

@AACPharmacy  
#INterim21

# INclusion

2021 The AACP Virtual  
INterim Meeting

March 1-3, 2021

American Association of  
Colleges of Pharmacy **AACP**  
Pharmacists Help People Live Healthier, Better Lives.

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## ACPE Update: Assuring Quality in Pharmacy Education amid a Pandemic



Jan Engle, PharmD, Ph.D. (Hon), FAPhA, FCCP, FNAP  
Executive Director  
Accreditation Council for Pharmacy Education  
Chicago, Illinois


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### Today's Agenda



- Announcements
- Discuss the impact of the COVID-19 pandemic on pharmacy education, continuing education providers, international programs and pharmacy technician training programs
- Describe the flexibilities offered to meet ACPE Standards to US pharmacy programs during the pandemic
- General update on ACPE activities
- Response to questions generated from the request posted on AACP Connect




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**Announcements** 

- Promotions
  - Greg Boyer – Associate Executive Director 
- New staff
  - Kimberly Catledge, PharmD, Assistant Director, Accreditation for the Continuing Pharmacy Education Accreditation Program 
  - Sarah Blazek, Accreditation Coordinator, CPE Provider Accreditation 
  - Christina Terrell, Joint Accreditation Coordinator 




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Some background...



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### ACPE – What do we do?



- **ACPE Accredits:**
  - **Professional degree programs (1932)**
    - US Department of Education recognition, since 1952
    - Council on Higher Education Accreditation (CHEA) recognition, since 2004
    - Founding member (2014) of Health Professions Accreditors Collaborative (HPAC)
  - **Providers of continuing pharmacy education (1975)**
    - Joint Accreditation for Interprofessional Continuing Education™ (founded with Accreditation Council for Continuing Medical Education [ACCME] and American Nurses Credentialing Center [ANCC]) (2009)
  - **Pharmacy technician programs (2015)**
    - Collaboration with the American Society of Health-System Pharmacists
- **ACPE Certifies:**
  - **Professional degree programs** outside the USA and its territories (2011)



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### ACPE Board of Directors and Commissions



- Three appointees each by:
  - American Association of Colleges of Pharmacy (AACP) – **educators**
  - American Pharmacists Association (APhA) – **practitioners**
  - National Association of Boards of Pharmacy (NABP) – **regulators**
- One appointee by:
  - American Council on Education (ACE) – **non-pharmacy educator, public member**
- Six-year terms of office
- Commissions for CPE provider accreditation (12), International Commission (8), Pharmacy Technician Accreditation Commission (10 with ASHP)

**The Board makes all determinations of compliance with accreditation and certification standards**



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### Where do you fit in?



- Respond to calls for volunteers for these board positions
- Volunteer for various ACPE roles
  - Commissions
  - Site teams
  - Workshops
- Get involved at your institution
  - Self-study




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### Poll




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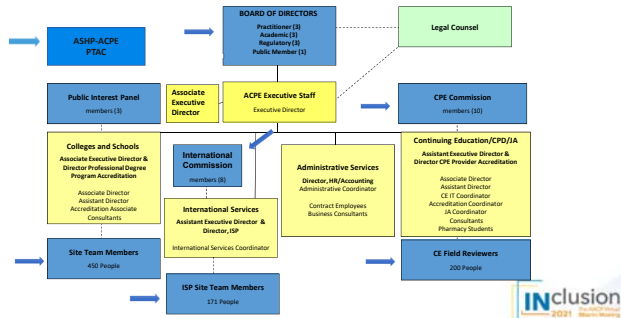
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### ACPE Structure




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### Workshops



- PharmD Self-Study Workshops (virtual)
  - August 5-6
  - August 11-12

<https://acpe-accredit.formstack.com/forms/82021sswkshops>




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### CPE Workshops (virtual)



- ACPE CPE Administrator Virtual Workshop, March 3-4, 2021 (sold-out)
- CPE Monitor Guidance for ACPE-Accredited Providers Virtual Meeting, March 8<sup>th</sup>, 10am-noon central
- Joint Accreditation: Let's Get Started Virtual Workshop, March 19<sup>th</sup>, 10am-2pm central




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### Poll




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### Current State of College/School Accreditation



This professional degree program leading to the Doctor of Pharmacy degree is judged to meet established qualifications and education standards through initial and subsequent periodic evaluations.

