



## CPE Evaluation Form (Rubric) Continuing Pharmacy Education (CPE) Standards

**ACPE Provider Reviewed:** \_\_\_\_\_

### Directions

- 1) Please do a quick review of the narrative and supporting documents in the provider's Self-Assessment Report to get a general sense of areas of strength, weakness or where documentation appears to be lacking.
- 2) Carefully read the narrative and review supporting documents for each criterion and assess each item by marking one of the checkboxes in each row of the evaluation form:
  - **Meets Criterion:** The provider has achieved all the elements required by the criterion.
  - **Noteworthy Finding:** The provider has exceeded the requirements of the criterion. The provider shows a commitment to continuous quality improvement. It is honest about its areas of strength and weakness and presents viable plans in areas where it may need improvement. The provider is making a documented effort to cultivate an environment of research, information sharing and innovation.
  - **Needs Improvement:** The provider has not achieved all the elements required by the criterion.
  - **Additional Documents Required:** There is inadequate information in the narrative or documentation to assess whether the provider meets the criterion. For example, the provider's discussion is absent or incomplete or requested supporting documents are missing.
  - **N/A - Not Applicable:** This section of the criterion does not apply.

Please note that "Meets Criterion" appears before "Noteworthy Finding" on the forms because the core requirements of each criterion must be met before a criterion should be considered as noteworthy.

- 3) If you indicate that a standard is "Noteworthy", "Needs Improvement" or "Additional Documents Required", briefly write the reason for your assessment in the comment area to assist ACPE staff in making appropriate recommendations to the provider.

### Instructions for Determining the Overall Assessment of a Standard:

Use the following guide to determine the overall assessment for a standard:

1. If all criterion requirements are "Meets", then rate the entire standard as "Meets".
2. If the criterion requirements are "Meets" and "Noteworthy", then rate the entire standard as "Noteworthy".
3. If the criterion requirements are "Meets" and "Additional Docs Required", then rate the entire standard "Additional Docs Required".
4. If any criterion requirement is "Needs Improvement", then rate the entire standard as "Needs Improvement".

**Policy and Procedure Monitoring  
Provider Attestation**

**ACPE Policies and Procedures\***

**Section V – CPE Operations Policies and Procedures**

**Attestation Statement:** As the Continuing Pharmacy Education (CPE) Administrator on record with ACPE, on behalf of our organization, I attest that we implement and follow the most current *ACPE Continuing Pharmacy Education Provider Accreditation Program Policies and Procedures Manual: A Guide for ACPE-accredited Providers*. We understand that our organization must have a policies and procedures manual defining the organization's processes to implement the policies and procedures and CPE Standards. We acknowledge that ACPE may request to review and evaluate the entire manual or specific sections at any time, as part of the evaluation process, or as a component of a subsequent monitoring report.

Additionally, as the CPE Administrator, I attest that our organization's process for awarding CPE credit is through the online submission of activity and participant information via CPE Monitor®.

|                               |      |
|-------------------------------|------|
| CPE Administrator's Signature | Date |
|-------------------------------|------|

**The following list identifies the selected policies and procedures that relate to operational requirements for CPE activities (Section V).**

| <b>Policies &amp; Procedures – Section V</b> |  | <b>Meets Criterion</b>  | <b>Needs Improvement</b>  |
|--|--|---|---|
| 1.0  | CPE Administrator<br>1a. Responsibilities<br>1b. Administrative Change   | The CPE Administrator and, where utilized, other professional staff supplied evidence of continuing professional development (CPD) as it relates to the competencies of CE professionals.<br><br><p align="right">Meets <input type="checkbox"/></p>  | The provider has no documentation of the CPE Administrator's or other professional staff's continuing professional development (CPD).<br><br><p align="right">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p> |
| 2.0  | CPE Activities<br>2a. Knowledge-based (K)<br>2b. Application-based (A)<br>2c. Certificate Program (previously named Practice-based) (CP) | <b>Meets requirements per attestation statement unless Needs Improvement column is checked.</b>   | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>  |
| 3.0  | Joint Providership   |   | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>  |
| 4.0  | CPE Activity Announcement Literature**<br>4a. Activity Announcement Materials<br>4b. Multiday conference brochures                       | All of the selected activity announcements contain all required elements as measured by the Monitoring of Activity Announcements checklist.<br><br>Or, at least one recent activity announcements contained all required elements as measured by the activity announcement checklist.<br><br><p align="right">Meets for All <input type="checkbox"/><br/>or Meets for at Least One <input type="checkbox"/></p> | Every selected activity announcement is missing at least one required element as measured by the activity announcement checklist.<br><br><p align="right">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>     |

| Policies & Procedures – Section V |   | Meets Criterion  | Needs Improvement  |
|-----------------------------------|---|--|--|
| 5.0                               | Continuing Education Credit<br>5a. Live CPE activities<br>5b. Home study CPE activities<br>5c. Partial credit   | Meets requirements per attestation statement unless Needs Improvement column is checked. | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| 6.0                               | Recordkeeping   |  | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| 7.0                               | Awarding CPE Credit<br>7a. Technical Specifications Guide<br>7b. Statements of Credit for Other Health Care Professionals<br>7c. Administrative Warning<br>7d. Awarding Late Credit                     |  | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| 8.0                               | Financial Resources   |  | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| 9.0                               | Provider Web Tool<br>9a. Change in Administrator<br>9b. Accreditation Certificate<br>9c. Activity Description Forms (ADF)<br>9d. Universal Activity Numbers (UAN)<br>9e. Late Activity Description Form |  | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| 10.0                              | Fees  |  | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| 11.0                              | Organization Name Change or Merger  |  | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| 12.0                              | Substantive Change Policy   |  | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |

**\*\*Additional Materials:** please see the following pages for directions and requirements for P&P 4.0.

\*Terminology: This document will use the phrase ‘pharmacists and technicians’ as the recipients for CPE activities. Please note that it is acceptable for some providers to design CPE activities for pharmacists only; to design CPE activities for pharmacy technicians only; and, for some providers to design CPE activities for both pharmacists and pharmacy technicians.

**ACPE Standards for Integrity and Independence - Policies and Procedures**

**Attestation Statement:** As the Continuing Pharmacy Education (CPE) Administrator on record with ACPE, on behalf of our organization, I attest that we implement and follow the most current Standards for Integrity and Independence. We understand that our organization must have policies and procedures defining the organization’s processes to implement the Standards for Integrity and Independence. We acknowledge that ACPE may request to review and evaluate the policies and procedures at any time, as part of the evaluation process, or as a component of a subsequent monitoring report.

