARMACY**

PROCEDURES FOR REVISION OF ACPE GUIDELINES

Assumes a start of the revision process with a decision to review taken at a June Board Meeting.

June	Decision taken by ACPE Board to revise Guidelines
June/July	Announcement of decision to revise and call for comments on existing guidelines (via website, listserves, press releases, etc.
July	Open hearing at AACP Annual Meeting
July/August	Survey open for comments
September	Summarize survey comments and written submissions
September/October	Convene Stakeholder focus group
October/November	Prepare First Draft of Revised Guidelines based on survey responses, written submissions, focus group comments, etc.
December	Send first draft to ACPE Board
January	Approval of First Draft of Revised Guidelines by ACPE Board
January	Release of first draft and call for comments (via website, listserves, press releases, etc.)
February	Open hearing at AACP Interim Meeting
March	Open hearings at APhA Annual Meeting (including general session and APhA-ASP)
March/April	Survey open for comments
May	Open Hearing at NABP Annual Meeting
May/June	Prepare final draft based on comments received; send final draft to ACPE Board
June	Approval of Final Draft and decision regarding effective date
July	Release of Revised Guidelines and announcement of effective date
Effective date	Implement new Guidelines



ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

ADDENDUM #3

**ADVERSE ACTION POLICIES AND PROCEDURES
SUMMARY OF KEY STEPS**

ADVERSE ACTION POLICIES AND PROCEDURES SUMMARY OF KEY STEPS

Any program for which ACPE has denied accreditation status or for which ACPE has withdrawn accreditation status has the right to appeal the Board's decision (Policy #13). Should the Board's decision be upheld by the appellate body, the program may submit an application to establish a new Doctor of Pharmacy program. The application must be accompanied by the standard application fee and all policy and procedures applicable to application for new programs apply. A summary of key steps relating to denial or withdrawal follows:

1. Denial (pertains to initial accreditation for precandidate)
 - a. Take denial action (cf. Policy #10) – discuss/list reasons (standards and/or administrative)
 - b. Appeal Procedure (cf. Policy #13)
 - c. Option to reapply as new college or school of pharmacy
 - i. Complete new submission
 - ii. New fee
 - d. Notification (USDE), other accrediting agencies, state boards, etc.)
2. Withdrawal (pertains to established accreditation for precandidate, candidate, and full status) of failure to advance from precandidate status in required timeframe
 - a. Take withdrawal action (cf. Policy #10) – discuss/list reasons (standards and/or administrative)
 - b. Appeal procedure (cf. Policy #13)
 - c. Option to reapply
 - i. Complete new submission as new college or school of pharmacy
 - ii. New fee
 - d. Notification (USDE, other accrediting agencies, state boards, etc.)
 - e. Students
 - i. New students (no new enrollees under accreditation status)
 - ii. Established students – see Teach Out Section of Policies and Procedures Manual.



ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

ADDENDUM #4

**PROCEDURE FOR APPLICATION FOR NEW COLLEGES
AND SCHOOLS OF PHARMACY**

ADDENDUM #4

PROCEDURE FOR APPLICATION FOR NEW COLLEGES AND SCHOOLS OF PHARMACY

(Approved by ACPE Board of Directors January 9-11, 2009)

1. New program **Draft Application** due January 15th.
The application must include a **mapping** of the proposed curriculum to faculty required to deliver that curriculum. The faculty required must then be mapped to a 5-year hiring plan and 5-year *pro forma*.

ACPE expects new program deans to:
 - a. Have held a previous administrative position in academic pharmacy at the dean, associate dean, or assistant dean level or a comparable leadership position outside academia;
 - b. Attend the “New Deans School” offered by AACCP or a comparable training program if not previously served as dean of an ACPE-accredited program; and
 - c. Attend site visitor training offered by ACPE.

2. ACPE **staff on-site consultation** with program between January 15 and March 1.
Following the on-site consultation, the ACPE staff member is to provide **brief written feedback** to the college or school of pharmacy highlighting recommendations for the application. Staff disclaimer must be included in this feedback.

3. **Final Application** due April 1.