LEARN MORE



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### Accreditation Statistics



- 143 PharmD programs hold status with ACPE



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### Statistics

Status	Number
Accredited	136
Accredited and on probation	1
Accreditation status withdrawn	2
Candidate status	4
Precandidate status	2



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Information is available on the ACPE website

ACPE ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

About - Programs - Calendar - Communications - CONTACT

Progress By Status

ACPE requires the programs it accredits to meet the expectations of all 25 standards of ACPE's accreditation standards. Any standard the board finds to be partially compliant or non-compliant can be seen by clicking on the Detailed PharmD Accreditation History link for each College or School. The program has two years to bring the standard into compliance as per US Department of Regulation. If no standard is noted, the program is in compliance with all 25 ACPE Accreditation Standards.

- Accredited
- Accredited with Probation
- Candidate Status
- Discontinued
- Precandidate Status
- Withdrawn

<https://www.acpe-accredit.org/accredited-programs-by-status/>

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Standards 2016 Monitoring - Comprehensive Visits

Standard	Through Fall 2020			
	C	CWM	PC	NC
1: Foundational Knowledge	66	2	0	0
2: Essentials for Practice and Care	65	3	0	0
3: Approach to Practice and Care	61	6	1	0
4: Personal and Professional Development	55	10	3	0

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Standards 2016 Monitoring - Comprehensive Visits

Standard	Through Fall 2020			
	C	CWM	PC	NC
5: Eligibility and Reporting Requirements	64	3	1	0
6: College or School Vision, Mission, and Goals	67	1	0	0
7: Strategic Plan	34	33	1	0
8: Organization and Governance	33	34	1	0
9: Organizational Culture	57	11	0	0

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Standards 2016 Monitoring - Comprehensive Visits

Standard	Through Fall 2020			
	C	CWM	PC	NC
10: Curriculum Design, Delivery, and Oversight	36	29	3	0
11: Interprofessional Education (IPE)	29	36	3	0
12: Pre-APPE Curriculum	48	16	2	2
13: APPE Curriculum	60	6	1	1

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Standards 2016 Monitoring - Comprehensive Visits

Standard	Through Fall 2020			
	C	CWM	PC	NC
14: Student Services	50	18	0	0
15: Academic Environment	59	9	0	0
16: Admissions	53	15	0	0
17: Progression	36	31	1	0
18: Faculty and Staff - Quantitative Factors	19	46	3	0
19: Faculty and Staff - Qualitative Factors	41	26	1	0
20: Preceptors	58	10	0	0




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Standards 2016 Monitoring - Comprehensive Visits

Standard	Through Fall 2020			
	C	CWM	PC	NC
21: Physical Facilities and Educational Resources	41	26	1	0
22: Practice Facilities	52	14	1	1
23: Financial Resources	31	35	1	1
24: Assessment Elements for Section I: Educational Outcomes	21	40	5	0
25: Assessment Elements for Section II: Structure and Process	36	25	7	0




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### Annual Monitoring Parameters

ACPE and Doctor of Pharmacy programs are monitoring annually:

- Changes and trends in NAPLEX® Outcomes\* (1/26/21 Dear Dean letter)
- Changes and Trends in Enrollment including: Matriculation, Dismissals, Withdrawals, Delayed Progression
- On-Time Graduation Rate Monitoring
- Financial Resources
- Pharmacists Curriculum Outcomes Assessment (PCOA) (information only – waived this academic year)
- Job Placement/Gainful Employment (information only – USDE expectation)
- Other outcome parameters of program choosing (information only)




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### Audience question

- In recent communication from NABP, the value of NAPLEX and MPJE pass rates and scores as outcomes for assessment was questioned. What are ACPE's preferred outcomes when assessing, on a student-by-student basis in order to improve the program, things like the effectiveness of programs' admission criteria (Standard 25) now that student-specific results are not available?
- Will schools be able to make branch campus comparisons?