\_\_\_\_\_ | \_\_\_\_\_  
 CPE Administrator’s Signature | Date

**The following list identifies the policies and procedures that relate to the requirements for the Standards for Integrity and Independence.**

| Standards for Integrity and Independence |  | Meets Criterion  | Needs Improvement  |
|--|--|--|--|
| 5.1                                      | Ensure Content is Valid  | Meets requirements per attestation statement unless Needs Improvement column is checked.   | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| 5.2                                      | Prevent Commercial Bias and Marketing in Accredited Continuing Education   |  | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| 5.3                                      | Identify, Mitigate, and Disclose Relevant Financial Relationships<br>5.3 (1-3) – Identify Relevant Financial Relationships<br>5.3 (4) – Mitigate Relevant Financial Relationships<br>5.3 (5) – Disclose Relevant Financial Relationships to Learners |  | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| 5.4                                      | Manage Commercial Support Appropriately<br>5.4 (1) - Decision-Making and Disbursement<br>5.4 (2) - Agreement<br>5.4 (3) - Accountability<br>5.4 (4) - Disclosure to Learners   | Policies and procedures address all aspects of appropriate use of commercial support.<br><br>Meets <input type="checkbox"/><br>We <b>Do Not</b> accept commercial support for any directly or jointly provided CPE activities <input type="checkbox"/> | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| 5.5                                      | Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education  | Meets requirements per attestation statement unless Needs Improvement column is checked.   | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |

**If the rating is Needs Improvements, briefly explain the rationale (use additional sheets if needed):**

## Policy and Procedure 4.0 - Monitoring Activity Announcements Checklist

**Directions:**

Providers: (1) please indicate with a check mark (✓) in the grid below if the required items are included on the activity announcement along with any additional explanatory comments (if needed) **AND** (2) physically identify and label each of the items on the submitted activity announcements.

Reviewers: please evaluate the provider’s self-assessment by verifying the items listed below against the submitted activity announcements.

| Activity Announcements Required Items   | CPE Activity A | CPE Activity B | CPE Activity C |
|---|----------------|----------------|----------------|
| A. Objectives; verbs must elicit or describe observable or measurable behaviors on the part of participants. ( <u>Avoid</u> “understand,” “learn,” etc.)*   |                |                |                |
| B. Type of activity, i.e. knowledge, application, certificate program*  |                |                |                |
| C. Target audience(s) that may best benefit from participation in the activity  |                |                |                |
| D. Faculty member(s) name, degree, and title/position*  |                |                |                |
| E. Fees for the activity  |                |                |                |
| F. Schedule of the educational activities   |                |                |                |
| G. Amount of CPE credit, specified in contact hours or CEUs   |                |                |                |
| H. Official ACPE logo, used in conjunction with the statement identifying the accredited provider providing the activity:<br><br>“The [name of accredited provider] is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.”<br><br>(Optional: listing the ACPE-accredited or non-accredited joint provider, if applicable) |                |                |                |
| I. ACPE Universal Activity Number assigned to the activity  |                |                |                |
| J. Appropriate target audience designation (‘P’ and/or ‘T’) in the activity UAN   |                |                |                |
| K. A full description of all requirements established by the provider for successful completion of the CPE activity and subsequent awarding of credit<br>(e.g., passing a post-test at a specified proficiency level, completing an activity evaluation form, participating in all sessions or certain combinations of sessions that have been designed as a track, etc.).            |                |                |                |
| L. Acknowledgment of any organization(s) providing financial support for any component of the educational activity  |                |                |                |
| M. For home study activities: the initial release date and the expiration date.   |                |                |                |

\*Note: for multi-day conferences, learning objectives may be listed for the overall conference instead of individual activities on the activity announcement. The items with an asterisk must be listed in the final conference program if they are not listed on the activity announcement. If the items are not listed in the respective locations, then the item should be rated as ‘Needs Improvement.’



**CPE Standards: Section I -- Content**  
**Standard 1: Achievement of Mission and Goals of the CPE Program**

| Criterion and Evidence   | Meets Criterion  | Needs Improvement   |
|--|--|---|
| Mission Statement<br>(Attach CPE mission statement.)   | The provider has a CPE mission statement that defines the basis and intended outcomes for its CPE program, including the intended audience and the scope of activities.<br><br><p align="right">Meets <input type="checkbox"/></p>   | The provider does not have a CPE mission statement that defines the basis and intended outcomes for its CPE program and/or does not indicate the intended audience and the scope of activities.<br><br><p align="right">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p> |
| Strategic Plan/Goals<br>(Attach strategic plan/goal statements.)   | The strategic plan/goals indicate how the mission will be achieved. CPE goals are concise and measurable statements.<br><br><p align="right">Meets <input type="checkbox"/></p>  | The strategic plan/goals do not indicate how the mission will be achieved and/or are not concise and measurable statements.<br><br><p align="right">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>   |
| Assessment plan<br>(Attach assessment plan.)   | The provider has an assessment plan to evaluate achievement of its mission and goals.<br><br><p align="right">Meets <input type="checkbox"/></p>   | The provider does not have an assessment plan to evaluate achievement of its mission and goals.<br><br><p align="right">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>   |
| Documenting achievement<br>(Attach data that document achievement of the mission and/or goals.)                        | The provider includes data collection and analysis to document achievement of the mission and goals.<br><br><p align="right">Meets <input type="checkbox"/></p>  | The provider does not include data collection or analysis to document achievement of the mission and goals.<br><br><p align="right">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>   |
| Continuous development and improvement   | The provider uses the results to demonstrate continuous development and improvement of the CPE program.<br><br><p align="right">Meets <input type="checkbox"/></p>   | The provider does not use the results to demonstrate continuous development and improvement of the CPE program.<br><br><p align="right">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>   |
| Noteworthy Finding<br>(The provider must meet all preceding criteria of the standard and include supporting evidence.) | The provider shows a commitment to continuous quality improvement.<br><br>The provider's organization fosters a culture of research by formally evaluating and disseminating their practices and experiences toward achievement of outcomes to improve the quality of adult education and/or patient care. Examples include: presentations, poster sessions, letters/newsletters in relevant publications, published papers, drafts or research proposals.<br><br><p align="right">Noteworthy <input type="checkbox"/></p> |   |