4. Final application reviewed by **Application Review Team**
Application Review Team will consist of the following:
 - a. A former ACPE Board Member
 - b. An ACPE Staff Member
 - c. A current Dean who is an ACPE-experienced team member
 - d. A faculty member who is an ACPE-experienced team member and who contrasts the dean member’s discipline
 - e. An experienced experiential director
The Application Review Team will conduct its review as follows:
 - a. Each member receives copy of final application
 - b. Each member receives copy of Evaluation Rubric for New Programs (modification of Evaluation Rubric for Established Programs)
 - c. Conference call three/four weeks later
 - d. Draft report on application to be prepared by ACPE staff member and reviewed/endorsed by full team
 - e. Final Report of Application Review Team goes to ACPE BOD, using primary and secondary reviewer procedure as per ACPE custom

5. June BOD meeting
 - a. Review of Program’s Final Application
 - b. Review Report of the Application Review Team
 - c. **Personal appearance** by program officials at BOD meeting
 - d. Board makes Decision:

- i. Yes to authorize Pre-Candidate Evaluation Visit
 - ii. No, request resubmit within one academic year (repeat application could be received and reviewed at either next January or June meeting of the ACPE BOD)
 - iii. No, request withdraw of application

- 6. Fall **Pre-Candidate Evaluation Visit** (Comprehensive On-Site Evaluation)
 - a. Evaluation Team made up of as many of the Application Review Team members as possible, fill in gaps with experienced site reviewers, **current Board member need not be on visit**

- 7. January BOD meeting
 - a. Review ETR from Pre-Candidate Evaluation Visit
 - b. Teleconference with Program Dean and his/her leadership team to address BOD questions only
 - c. Board makes Decision:
 - i. Yes, grant **Provisional Pre-Candidate Status**
 - ii. No, resubmit within one academic year (repeat application could be received and reviewed at either next June or January meeting of the ACPE BOD)
 - iii. No, withdraw of application

- 8. June BOD meeting
 - a. Review any requested information from Program from the previous January BOD meeting
 - b. Board makes Decision:
 - i. Yes, **Pre-Candidate Status granted** & Board authorized spring comprehensive on-site evaluation for consideration of candidate status);
OR
 - ii. No, **Pre-Candidate Status denied** (e.g., an adverse actions)

- 9. If Yes, Pre-Candidate Status, students would be enrolled during fall term, Year 1 (Note: if program matriculates students before receiving Pre-Candidate Status, ACPE would not consider granting accreditation status until AFTER the program has produced graduates (who likely would NOT be eligible for state licensure—this per previous ACPE policy. See Section 9.3 Preaccreditation)

- 10. Spring term of Year 1, **Evaluation for Consideration of Candidate Status** (Comprehensive On-Site Evaluation)
Team composition:
 - a. **Current ACPE BOD member**
 - b. ACPE staff member
 - c. 1 member from Application Review Team
 - d. Other trained experience site team members

- 11. June BOD meeting
ACPE BOD reviews
 - a. Evaluation Team Report
 - b. Supplemental materials requested of the program
 - c. **Teleconference** with program officials to address BOD questions

ACPE BOD decision:

- a. Yes, Candidate Status for 2 year term only
 - b. No, remain Pre-Candidate Status
Action would include:
 - i. Areas for improvement
 - ii. Establishment of next evaluation
 - OR
 - iii. Withdrawal of Accreditation Status (e.g., adverse action)
12. **Continuation of Candidate Status** (2 year term only)
ACPE BOD reviews
- a. **Report** submitted by program addressing briefly each standard
 - b. **Recommendation** from an ACPE BOD (primary reader) and ACPE Staff
 - c. **Teleconference** with Program officials to address BOD questions, if needed.
- BOD Actions:
- i. Grant extension to Candidate Status (2 years maximum) and authorization of Full Status On-Site Evaluation Visit term prior to graduation of inaugural class
 - OR
 - ii. Withdrawal of Accreditation Status (e.g., adverse action)
13. Term prior to graduation of inaugural class, **Consideration of Full Status Comprehensive On-site Evaluation**
Team composition:
- a. ACPE staff member
 - b. 1 member from Application Review Team (if possible)
 - c. Other trained experience site team members
 - d. (no current ACPE BOD required)
14. June BOD meeting
ACPE BOD reviews
- a. Evaluation Team Report
 - b. Supplemental materials requested of the program
 - c. **Teleconference** with Program officials to address BOD questions
- ACPE BOD Decision:
- a. Yes, Full Status granted (2 years); schedule next on-site evaluation, a **Continuation of Initial Full Accreditation Evaluation Visit** (to establish six-year cycle between self-studies) and request updated report of notable changes in any or all standards, but not a self-study as before; and request any interim monitoring before the Continuation of Initial Full Accreditation Evaluation Visit;
 - b. No, hold in Candidate Status with reasons (i.e. noting unmet standards) and monitoring details (NOTE: a program can hold a developmental accreditation status (i.e. pre-candidate and candidate combined) for a maximum of five years; OR
 - c. Withdrawal of Accreditation Status (e.g., adverse action)



ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

ADDENDUM #5

ACPE TRAVEL GUIDELINES

ACPE TRAVEL GUIDELINES

Revised September 20, 2007

It is the policy of ACPE to reimburse for actual travel expense. Persons traveling on ACPE business are entitled to transportation, accommodations and service that meet reasonable and adequate standards for convenience, safety, and comfort. In applying this general policy, we require that those traveling for ACPE will use the same care when incurring expenses that they would use if the expenses were their personal responsibility. ACPE reserves the right to adjust reimbursement for extravagant or unreasonable expenses. Any concerns regarding travel or travel expenses should be directed to the Assistant Executive Director, Administrative Services. Also, see Addendum #5 Additional Travel Guidelines for ACPE-Paid Travel.

Air Travel

- ACPE participates in the United Perks Plus program with United Airlines to obtain free airline tickets and upgrades, which ACPE uses for business travel. While United is the preferred airline, the lowest fare should be obtained using the best routing for appropriate flights.
- ACPE does not reimburse first-class air travel, unless unusual circumstances exist, i.e., same price as coach class, etc. The Executive Director must approve, in advance, all first class upgrade coupon purchase and usage.
- Flights should be booked with advance notice (when possible, greater than 21 days in advance) to take advantage of lower airfares and non-refundable tickets.
- ACPE maintains travel accident insurance on each employee or others for ACPE travel worldwide. Additional insurance is also included when the airfare is charged to the ACPE credit card.
- ACPE will monitor U.S. Department of State Travel Warnings. When the State Department recommends that Americans avoid a certain country due to health, safety, and/or security reasons, ACPE will not travel to that country until the warning as been lifted by the State Department. In addition, any traveler concerns about health, safety, and/or security that would prevent them from traveling to a specific area should be addressed with the Executive Director.

Lodging

All ACPE travelers will be reimbursed for their own guest room. Hotel accommodations will be booked by ACPE administrative staff.

Mileage Reimbursement, Tolls, Parking and Other Ground Transportation

- Travelers will be reimbursed for mileage and tolls incurred. Mileage will be reimbursed at a rate that corresponds to the IRS's standard mileage allowance.

- When personal automobile transportation is used in place of air travel, mileage reimbursement is limited to the lowest available, reasonable airfare, unless previously approved by the Executive Director.
- Parking is a reimbursable expense. Self-parking is encouraged because valet parking is generally more costly.
- Limos, taxis, airport shuttles are reimbursable expenses. Care should be taken to use a reasonable, cost-conscious means of ground transportation.
- Rental cars are not a reimbursable expense, unless advance approval has been received by the Executive Director.

Meals

Reasonable meal expenses are reimbursable when the employees or others are traveling on ACPE business. An itemized paid receipt is required.

Additional Reimbursable Expenses

- Reasonable and customary tips
- Room service for reimbursable meals
- Phone calls and faxes for ACPE business
- Express mail, air freight or other postage for ACPE business
- Exercise facility usage fees (not including spa charges)
- ACPE will reimburse an average of \$20.00 per day of travel in actual expenses for in-room movie charges, mini-bar charges, laundry and dry cleaning

Reimbursement

1. Travelers pay their expenses directly and submit an ACPE expense statement for reimbursement. The exceptions are if and when airfare and hotel charges are to the ACPE credit card or master account.
2. Original receipts should be submitted for all expenses. If on occasion a receipt is lost, this must be noted on the expense report.
 - a. Airfare – passenger coupon (even if charged to ACPE)
 - b. Hotel – original folio plus proof of payment (if room and tax charged to ACPE master account, receipt will be required for reimbursable incidental charges)
 - c. Car – rental agreement plus proof of payment (only if rental has prior approval of Executive Director)
 - d. Meals - credit card copy **plus itemized receipt or cash register itemized receipt, including the names of the people in attendance.**
 - e. Ground transportation – receipt from driver
 - f. Other – credit card charge slip or itemized cash register receipt

ADDITIONAL TRAVEL GUIDELINES FOR ACPE-PAID TRAVEL

Name of meeting or site visit:

Arrival time:

Departure time:

ACPE contact:

To qualify for reimbursement of travel expenses, please follow the items listed below **if you prefer to book your own airline reservations**. Also, please refer to the complete ACPE Travel Guidelines for further details.