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### ACPE Response

- In mid-December, ACPE received a communication from the National Association of Boards of Pharmacy (NABP) telling us that there will be changes to the NAPLEX exam taking effect on January 18, 2021.
- These modifications included changes to the reporting of results for the NAPLEX and MPJE exams to a pass/fail result. NABP let us know that they will no longer provide a numerical score to the candidates and candidate waiver requests will be eliminated.




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ACPE Response 

- ACPE Board of Directors has voted to approve modifying our Policies and Procedures to eliminate section 11.6.1.b:
  - *11.6.1.b. A letter will be sent to a program whose graduates obtain a Mean scaled Score 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. Both calendar year and academic year data are used in this analysis.*
- ACPE will continue to monitor a program's percentage pass rates on the NAPLEX exam as we have in the past




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ACPE Response 

- It is up to the program to determine the appropriate assessment measures/parameters to which you have access to measure program outcomes
- ACPE does not expect a program to be accountable for data they do not have
- NABP has indicated that they will be supplying percent pass rates based on campus as they do now so comparisons will be possible
- Al Carter has initiated a 3 way conversation between NABP, AACP and ACPE on March 18<sup>th</sup> with quarterly follow-up to discuss issues of mutual interest




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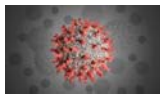
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Ensuring quality in pharmacy education in the midst of a pandemic 




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### ACPE Staff and Board Philosophy



- While ACPE understands that schools are under a great deal of pressure with the loss of normal resources, our job is to *assure quality in pharmacy education* and we do that through the standards that all have agreed are necessary to produce a practice-ready pharmacist.




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### ACPE Response



Underlying philosophy

- Flexibility is allowed BUT *within the boundaries of the ACPE Standards*

*Creativity and innovation is encouraged but within the standards; relaxing the standards was not an option*




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### COVID-19 and Colleges/Schools



- ACPE has held virtual meetings (with AACP) with Deans and issued 10 guidance letters to deans to date with updates regarding the flexibilities offered.
  - All can be found under the communications tab at: <https://www.acpe-accredit.org/pharmd-program-accreditation/>
- Permanent changes considered substantive changes and need to be reported and in some cases, approved by ACPE




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Examples of issues addressed by ACPE due to pandemic

- Online learning
- Curricular changes
- Grading
- Laboratory sessions or skills labs
- Introductory Pharmacy Practice Experiences (IPPE); 300 hours required, 60 hours of which may be simulated
- Advanced Pharmacy Practice Experiences (APPE); 1440 hours required and 4 core rotations of 160 hours each required
- COVID-19 screening activities for IPPE/APPE hours
- Affiliation agreements
- Admissions standards




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COVID-19 and Colleges/Schools



- ACPE is recognized by the US Department of Education (USDE) for the accreditation and preaccreditation, within the United States, of professional degree programs in pharmacy leading to the Doctor of Pharmacy degree
- All USDE guidance is valid for the duration of the national emergency declaration and 180 days following the date on which the COVID-19 national emergency declaration is rescinded




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COVID-19 and Colleges/Schools



- USDE is allowing virtual site visits on a temporary basis based on predetermined parameters (e.g., a school in good standing)
- USDE also *requires* that an *abbreviated* face-to-face site visit be completed as soon as is feasible after the virtual site visit in order to meet the statutory and regulatory requirements to perform regular on-site inspections
  - Anticipate verification visits will occur when safe to travel and will generally consist of a one day meeting depending on the findings of the virtual visit