**If the rating is Needs Improvement or Noteworthy, briefly explain the rationale:**

## Standard 2: Gap Analysis

| Criterion and Evidence   | Meets Criterion  | Needs Improvement   |
|--|--|---|
| <b>Gap Identification Process</b><br>(Attach description of how gaps are identified.)  | The provider describes the process of how knowledge, skill, or practice gaps are identified.<br><br>Meets <input type="checkbox"/>   | The provider does not have a process of identifying knowledge, skill, or practice gaps.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>   |
| <b>Gap Analysis</b><br>(Attach evidence of gaps identified.)   | The provider identifies a gap between what pharmacists and/or pharmacy technicians currently do and what is needed and desired in practice.<br><br>Meets <input type="checkbox"/>  | The provider does not identify gaps between what pharmacists and/or pharmacy technicians do and what is needed or desired in practice.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>                            |
| <b>Educational Need(s) for Pharmacists</b><br>(Attach description of educational need(s) that cause the identified gap.)   | The provider determines the cause(s) of the identified practice gap(s) for pharmacists, e.g., lack of knowledge, skill, attitude, and/or experience.<br><br>Meets <input type="checkbox"/><br>or N/A (CPE not offered for pharmacists) <input type="checkbox"/>  | The provider does not determine cause(s) of the identified practice gap(s) for pharmacists, e.g., lack of knowledge, skill, attitude, and/or experience.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>          |
| <b>Objectives Address Educational Need for Pharmacists</b><br>(Attach evidence of how objectives are developed to address the identified educational need.)          | The objectives are developed to specifically address the identified educational need and the activity type.<br><br>Meets <input type="checkbox"/><br>or N/A (CPE not offered for pharmacists) <input type="checkbox"/>   | The objectives do not address the identified educational need or the activity type.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>   |
| <b>Educational Need(s) for Pharmacy Technicians</b><br>(Attach description of educational need(s) that cause the identified gap.)                                    | The provider determines the cause(s) of the identified practice gap(s) for pharmacy technicians, e.g., lack of knowledge, skill, attitude, and/or experience.<br><br>Meets <input type="checkbox"/><br>or N/A (CPE not offered for technicians) <input type="checkbox"/>   | The provider does not determine cause(s) of the identified practice gap(s) for pharmacy technicians, e.g., lack of knowledge, skill, attitude, and/or experience.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| <b>Objectives Address Educational Need for Pharmacy Technicians</b><br>(Attach evidence of how objectives are developed to address the identified educational need.) | The objectives are developed to specifically address the identified educational need and the activity type.<br><br>Meets <input type="checkbox"/><br>or N/A (CPE not offered for technicians) <input type="checkbox"/>   | The objectives do not address the identified educational need or the activity type.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>   |
| <b>Noteworthy Finding</b><br>(The provider must meet all preceding criteria of the standard and include supporting evidence.)  | The provider's organization fosters a culture of research by formally evaluating and disseminating their practices and experiences in identifying and analyzing performance gaps to improve the quality of adult education. Examples include: presentations, poster sessions, letters/newsletters in relevant publications, published papers, drafts or research proposals.<br><br>Noteworthy <input type="checkbox"/> |   |

**If the rating is Needs Improvement or Noteworthy, briefly explain the rationale:**



**Standard 3: Continuing Pharmacy Education Activities**  
**Standard 4: CPE Activity Objectives**

| Criterion and Evidence  | Meets Criterion  | Needs Improvement  |
|---|--|--|
| <b>Activities Structured by Type for Pharmacists</b><br><br>(Attach the policy and procedure or description of the process used to assign K, A, P activity type designators.)             | The provider structures each CPE activity to meet the knowledge-, application- and/or certificate program-based educational needs of pharmacists.<br><br>Meets <input type="checkbox"/><br>or N/A (CPE not offered for pharmacists) <input type="checkbox"/>   | The provider does not have a structured process to assign each CPE activity to meet the knowledge-, application- and/or certificate program-based educational needs of pharmacists.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>          |
| <b>Content of Activity Appropriate for Pharmacists</b><br><br>Note: Refer to the Definition of Pharmacy (Standard 1) and associated appendices for guidance on suitable content.          | The objectives relate to content that is within the scope of practice for a pharmacist and are reflective for what a pharmacist will be able to do at the completion of the activity.<br><br>Meets <input type="checkbox"/><br>or N/A (CPE not offered for pharmacists) <input type="checkbox"/>                   | The objectives relate to content that is not appropriate for a pharmacist.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>   |
| <b>Activities Structured by Type for Pharmacy Technicians</b><br><br>(Attach the policy and procedure or description of the process used to assign K, A, P activity type designators.)    | The provider structures each CPE activity to meet the knowledge-, application- and/or certificate program-based educational needs of pharmacy technicians.<br><br>Meets <input type="checkbox"/><br>or N/A (CPE not offered for technicians) <input type="checkbox"/>  | The provider does not have a structured process to assign each CPE activity to meet the knowledge-, application- and/or certificate program-based educational needs of pharmacy technicians.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| <b>Content of Activity Appropriate for Pharmacy Technicians</b><br><br>Note: Refer to the Definition of Pharmacy (Standard 1) and associated appendices for guidance on suitable content. | The objectives relate to content that is within the scope of practice for a pharmacy technician and are reflective for what a pharmacy technician will be able to do at the completion of the activity.<br><br>Meets <input type="checkbox"/><br>or N/A (CPE not offered for technicians) <input type="checkbox"/> | The objectives relate to content that is not appropriate for a pharmacy technician.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>  |
| <b>Knowledge-based Activities</b>   |  |  |
| <b>Knowledge-based CPE Purpose</b>  | Knowledge-based CPE activities are designed primarily for participants to acquire factual knowledge.<br><br>Meets <input type="checkbox"/><br>or N/A (Knowledge-based CPE not offered) <input type="checkbox"/>  | CPE activities that have been labeled as knowledge-based are not designed primarily for participants to acquire factual knowledge.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>   |
| <b>Knowledge-based CPE Credit</b><br><br>(Reference activity announcements.)  | The minimum credit for knowledge-based CPE is 15 minutes or 0.25 contact hour.<br><br>Meets <input type="checkbox"/><br>or N/A (Knowledge-based CPE not offered) <input type="checkbox"/>  | The provider incorrectly assigns credit to a knowledge-based CPE activity or misidentifies it as knowledge-based CPE when it is not.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>   |
| <b>Objectives for Knowledge-based CPE activities</b><br><br>Note: Verbs for objectives must elicit or describe observable or measurable behaviors on the part of activity participants.   | Objectives are measurable and specific for knowledge-based activities.<br><br>Meets for All Activities <input type="checkbox"/><br>or Meets for at Least One Activity <input type="checkbox"/><br>or N/A (Knowledge-based CPE not offered) <input type="checkbox"/>  | Objectives are consistently non-measurable and non-specific for knowledge-based activities.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>  |
| <b>Application-based Activities</b>   |  |  |
| <b>Application-based CPE Purpose</b>  | Application-based CPE activities are designed primarily for participants to apply the information learned in the allotted timeframe.<br><br>Meets <input type="checkbox"/><br>or N/A (Application-based CPE not offered) <input type="checkbox"/>  | CPE activities that have been labeled as application-based are not designed primarily for participants to apply the information learned in the allotted timeframe.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>                           |