FLIGHTS

- **The arrival and departure guidelines above must be followed.** If problems are encountered, contact the ACPE contact person listed above or the Assistant Executive Director and Director Operations and Human Resources (Sharon Hudson at shudson@acpe-accredit.org or 312-664-3575)
- **Flight reservations should be booked 21 days in advance whenever possible, but never less than 7 days in advance** to obtain the your seat preference and the best possible airfare. Anything less than 7 days, must have approval of the ACPE Contact person listed above or the Assistant Executive Director and Director Operations and Human Resources (Sharon Hudson at shudson@acpe-accredit.org or 312-664-3575)
- **Any airfare over \$700 (roundtrip) must have prior approval** of Assistant Executive Director and Director Operations and Human Resources (Sharon Hudson at shudson@acpe-accredit.org or 312-664-3575)
- **Flights must be booked in Economy/Coach Class;** ACPE does not reimburse for first class or business class air travel fares.
- **A flight itinerary must be sent to ACPE immediately upon booking** the reservations. This is required to provide emergency service as needed, to monitor location of travelers for security purposes, and because for certain trips ACPE must notify others of the traveler's arrival and departure times (i.e., site team visits for ground transportation arrangements, etc.). This itinerary will also be used as the basis for your hotel room reservations, which will be booked by ACPE staff.
- **If you are including personal or other business travel with ACPE-paid travel,** you must obtain the comparison airfare for the ACPE portion of your travel **prior** to your trip to confirm the amount that will be reimbursed by ACPE. This should be done by email or phone to your ACPE contact listed above.

Hotels and other travel needs

ACPE staff will book all hotel rooms for ACPE travel. Once you have your flights booked and staff receives your itinerary, a room will be booked and you will be notified by email to confirm. If required, **ACPE staff will also make all ground transportation arrangements.**



ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

ADDENDUM #6

**GUIDELINES TO SUBSTANTIVE CHANGE POLICIES
AND PROCEDURES**

(Revised January 2009)

Overview of ACPE Responsibilities

ACPE is responsible for reviewing all substantive changes that occur between regularly scheduled comprehensive on-site evaluations to determine whether or not the change has affected the quality of the total program and to ensure the public that all aspects of the professional program in pharmacy continue to meet defined standards.

While the decision to implement a substantive change is a programmatic prerogative and responsibility, ACPE is obligated to determine the effect of any substantive change on the program's ability to meet the accreditation standards.

Overview of Responsibilities of an Accredited College or School

It is the responsibility of an accredited college or school to follow the Substantive Change policies and procedures of ACPE and to inform ACPE of such changes in accord with those procedures. If an accredited program is unclear as to whether a change is substantive in nature, it should contact ACPE staff for consultation (cf. ACPE Policy #18: Substantive Change).

Definition of Substantive Change

Substantive change involves a substantial modification or expansion or contraction of the nature and scope of an accredited program. ACPE's definition of substantive change includes, but is not limited to:

1. Any change in the established mission or goals of the institution or college/school;
2. Curricular change that represent a significant departure in either content or method of delivery, from those that were offered during the program's previous accreditation cycle including:
 - a. Development of a non-traditional doctor of pharmacy program
 - b. Development of a joint delivery of program agreement
 - c. Use of distance learning technologies or other unique methodologies to deliver a substantial portion of the curriculum (e.g., 25% or higher);
3. A substantial change in enrollment in the professional program (defined as 20% or more in one year or cumulatively over two consecutive years);
4. A substantial change in the number of clock or credit hours required for successful completion of the program;
5. A significant change in the length of the program;
6. The establishment of an additional geographic location at which substantial portions of the program are offered;
7. A substantial change in faculty composition or size;
8. Change in the legal status, governance, ownership or resources of the program;
9. Changes in leadership;
10. Changes in organizational structure;
11. Change in status with other accrediting agency; and
12. Any other changes that the Dean feels require notification of ACPE.