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### Ensuring quality...site visits



- The majority of on-site evaluations in spring 2020 were postponed to fall 2020
- All fall 2020 visits (26) were converted to virtual visits using Zoom technology
- Site visits went well and post-visit survey results were very positive
- Programs were given a 30% refund in site visit fees since ACPE incurs less travel expenses with verification visits included
- Per the USDE mandate, ACPE must conduct a Verification Visit (on-site) at a later time for each Virtual Visit as outlined in ACPE policy




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### Spring 2021 Site Visits



- ACPE will continue to conduct domestic site visits virtually in spring 2021
  - 13 comprehensive visits
  - 8 focused visits
  - 84 site team members
- Fall site visit methodology will be determined at a later date




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### USDE Guidance



- Schools may continue to use distance education without the normal ACPE approval process throughout spring 2021 with fall 2021 to be determined
- Once the USDE waiver is lifted, distance education greater than 50% of the program will need to go through the normal ACPE approval process




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Audience question



For the 2021-2022 academic year, what is ACPE's perspective on students who request to continue virtual learning experiences as campuses re-open for in-person instruction? Many students continue to have compelling medical and non-medical rationale related to the pandemic. At what point would these "COVID accommodations" be considered an alternate pathway?



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ACPE Response



- ACPE will be guided by USDE requirements; at this point, through spring 2021
- An individual decision like this rests with the program. Continuing everything virtually (even in distance ed programs is not feasible, nor desirable, post pandemic).
- Once the pandemic ends, any curricular delivery that exceeds 50% is considered by USDE as distance education (DE). Thus, any plans beyond 50% delivery in DE, will require the customary substantive change notification, site visit, etc.
- Programs should be in regular communication with ACPE staff as they assess the continuation of DE elements post pandemic.
- More information about the process will be sent out in the next few weeks



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### Ensuring quality...summary



- ACPE has offered as much flexibility as it possibly can while remaining "within the boundaries of the standards."
- ACPE leaves it to a program's faculty to determine what can be offered virtually via distance learning and what must be taught in a face-to-face settings. How an instructor conducted his/her classroom, offered examinations, etc., has always been a faculty responsibility.
- ACPE's expectations are that what the faculty does must be "within the boundaries of the standards" 3 years of didactic instruction or its equivalent, 300 hours of IPPE appropriately placed in curriculum, 1440 hours APPE with four-week core (minimum) experience in community, institutional, ambulatory care and medicine.




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### COVID-19 and CPE/CPD



- CPE providers were faced with transitioning live programs to an online format
- The profession needed solid CPE programming related to coronavirus
  - A listing was developed and posted on our website
- Creativity and innovation in content delivery had to be addressed




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### COVID-19 and CPE/CPD



- To allow flexibility during the pandemic, the ACPE CPE staff waived some policies related to the administrative components of CE activities
- ACPE staff became aware of CE professionals and entire CE departments being furloughed
- For Joint Accreditation for Interprofessional Continuing Education, accreditation reviews were converted to virtual conference calls since many team members were not able to travel
  - A few of the organizations due to be reviewed had to postpone their review due as they were first line responding organizations.




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### COVID-19 and CPE/CPD HHS Guidance on Immunizations



- The United States Department of Health and Human Services (HHS) has recently issued guidance under the Public Readiness and Emergency Preparedness Act (PREP Act) to expand access to safe and effective COVID-19 vaccines when they are made available
- ACPE was specifically mentioned in the guidance with regard to the initial qualifications, maintaining qualifications and the training needed
- ACPE reached out to all accredited providers with additional information about these requirements and posted a list of ACPE-accredited CE activities available on the ACPE website




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### HHS Ruling and PharmD Programs