|   |   |   |
|---|---|---|
| <p>Application-based CPE Credit</p> <p>(Reference activity announcements.)</p>  | <p>The minimum credit for application-based CPE is 60 minutes or one contact hour.</p> <p>Meets <input type="checkbox"/></p> <p>or N/A (Application-based CPE not offered) <input type="checkbox"/></p>   | <p>The provider incorrectly assigns credit to an application-based CPE activity or misidentifies it as application-based CPE when it is not.</p> <p>Needs Improvement <input type="checkbox"/></p> <p>or Additional Docs Required <input type="checkbox"/></p>  |
| <p>Objectives for Application-based CPE activities</p> <p>Note: Verbs for objectives must elicit or describe observable or measurable behaviors on the part of activity participants.</p>   | <p>Objectives are measurable and specific for application-based activities.</p> <p>Meets for All Activities <input type="checkbox"/></p> <p>or Meets for at Least One Activity <input type="checkbox"/></p> <p>or N/A (Application-based CPE not offered) <input type="checkbox"/></p>  | <p>Objectives are consistently non-measurable and non-specific for application-based activities.</p> <p>Needs Improvement <input type="checkbox"/></p> <p>or Additional Docs Required <input type="checkbox"/></p>  |
| <p><b>Certificate Program (previously named Practice-based) Activities</b></p>  |   |   |
| <p>Certificate Program CPE Purpose</p> <p>(Attach syllabus or describe how Certificate Program activities are designed to meet the listed requirements.)</p>                                | <p>Certificate program CPE activities are designed primarily for participants to systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies.</p> <p>Meets <input type="checkbox"/></p> <p>or N/A (Certificate Program CPE not offered) <input type="checkbox"/></p> | <p>CPE activities that have been labeled as certificate programs are not designed primarily for participants to systematically acquire specific knowledge, skills, attitudes, and performance behaviors that expand or enhance practice competencies.</p> <p>Needs Improvement <input type="checkbox"/></p> <p>or Additional Docs Required <input type="checkbox"/></p> |
| <p>Certificate Program CPE Components</p>   | <p>Certificate program CPE activities include a didactic component and a practice component.</p> <p>Meets <input type="checkbox"/></p> <p>or N/A (Certificate Program CPE not offered) <input type="checkbox"/></p>   | <p>Certificate program CPE activities do not include both a didactic component and a practice component.</p> <p>Needs Improvement <input type="checkbox"/></p> <p>or Additional Docs Required <input type="checkbox"/></p>  |
| <p>Certificate Program CPE Minimum Credit</p> <p>(Reference activity announcements.)</p>  | <p>The minimum credit for certificate program CPE is 15 contact hours.</p> <p>Meets <input type="checkbox"/></p> <p>or N/A (Certificate Program CPE not offered) <input type="checkbox"/></p>   | <p>The provider incorrectly assigns credit to a certificate program CPE activity or misidentifies it as certificate program CPE when it is not.</p> <p>Needs Improvement <input type="checkbox"/></p> <p>or Additional Docs Required <input type="checkbox"/></p>   |
| <p>Objectives for Certificate Program CPE activities</p> <p>Note: Verbs for objectives must elicit or describe observable or measurable behaviors on the part of activity participants.</p> | <p>Objectives are measurable and specific for certificate program activities.</p> <p>Meets for All Activities <input type="checkbox"/></p> <p>or Meets for at Least One Activity <input type="checkbox"/></p> <p>or N/A (Certificate Program CPE not offered) <input type="checkbox"/></p>  | <p>Objectives are consistently non-measurable and non-specific for certificate program activities.</p> <p>Needs Improvement <input type="checkbox"/></p> <p>or Additional Docs Required <input type="checkbox"/></p>  |

**If the rating is Needs Improvement, briefly explain the rationale:**

## Standard 5: Standards for Integrity and Independence

| Criterion and Evidence   | Meets Criterion   | Needs Improvement   |
|--|---|---|
| <b>Ensure Content is Valid</b>   |   |   |
| <b>Content Validity [5.1]</b><br><br>(Attach process for ensuring information presented is fair, balanced, and evidence-based. Include supporting evidence.)                     | The provider ensures that CE is fair and balanced and clinical content presented supports safe, effective patient care. <ul style="list-style-type: none"> <li>All recommendations are based on current science, evidence, and clinical reasoning, while giving fair and balanced view of diagnostic/therapeutic options.</li> <li>All scientific research in CE conforms to the generally accepted standards of experimental design, data collection, analysis, and interpretation.</li> <li>The provider facilitates engagement with new/evolving topics without advocating for, or promoting, practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning.</li> </ul> <p style="text-align: right;">Meets <input type="checkbox"/></p> | The provider does not ensure that CE is fair, balanced and based on current science, evidence and clinical reasoning. Or scientific research in CE does not conform to the generally accepted standards of experimental design, data collection, analysis, and interpretation. Or CE content advocates or promotes practices that are not, or not yet, adequately based on current science, evidence, and clinical reasoning. <p style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>   |
| <b>Prevent Commercial Bias and Marketing in Accredited Continuing Education</b>  |   |   |
| <b>Preventing Commercial Bias and Marketing [5.2]</b><br><br>(Attach process for ensuring CE protects learners from commercial bias and marketing. Include supporting evidence.) | The provider ensures that CE protects learners from commercial bias and marketing. <ul style="list-style-type: none"> <li>All decisions related to planning, faculty selection, delivery, and evaluation are made without influence or involvement from the owners and employees of an ineligible company.</li> <li>CE activities are free of marketing or sales of products or services. Faculty do not promote or sell products or services that serve their professional or financial interests.</li> <li>Names or contact information of learners is not shared with any ineligible company or its agents without the explicit consent of the individual learner.</li> </ul> <p style="text-align: right;">Meets <input type="checkbox"/></p>                                       | The provider does not ensure all decisions related to planning, faculty selection, delivery, and evaluation are made without influence or involvement from owners and employees of an ineligible company. Or the provider does not ensure CE activities are free of marketing or sales of products/services, including faculty promotion or sales of products/services that serve their professional or financial interests. Or the names or contact information of learners is shared with an ineligible company or its agents without the explicit consent of the individual learner. <p style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p> |
| <b>Identify, Mitigate, and Disclose Relevant Financial Relationships</b>   |   |   |
| <b>Identify relevant financial relationships [5.3 (1-3)]</b><br><br>(Attach evidence of identification of relevant financial relationships.)                                     | The provider: <ul style="list-style-type: none"> <li>Collects information from all planners, faculty, and others in control of content about all financial relationships with ineligible companies within the prior 24 months, i.e. name of company and nature of relationship.</li> <li>Excludes owners or employees of ineligible companies. (Three exceptions to exclusion are outlined in the standard.)</li> <li>Identifies relevant financial relationships.</li> </ul> <p style="text-align: right;">Meets <input type="checkbox"/></p>  | The provider does not collect information from all individuals in control of content about all financial relationships with ineligible companies within the prior 24 months or does not exclude owners/employees of ineligible companies or does not identify relevant financial relationships. <p style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>   |
| <b>Mitigate relevant financial relationships [5.3 (4)]</b><br><br>(Attach evidence of mitigation of relevant financial relationships.)   | Prior to the individuals assuming their roles, the provider take steps to prevent all those with relevant financial relationships from inserting commercial bias into content. Steps taken are documented by the provider.  | The provider does not take steps to prevent all those with relevant financial relationships from inserting commercial bias into content. Or mitigation does not occur prior to individuals assuming their roles. Or the provider does not document the mitigation steps taken.  |