Procedures for Reporting Substantive Change

In general, a program considering or planning a substantive change should notify ACPE early in the institution's planning. Such notification will provide an opportunity for a program to seek consultation from ACPE's professional staff regarding the potential effect of the change on the accreditation status and the procedures to be followed. Notification of ACPE may require the submission of a comprehensive academic plan demonstrating the program's continued compliance with the accreditation standards.

The Comprehensive Academic Plan

The academic plan submitted to ACPE should include the following information regarding the substantive change, where applicable:

1. Abstract
 - Describe the proposed change.
 - Provide a timeline for implementation of the substantive change.
 - State the projected number of students affected by the change, if applicable.
 - Describe the instructional delivery methods that will be used to implement the change, if applicable.
2. Background Information
 - Provide a clear statement of the nature and purpose of the change in the context of the program's mission and goals.
 - Discuss the rationale for the change.
 - Provide evidence of inclusion of the change in the program's ongoing planning and evaluation processes.
 - Describe any changes to the College or School's organizational structure that will be implemented as a result of the substantive change.
 - Include documentation that faculty and other groups were involved in the review and approval of the change.
 - Describe an exit strategy for protecting students if the proposed initiative fails to be viable.
3. Curriculum
 - Describe any modifications to curriculum, including the teaching and learning processes used to deliver the curriculum, which will be implemented as a result of the initiative.
 - Describe the College or School's technology capacity to teaching and learning effectively.
 - Describe the plan for curricular assessment; including assessment of teaching strategies, indicators for student learning and the curriculum, related to the substantive change.
4. Students
 - Describe any change in the program's policies and procedures for recruitment that will be implemented as a result of the substantive change.

- Describe modifications to the program’s Student Affairs area which will be implemented as a result of the substantive change, if applicable.
 - Describe the proposed methods the program will utilize to ensure adequate professionalization of students for substantive changes involving the establishment of campuses at separate geographic locations or involving distance learning techniques.
5. Faculty
- Provide a complete roster of faculty employed to teach in the program.
 - Describe faculty and staff positions required to fully implement the substantive change.
 - Include plans for recruiting faculty and staff.
 - Describe the impact of the new initiative on faculty workload.
 - Describe the actual and planned mechanisms for faculty development related to the substantive change.
6. Library and Learning Resources
- Describe the library and educational resources available to support the substantive change.
7. Physical Facilities
- Provide a description of physical facilities and equipment to support the initiative.
 - Include a feasibility study of available practice sites, including:
 - A description of the number and types of sites, and the level of practice at the sites.
 - Assess the impact of the substantive change on the existing program.
8. Financial Resources
- Provide a business plan that fully describes the financial resources to support the change.
 - Provide a cash flow analysis for the first year of implementation.
 - Demonstrate with supporting documentation that adequate funds will be available for a minimum of 1 year for:
 - Operations
 - Construction/capital development (where appropriate)
 - An unencumbered reserve fund to be used to implement the Exit Strategy

Evaluation by ACPE

The Board of Directors will review the comprehensive academic plan to determine the need to further assess its impact on the total program’s ability to meet the accreditation standards. The circumstances provided may present the need for additional review and reconsideration of accreditation in accord with standard evaluation and operational procedures or appropriate monitoring, such as a focused on-site evaluation by members of the Board of Directors, professional staff and additional team members as appropriate.

Non-Compliance with Substantive Change Reporting

If a program fails to follow this substantive change policy and its procedures, the accreditation of the program may be placed in jeopardy.

ACPE's current policy/procedures for substantive change

Those Colleges and Schools of Pharmacy which are in operation, have an accredited professional program in pharmacy, and propose to implement substantive change in their program should notify ACPE of such proposals. ACPE's definition of substantive change includes: any change in the established mission or goals of the institution; the addition or deletion of courses, pathways or programs that represent a significant departure in either content or method of delivery, from those that were offered during the program's previous accreditation cycle (e.g., a non-traditional doctor of pharmacy program, development of a joint delivery of program agreement, etc.); a substantial change in enrollment; a substantial change in the number of clock or credit hours required for successful completion of the program; a significant change in the length of the program; the establishment of an additional geographic location at which the program is offered; and any other changes that the Dean feels require notification of ACPE. Notification to ACPE should provide documentation that the program will continue to comply with accreditation standards. The circumstances provided may present the need for review and reconsideration of accreditation in accord with standard evaluation and operational procedures or appropriate monitoring, such as an on-site review by the professional staff.