- A letter was sent to all Deans on November 19, 2021
  - Background information with HHS Guidance
  - ACPE's response was included with information specifically targeted towards student pharmacists
  - Accreditation standards only require "provide an avenue through which students earn certificates in immunization delivery" which does not address the length or content of immunization training
  - If program's training meets HHS standards of at least 20 hours of training that includes hands-on injection technique, clinical evaluation of indications and contraindications of vaccines, and the recognition and treatment of emergency reactions to vaccines, then the degree program may meet the spirit of the HHS guidance
  - Students will need documentation to this effect




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**International Services Program**

Consulting, training, and professional degree program Certification to stakeholders around the world who seek guidance related to quality assurance and advancement of pharmacy education.

[LEARN MORE](#)




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### Programs with Certification Status



**SAUDI ARABIA**

- > King Saud University (KSU), College of Pharmacy: BPharm and PharmD Degree Programs
- > King Faisal University (KFU), College of Clinical Pharmacy: PharmD Degree Program
- > Qassim University (QU), College of Pharmacy: PharmD Degree Program
- > Prince Sattam bin Abdulaziz University College of Pharmacy, Bachelor of Pharmaceutical Science
- > Batterjee Medical College Pharmacy Program, PharmD Degree Program

**INDIA**


- > JSS Academy of Higher Education and Research, College of Pharmacy (Mysuru and Ooty Campuses): PharmD Degree Program

**INDONESIA**

- > University of Surabaya, Faculty of Pharmacy: Pharmacy Education Program

**JORDAN**

- > The University of Jordan (UJ), School of Pharmacy: BSc and PharmD Degree Programs
- > Applied Science Private University, Faculty of Pharmacy: BSc Degree Program
- > Jordan University of Science and Technology, Faculty of Pharmacy: BSc and PharmD Degree Programs
- > University of Petra, Faculty of Pharmacy: BSc Degree Program
- > Al-Zaytoonah University of Jordan Faculty of Pharmacy, Bachelor of Science in Pharmacy (BSc)




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### Programs with Certification Status



**NORTHERN CYPRUS**

- > Near East University (NEU), Faculty of Pharmacy: MPharm Degree Program

**UNITED ARAB EMIRATES**


- > Al Ain University (AAU) of Science and Technology, College of Pharmacy: BSc. (Pharm) Degree Program
- > Ajman University, College of Pharmacy and Health Sciences: BPharm Degree Program
- > Gulf Medical University, College of Pharmacy: PharmD Degree

**LEBANON**

- > Lebanese International University School of Pharmacy, Bachelor of Pharmacy Degree Program

**MAURITIUS (Precertification Status)**

- > JSS Academy of Higher Education and Research, Mauritius School of Pharmacy, Bachelor of Pharmacy Degree




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### COVID-19 and International Services Program

- All fall 2020 site visits were postponed
- Virtual site visits for some programs will occur in the spring
- In person fall 2021 visits for programs that do not qualify for a virtual visit are all tentative at this point




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### Pharmacy Technician Education Accreditation Collaboration

A collaboration between ACPE and the American Society of Health-System Pharmacists (ASHP) to promote, assure, and advance the quality of pharmacy technician education and training programs.

[LEARN MORE](#)




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### Pharmacy Technician Accreditation Commission

- Formed through ASHP/ACPE collaboration
- ACPE Board approved ASHP standards, guidelines, and procedures for PTAC
- PTAC recommendations require approval of both ASHP and ACPE Boards




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### COVID-19 and Technicians



- ASHP/ACPE accredited technician programs had issues similar to those experienced by our colleges and schools of pharmacy
- Issues with experiential and lab training
- Schools closed down so site visits could not occur
- Several calls held with stakeholders
- PTAC meetings have been held virtually

	June 2020	January 2021
Number of ASHP/ACPE Accredited Programs	254	258
New Applications	7	2
Reaccreditation Reviews	13	13
Midterm Progress and Special Case Reviews	29	31




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### COVID-19 and the Profession