|  |   |   |
|--|---|---|
|  | Meets <input type="checkbox"/>  | Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>  |
| <p>Disclose all relevant financial relationships to learners [5.3 (5)]</p> <p>(Attach evidence of disclosure to learners.)</p>   | <p>The provider discloses the following to learners prior to engaging in the activity:</p> <ol style="list-style-type: none"> <li>Names of the individuals with relevant financial relationships.</li> <li>Names of the ineligible companies with which they have relationships.</li> <li>Nature of the relationships.</li> <li>A statement that all relevant financial relationships have been mitigated.</li> <li>If applicable, a statement of disclosure of absence of relevant financial relationship(s) (either individually or as a group).</li> </ol> <p>Ineligible companies' corporate or product logos, trade names, or product group messages are not included in disclosure to learners.</p> <p>Meets <input type="checkbox"/></p> | <p>The provider does not disclose relevant financial relationships on the part of all individuals in a position to control content. Or learners do not receive disclosure information before engaging with the activity. Or disclosure includes corporate or product logos, trade names, or product group messages of ineligible companies.</p> <p>Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>  |
| <b>Manage Commercial Support Appropriately</b>   |   |   |
| <input type="checkbox"/> We <b>Do Not</b> accept commercial support for any directly or jointly provided CPE activities. (If checked, this section is not applicable.) |   |   |
| <p>Decision-making and disbursement [5.4 (1)]</p> <p>(Attach evidence of decision-making and disbursement, e.g. grant agreements, income/expense statements.)</p>      | <p>The provider makes all decisions regarding receipt and disbursement of commercial support.</p> <ol style="list-style-type: none"> <li>Ineligible companies do not pay directly for any of the expenses related to the education or the learners.</li> <li>If commercial support is used to fund honoraria or travel expenses, it is only for planners, faculty, or others in control of content for those roles.</li> <li>Commercial support is not used to pay for travel, lodging, honoraria, or personal expenses for individual learners or groups of learners.</li> <li>If commercial support is used to defray or eliminate the cost of the education, it is for all learners.</li> </ol> <p>Meets <input type="checkbox"/></p>        | <p>The provider allows ineligible companies to influence decisions regarding the disposition and disbursement of commercial support. Or direct payment is given by ineligible companies to learners or those involved in the activity (e.g., planners, teachers, authors).</p> <p>The provider pays honoraria or expenses to learners. Or the provider uses commercial support to defray or eliminate the cost of the education for individual learners or groups of learners.</p> <p>Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p> |
| <p>Agreements [5.4 (2)]</p> <p>(Attach grant agreements for requested commercially supported activities.)</p>  | <p>The provider uses agreements executed by the ineligible company and provider prior to the activity that specify the terms, conditions, and purposes of the commercial support.</p> <p>Meets <input type="checkbox"/></p>   | <p>The provider does not use written agreements when commercial support is obtained or the agreements do not document that the provider retains responsibility. Or the agreements are missing, unexecuted or completed after the activity.</p> <p>Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>   |
| <p>Accountability [5.4 (3)]</p> <p>(Attach evidence of receipt and expenditure of commercial support, e.g., income/expense statements.)</p>                            | <p>The provider keeps a record of the amount or kind of commercial support received and how it was used.</p> <p>Meets <input type="checkbox"/></p>  | <p>The provider does not keep a record of the amount or kind of commercial support or cannot produce accounting records.</p> <p>Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>   |

|  |  |  |
|--|--|--|
| <p>Disclosure to learners [5.4 (4)]</p> <p>(Attach evidence of disclosure to learners.)</p>  | <p>The provider discloses to the learners the name(s) of the ineligible company(ies) that gave the commercial support, or the nature of the support if it was in-kind, prior to the learners engaging in the activity. Disclosure does not include the ineligible companies' corporate or product logos, trade names, or product group messages.</p> <p>Meets <input type="checkbox"/></p>   | <p>The provider does not disclose to learners the name(s) of the ineligible company(ies) that gave the commercial support, or the nature of the support if it was in-kind. Or disclosure does not occur prior to learners engaging in the activity. Or disclosure includes corporate or product logos, trade names, or product group messages of ineligible companies.</p> <p>Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>  |
| <b>Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education</b>   |  |  |
| <p>Arrangements [5.5 (1)]</p> <p>(Reference evidence of arrangements made to separate marketing from continuing education, e.g., agreements.)</p>                  | <p>The provider ensures arrangements to allow ineligible companies to market or exhibit in association with accredited education are not:</p> <ol style="list-style-type: none"> <li>Influencing any decisions related to the planning, delivery, and evaluation of the education.</li> <li>Interfering with the presentation of the education.</li> <li>A condition of the provision of financial or in-kind support from ineligible companies for the education.</li> </ol> <p>Meets <input type="checkbox"/><br/>or N/A (Exhibits/Marketing not associated with CE) <input type="checkbox"/></p>  | <p>Arrangements for marketing or exhibits by ineligible companies influence decisions related to the planning, delivery, and evaluation of the accredited education, or interfere with the presentation of the education, or are a condition of the provision of financial or in-kind support from ineligible companies for the education.</p> <p>Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>  |
| <p>Management [5.5 (2)]</p> <p>(Reference evidence of separation of marketing from continuing education, e.g., activity announcements, educational materials.)</p> | <p>The provider ensures that marketing by ineligible companies is kept separate from the educational activity.</p> <ul style="list-style-type: none"> <li>Live: Marketing, exhibits, and non-accredited education developed by or with influence from an ineligible company or with planners or faculty with unmitigated financial relationships do not occur in the educational space within 30 minutes before or after an accredited activity.</li> <li>Print, online, or digital: Learners are not presented with marketing while engaged in the activity or made to click through, watch, listen to, or be presented with product promotion or product-specific advertisement in order to engage with CE content.</li> </ul> <p>Educational materials do not contain any marketing produced by or for an ineligible company, including corporate or product logos, trade names, or product group messages.</p> <p>Meets <input type="checkbox"/></p> | <p>The provider does not ensure that marketing by ineligible companies is kept separate from the educational activity.</p> <ul style="list-style-type: none"> <li>Live: Marketing and non-accredited education occur in the educational space within 30 minutes before or after an accredited activity.</li> <li>Print, online, or digital: Learners are presented with marketing while engaged in the activity. Or learners must click through, watch, listen to, or be presented with product promotion or product-specific advertisement in order to engage with educational content.</li> </ul> <p>Or educational materials contain marketing produced by or for an ineligible company, including corporate or product logos, trade names, or product group messages.</p> <p>Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p> |
| <p>Management [5.5 (3)]</p>  | <p>The provider does not allow ineligible companies to provide access to, or distribute, CE to learners.</p> <p>Meets <input type="checkbox"/></p>   | <p>The provider allows ineligible companies to provide access to, or distribute CE to learners.</p> <p>Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>   |