- National pharmacy organizations under the umbrella of JCPP have been working together
- Bi-weekly and now weekly calls occur to discuss issues
- Several guidance documents and letters to FDA and other government officials have been disseminated endorsed by most organizations




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### ACPE and the Future



- First and foremost, ACPE needs to be above reproach for its accreditation/certification activities and to ensure excellence in all aspects of pharmacy education
  - Council for Higher Education Accreditation (CHEA)/CHEA International Quality Group
  - National Advisory Committee on Institutional Quality and Integrity (NACIQI)/US Department of Education
- ACPE/ISP is a member of the CHEA International Quality Group (CIQG) and International Network for Quality Assurance Agencies in Higher Education (INQAAHE), and is in the process of applying for INQAAHE Recognition




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### ACPE and the Future



- Continuing fact-finding with Board, staff, internal and external constituencies to better determine the opportunities and challenges ACPE faces
  - Surveyed our key constituencies last summer
  - Reviewing data
- Engagement of our stake-holders in a deliberate way; focus groups at national meetings
  - To date
    - Meetings with ASHP, NABP, APhA, FIP, AFPE, PTCB, ASHP, AACP as well as accreditor meetings




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### ACPE and the Future



- Strategic planning to commence with action plan to follow
- Communication and transparency critical
  - Four conference calls with Deans and AACP
  - Ten "Dear Dean" guidance letters
  - Response to Experiential Administrators
  - 3 task forces held in August and December (curriculum, assessment, experiential education) involving over 50 faculty\*
  - CE Provider workshops
  - International informational webinar completed in May
  - Article about ACPE and COVID-19 published in AJPE in June
  - Spring and Fall editions of "ACPE Update"
  - CPE Provider (3) and CPD (1) e-update/newsletters
  - Participation in weekly JCAPP calls/NABP state board calls when invited
  - Co-signatory on many profession-wide letters




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### Poll




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### Audience Question



- ACPE engaged three groups of members over the last year to provide input on the current standards. Can you explain a bit of what you learned and what is happening as a result?




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### ACPE Response



- The three groups were only engaged to assist in simplifying the current rubric and minimizing the number of uploads to the essentials. The uploads were significantly decreased as a result. These three groups did NOT jumpstart the standards revision process, they only worked with the existing rubric. The new rubric will be available spring 2022.
- The groups also reviewed and revised the Blue Book questions that are utilized for site visits

**Self Studies and External Reports**

- ACPE Guidelines for Preparing External Self Study Documents (4/20)
- Guidelines for Internal Reports During the Accreditation Term can be found in the Policies and Procedures Manual.
- Guidelines and Suggested Questions for ACPE On-Site Evaluations (2016 "Blue Book") (Downloaded Admin Account File 06/18/20)




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### Audience Question



- When is AAMS expected to be updated to reflect the revisions to the Standards 2016 rubric?
- From AACP:  
AACP manages the technical side of AAMS for schools and will be working to release a new version of the rubric as soon as possible in AAMS. While AACP cannot provide an exact date at this time, please be on the lookout for a communication from AACP on what to expect during this transition.




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**Q & A**  

- When AAMS is updated, will anything already uploaded or submitted be lost?
  - Schools that have **already submitted or will submit a self-study in the current version of the rubric** to ACPE will not lose content as submitted self-studies are preserved and eventually archived in AAMS by ACPE.
  - Schools that **will submit under the new version of the rubric:** AACPE plans to create a new version of the rubric in AAMS. AACPE is still working on the details of the transition to the new version, such as managing added content like required uploads, and will share more information later. Schools submitting under the new version, beginning in spring 2022, may want to consider waiting for the new rubric version to be released in AAMS.




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**Q & A**  

With these revisions, it appears that there are only two required items for on-site documentation (student complaint file, building blueprints) - is this correct?

- Complaints file is a USDE requirement that must be provided on site if requested
- Blueprints are only required if there are relevant blueprints (i.e., new or reconfigured space for example)




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**Audience Question**  

- Can you walk us through the Standards revision timeline including the opportunities for input from individuals and organizations?
- What are the areas (if any have been identified) where the board feels the most intense examination of the standards is needed?




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Standards Revision 2025


ACCREDITATION COUNCIL FOR PHARMACY EDUCATION



ACCREDITATION STANDARDS AND KEY ELEMENTS FOR THE PROFESSIONAL PROGRAM IN PHARMACY LEADING TO THE DOCTOR OF PHARMACY DEGREE

(STANDARDS 2018)

APPROVED January 25, 2021  
RELEASED February 2, 2022




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Standards Revision 2025



- January 2021: Announcement of the plan to revise the Standards
- March 2021-July 2021: Survey of key constituencies
- July 2021-March 2022: Hold public hearings at Annual Meetings of AACP, NABP, APhA and ASHP
- June 2022: Brief ACPE Board on Key Findings from the Public Comments and Hearings
  - Review key changes in new CAPE document (if released as planned in June 2022)
  - Seek Board's guidance on any key directions emerging from the public comments and revised CAPE




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Standards Revision 2025



- July 2022-December 2022: Prepare revised Standards and Guidance addressing Mission/Strategic Plan, Curriculum – both didactic and experiential
- January 2023: Board reviews relevant drafts of new/revised standards & guidance for Mission/Strategic Plan, Curriculum – both didactic and experiential
- February – May 2023:
  - ACPE Staff begin rubric updates for Mission/Strategic Plan, Curriculum.
  - Prepare revised standards & guidance addressing Students and Faculty/Staff/Preceptors




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### Standards Revision 2025



- June 2023: Board reviews relevant drafts of new/revised standards & guidance for Students and Faculty/ Staff/ Preceptors
- July – December 2023:
  - ACPE Staff begin rubric updates for Students and Faculty/Staff/Preceptors.
  - Prepare revised standards & guidance addressing Facilities & Teaching Resources, Finances, and Assessment
- **January 2024:** Board reviews relevant drafts of new/revised standards & guidance for Facilities & Teaching Resources, Finances, and Assessment
  - RELEASE OF DRAFT “STANDARDS 2025” FOR PUBLIC COMMENT




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### Standards Revision 2025



- February-May 2024: ACPE Staff begin rubric updates for Facilities & Teaching Resources, Finances, and Assessment
- June 2024:
  - Board reviews and approves complete volume of new standards & guidance, to be known as “Standards 2025”
  - “Standards 2025” released following Board Meeting with release and implementation July 1, 2025
  - Allows 12 months between release of new standards and their implementation
  - New Rubrics to support “Standards 2025” released in “pdf” format




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### Standards Revision 2025



- July 1, 2025: Implementation of new standards, known as “Standards 2025”
  - ACPE will request from each accredited program a Readiness Response to “Standards 25” – the four or five most significant changes between “Standards 2016” and “Standards 2025”
  - Exempt: those with visits in Fall 2025 as new standards will be addressed in the self-study
- January 2026: Board reviews all Readiness Responses and takes appropriate actions on each




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### Audience Question



- Is there a plan for inclusion and equity to be part of future iterations of ACPE standards?

A Board Task Force was appointed in January. One of the charges is to look into what could be considered in the Guidance and the Standards. We are very early in the process.




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### Conclusion



- Relaxing the PharmD, CE, technician training program standards or international quality criteria was not an option even in such times as these
- Finding new and creative ways to live within the boundaries of the standards was appropriate and needed
- Academic integrity guides us and the need fulfill our responsibility to the public safety by graduating pharmacists and technicians ready to enter practice and providing continuing pharmacy education of high quality to aid pharmacists in life-long learning
- ACPE values input from its constituencies and will do our best to be transparent and user friendly




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Thank you!




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