**If the rating is Needs Improvement, briefly explain the rationale:**

**CPE Standards: Section II -- Delivery  
Standard 6: Faculty**

| Criterion and Evidence   | Meets Criterion  | Needs Improvement  |
|--|--|--|
| <b>Faculty Selection</b><br>(Attach a description of the faculty selection process; include relevant evidence.)                  | Faculty members are selected on their knowledge of the subject matter [by the time of the CPE activity]; experience and teaching ability; and ability to meet the educational needs of the learners.<br><br>Meets <input type="checkbox"/>   | Faculty members are selected based on convenience or ability to draw a large audience rather than knowledge of the subject matter, experience and teaching ability; or ability to meet the educational needs of the participants.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>                        |
| <b>Faculty Support Guidance</b><br>(Attach a description of verbal guidance along with written guidance documents.) <sup>♦</sup> | The provider communicates, collaborates and assists faculty regarding the identified educational needs, developing material and handouts and engages faculty in a dialogue giving verbal and written guidance. Guidance includes preparing pharmacists to provide patient-centered collaborative care as described in the Pharmacists' Patient Care Process.<br><br>Meets <input type="checkbox"/> | The provider gives little information to assure that the faculty member will be an effective educator. Little or no written faculty guidance is given aside from acceptance letters and activity logistics.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>  |
| <b>Faculty Guidance for Objectives</b>   | Verbal and written information is provided to faculty to assure that CPE activities meet ACPE's Standards for developing objectives.<br><br>Meets <input type="checkbox"/>   | The provider gives little information to educate and assure that the faculty member will develop specific and appropriate objectives. Little or no written faculty guidance is given aside from acceptance letters and activity logistics.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>               |
| <b>Faculty Guidance for Learning Assessment</b>  | Verbal and written information is provided to faculty to assure that CPE activities meet ACPE's Standards for incorporating appropriate assessments of learning into CPE activities.<br><br>Meets <input type="checkbox"/>   | The provider gives little information to educate and assure that the faculty member will provide appropriate and constructive feedback to learners. Little or no written faculty guidance is given aside from acceptance letters and activity logistics.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| <b>Faculty Guidance for Active Learning</b>  | Verbal and written information is provided to faculty to assure that CPE activities meet ACPE's Standards for incorporating active learning opportunities into CPE activities.<br><br>Meets <input type="checkbox"/>   | The provider gives little information to educate and assure that the faculty member will incorporate active learning techniques. Little or no written faculty guidance is given aside from acceptance letters and activity logistics.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>                    |

**If the rating is Needs Improvement, briefly explain the rationale:**

<sup>♦</sup> Written guidance 1) includes administrative information (letters of agreement, disclosure forms, information about activity logistics, etc.); 2) describes the characteristics of the audience; 3) explains faculty's role in assuring that activities meet ACPE's expectations for developing learning objectives, active learning, learner assessment and feedback, etc.; and 4) promotes effective educational practice with articles and readings on teaching and learning, and on developing and incorporating active learning exercises and learning assessments into activities.

## Standard 7: Teaching and Learning Methods

| Criterion and Evidence   | Meets Criterion  | Needs Improvement  |
|--|--|--|
| <p><b>Active Participation in Live CPE</b></p> <p>(Attach a description of what is done to foster active participation of learners in live activities; include examples of actual learning materials.)</p>             | <p>The provider designs and implements learning activities to foster active participation as a component of <u>live</u> CPE instructional approaches using a variety of techniques including pre- and post-testing, quizzes, case studies, simulation exercises, problem-solving, group discussion, etc.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p> <p style="text-align: center;">or N/A (live CPE not offered) <input type="checkbox"/></p>  | <p><u>Live</u> CPE activities present information with few structured opportunities for the participants to interact with each other, with the faculty, or work with the information for the purpose of clarification, additional learning, practicing what they are learning, or evaluating whether they have met activity objectives.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p> <p style="text-align: center;">or Additional Docs Required <input type="checkbox"/></p> |
| <p><b>Active Participation in Home Study CPE</b></p> <p>(Attach a description of what is done to foster active participation of learners in home study activities; include examples of actual learning materials.)</p> | <p>The provider designs and implements learning activities to foster active participation as a component <u>home study</u> CPE instructional approaches using a variety of techniques including pre- and post-testing, quizzes, case studies, simulation exercises, problem-solving, etc.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p> <p style="text-align: center;">or N/A (home study CPE not offered) <input type="checkbox"/></p>   | <p><u>Home study</u> CPE activities present information with few structured opportunities for the participants to work with the information for the purpose of clarification, additional learning, practicing what they are learning, or evaluating whether they have met activity objectives.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p> <p style="text-align: center;">or Additional Docs Required <input type="checkbox"/></p>  |
| <p><b>Objectives Matched to Active-Learning Activity</b></p> <p>(Attach evidence of how objectives are addressed by active learning.)</p>  | <p>In general, the objectives are addressed by an active learning activity.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>   | <p>The objectives are not addressed by an active learning activity.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/></p> <p style="text-align: center;">or Additional Docs Required <input type="checkbox"/></p>   |
| <p><b>Noteworthy Finding</b></p> <p>(The provider must meet all preceding criteria of the standard and include supporting evidence.)</p>   | <p>The provider uses faculty development and a systematic approach to create activities that foster active participation in learning. The provider's organization fosters a culture of research by formally evaluating and disseminating their practices and experiences to improve the quality of adult education. Examples include: presentations, poster sessions, letters/newsletters in relevant publications, published papers, drafts or research proposals.</p> <p>The provider innovates and experiments with delivery methods based on educational literature to improve participant learning and documents outcomes in order to further improve future activities. (Examples of data and literature used to determine educational delivery methods and comparative outcomes data are supplied.)</p> | <p>Noteworthy <input type="checkbox"/></p>   |

**If the rating is Needs Improvement or Noteworthy, briefly explain the rationale:**

### Standard 8: Educational Materials

| Criterion and Evidence  | Meets Criterion  | Needs Improvement  |
|---|--|--|
| <p>Educational Materials for Each CPE Activity</p> <p>(Attach educational materials from the activities.)</p>                     | <p>The provider offers educational materials (e.g., handouts, outlines, background material, selected bibliographies, audiovisual aids, etc.) for each CPE activity.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>  | <p>Educational materials are not offered for each CPE activity.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>  |
| <p>Educational Materials for Achieving Objectives</p>   | <p>The educational materials enhance participants' ability to achieve the performance objectives; foster application to pharmacy practice; serve as guidance; provide additional sources of information; and include reference tools useful in practice.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>                        | <p>The educational materials are unlikely to enhance participants' ability to achieve the performance objectives; are unlikely to foster application to pharmacy practice; do not serve as guidance; do not provide additional sources of information; or do not include reference tools useful in practice.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p> |
| <p>Noteworthy Finding</p> <p>(The provider must meet all preceding criteria of the standard and include supporting evidence.)</p> | <p>The provider gives participants bibliographies for additional reading and study, as well as supplemental materials developed for future reference. Additionally, the provider evaluates the effectiveness of instructional materials and shares its practices and experiences with other providers to improve the quality of adult education.</p> | <p>Noteworthy <input type="checkbox"/></p>   |

**If the rating is Needs Improvement or Noteworthy, briefly explain the rationale:**



**CPE Standards: Section III -- Assessment  
Standard 9: Assessment of Learning**

| Criterion and Evidence   | Meets Criterion  | Needs Improvement  |
|--|--|--|
| <b>Learning Assessment Required</b><br><br>(Attach a description of how participants are evaluated on activity objectives and include learning assessments with participant results.)* | The provider and faculty include learning assessments in each CPE activity for participants to assess the content learned.<br><br>Meets <input type="checkbox"/>   | The provider does not use a mechanism to allow all participants to assess the content learned. Or the assessment questions ask participants whether they have met objectives rather than directly testing their knowledge.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| <b>Learning Assessment Required for Credit</b><br><br>(Attach a description of how learning assessments are documented for credit.)  | Participants complete a learning assessment for CPE credit.<br><br>Meets <input type="checkbox"/>  | The provider does not use a learning assessment as the basis for awarding CPE credit.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>  |
| <b>Learning Assessment for Knowledge-based CPE</b>   | Knowledge-based CPE activities include assessment questions to determine recall of facts.<br><br>Meets <input type="checkbox"/><br>or N/A (Knowledge-based CPE not offered) <input type="checkbox"/>   | Knowledge-based CPE activities do not include assessment questions to determine recall of facts.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>   |
| <b>Learning Assessment for Application-based CPE</b>   | Application-based CPE activities include case studies structured to address application of the principles learned.<br><br>Meets <input type="checkbox"/><br>or N/A (Application-based CPE not offered) <input type="checkbox"/>                                      | Application-based CPE activities lack case studies structured to address application of the principles learned.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>  |
| <b>Learning Assessment for Certificate Program CPE</b>   | Certificate Program CPE activities include formative and summative assessments that demonstrate that the participants achieved the stated objectives.<br><br>Meets <input type="checkbox"/><br>or N/A (Certificate Program CPE not offered) <input type="checkbox"/> | Certificate Program CPE activities lack formative and summative assessments that demonstrate that the participants achieved the stated objectives.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>   |
| <b>Objectives Are Assessed</b><br><br>(Attach evidence of how objectives are covered by a learning assessment.)  | In general, the objectives are covered by a learning assessment.<br><br>Meets <input type="checkbox"/>   | The objectives are not covered by a learning assessment.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>   |

|   |  |
|---|--|
| <b>Noteworthy Finding</b><br><br>(The provider must meet all preceding criteria of the standard and include supporting evidence.) | The provider experiments with a variety of self-assessment mechanisms including, but not limited to, pre- and post-testing, post-testing alone with group discussion and critique of answers, patient case-study discussions, and problem solving exercises.<br><br>The provider's organization fosters a culture of research and evaluation to not only improve learning of activity participants, but also to add to the literature in adult and continuing education.<br><br>Activities and tests are designed to go beyond the simple recall of facts and seek to demonstrate learning with an emphasis on integration and utilization of knowledge in professional practice.<br><br>Noteworthy <input type="checkbox"/> |
|---|--|

**If the rating is Needs Improvement or Noteworthy, briefly explain the rationale:**

\* The provider may select formal and informal techniques for assessment of learning. Informal techniques typically involve participant discussions. Formal techniques, such as tests and quizzes, are typically individualized, written, and graded.

## Standard 10: Assessment Feedback

| Criterion and Evidence   | Meets Criterion  | Needs Improvement   |
|--|--|---|
| <p>Appropriate, Constructive Feedback to Learners</p> <p>(Attach a description with examples of how feedback is provided to participants.)</p> | <p>Learner assessment feedback is provided to participants in an appropriate and constructive manner.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>   | <p>Learner assessment feedback is not provided to participants in an appropriate or constructive manner. For example, faculty or teaching materials prompt students with the correct answers for the purpose of passing the test rather than learning and applying the material. (e.g., a presenter saying, "... this concept is REALLY important and you might see it again, SOON.")</p> <p>Opportunities to cheat are present. (e.g., giving answers to questions before post tests are collected.)</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p> |
| <p>Timely Feedback to Learners</p>   | <p>Learner assessment feedback is provided to participants in a timely manner.</p> <p style="text-align: right;">Meets <input type="checkbox"/></p>  | <p>Learner assessment feedback is not provided to participants in a timely manner.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>  |
| <p>Feedback to Learners Consistent with objectives and CPE Type</p>  | <p>Learner feedback is consistent with the objectives and activity type. For example, feedback may include</p> <ul style="list-style-type: none"> <li>• the correct response to questions for Knowledge-based CPE;</li> <li>• correct evaluation of case studies for Application-based CPE; or</li> <li>• formative and summative assessments used to demonstrate that the participant achieved the stated objectives for Certificate Program CPE.</li> </ul> <p style="text-align: right;">Meets <input type="checkbox"/></p> | <p>Learner feedback is not consistent with the objectives or activity type.</p> <p style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></p>   |
| <p>Noteworthy Finding</p> <p>(The provider must meet all preceding criteria of the standard and include supporting evidence.)</p>              | <p>Provider has a system of pre-testing, post-testing <u>and</u> structured remediation to help participants to master the material. When responses are incorrect, the provider explains the rationale for the correct responses and provides supplemental information.</p> <p style="text-align: right;">Noteworthy <input type="checkbox"/></p>  |   |

**If the rating is Needs Improvement or Noteworthy, briefly explain the rationale:**


**CPE Standards: Section IV -- Evaluation  
Standard 11: Evaluation of CPE Activity**

| Criterion and Evidence  | Meets Criterion   | Needs Improvement  |
|---|---|--|
| <b>Activity Evaluation Process</b><br>(Attach a description of the activity evaluation process.)  | The provider has an evaluation process for its CPE activities that allows for feedback from learners. The provider periodically examines and revises its activity evaluation process for quality improvement.<br><br>Meets <input type="checkbox"/>   | The provider does not have an evaluation process for its CPE activities.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>   |
| <b>Activity Evaluation Elements</b><br>(Attach CPE activity evaluations.)   | Activity evaluations contain elements relevant to the intended outcome of the activity.<br><br>Meets <input type="checkbox"/>   | Activity evaluations do not contain elements relevant to the intended outcome of the activity.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>   |
| <b>Separate Evaluations for Pharmacists</b><br>(Attach pharmacist activity evaluation summary data.)  | Feedback from activities is summarized for pharmacists separately from non-pharmacists.<br><br>Meets <input type="checkbox"/><br>or N/A (CPE not offered for pharmacists) <input type="checkbox"/>  | When activities are offered to inter-professional audiences, the feedback from pharmacists is not summarized or evaluated separately from that received from non-pharmacists.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>          |
| <b>Separate Evaluations for Technicians</b><br>(Attach technician activity evaluation summary data.)  | Feedback from activities is summarized for technicians separately from non-technicians.<br><br>Meets <input type="checkbox"/><br>or N/A (CPE not offered for technicians) <input type="checkbox"/>  | When activities are offered to inter-professional audiences, the feedback from pharmacy technicians is not summarized or evaluated separately from that received from non-technicians.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
| <b>Evaluation Feedback for Ongoing Improvement</b><br>(Attach a description of how feedback from activity evaluations is used to improve the CPE program. Include any relevant evidence.) | Feedback is used systematically for ongoing improvement of the overall CPE program. Evaluation results are compiled, interpreted and returned to the faculty to assist in their effectiveness as educators.<br><br>Meets <input type="checkbox"/>   | The provider does not collect data on the effectiveness of its educational activities, or use it in a systematic manner for the purpose of improving ongoing activities.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>               |
| <b>Monitoring for Promotion, Marketing, and Commercial Bias (Standard 5)</b><br>(Attach evidence of monitoring process, e.g., activity evaluation forms, surveys, focus groups.)          | The provider uses methods to allow learners to give feedback on sources of promotion, marketing, and commercial bias and addresses identified promotion/marketing/bias.<br><br>Meets <input type="checkbox"/>   | The provider does not monitor for the presence of promotion, marketing, and commercial bias in activities or does not address identified promotion/marketing/bias.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/>                     |
| <b>Noteworthy Finding</b><br>(The provider must meet all preceding criteria of the standard and include supporting evidence.)   | The provider longitudinally assesses the effect of the educational activity on participants' practice.<br><br>The provider's organization fosters a culture of research and evaluation to improve learning of activity participants as well as to add to the literature in adult and continuing education.<br><br>Noteworthy <input type="checkbox"/> |  |

**If the rating is Needs Improvement or Noteworthy, briefly explain the rationale:**

## Global Items

Official wording and logos are used to identify an ACPE Accredited Provider and its activities. Please make note of any non-standard wording or logos on the provider's promotional materials, educational materials, policy and procedures manual and other documents related to ACPE criteria.

|   | Meets Requirement  | Needs Improvement   |
|---|--|---|
| ACPE's Official Name                      | ACPE's full name is written as the "Accreditation Council for Pharmacy Education." Please note any wording other than what is shown.<br><br><div style="text-align: right;">Meets <input type="checkbox"/></div>   | Alternate wording is used for ACPE's full name, e.g., "American Council for Pharmaceutical Education."<br><br><div style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></div>   |
| ACPE Official Logo                        | Only official ACPE logos are displayed. The ACPE logo should appear exactly as shown below with a registered trademark symbol.<br><br><div style="text-align: center;"></div><br><div style="text-align: right;">Meets <input type="checkbox"/></div>   | A variant of the logo is substituted, the ACPE logo is shown in incorrect proportions, or the trademark symbol is missing.<br><br><div style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></div>   |
| Provider Statements                       | Provider statements are worded correctly as in the examples below:<br><br><i>Name of Provider</i> is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.<br><br>or for multiple providers...<br><br><i>Names of Providers</i> are accredited by the Accreditation Council for Pharmacy Education as providers of continuing pharmacy education.<br><br><div style="text-align: right;">Meets <input type="checkbox"/></div> | Alternate wording is used in a provider statement.<br><br><div style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></div>   |
| Accredited Provider                       | The provider uses the term "Accredited Provider" in reference to itself.<br><br><div style="text-align: right;">Meets <input type="checkbox"/></div>   | The provider uses the old term "Approved Provider" in reference to itself.<br><br><div style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></div>   |
| Formal Complaints (checked by ACPE Staff) | No corrective action has been required by ACPE regarding formal complaints received at ACPE towards a provider.<br><br><div style="text-align: right;">Meets <input type="checkbox"/></div>  | The provider has not taken corrective action as requested by ACPE or multiple complaints have been filed at ACPE for the provider.<br><br><div style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></div>   |
| CPE Monitor® (checked by ACPE Staff)      | The provider is meeting ACPE's requirements for submission to CPE Monitor®.<br><br><div style="text-align: right;">Meets <input type="checkbox"/></div>  | The provider has failed to meet ACPE's requirements for submission to CPE Monitor®.<br><br><div style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></div>  |
| Application to the Practice of Pharmacy   | Each CPE activity is applicable to the practice of pharmacy as defined by the current Definition of Continuing Pharmacy Education.<br><br><div style="text-align: right;">Meets <input type="checkbox"/></div>   | The provider's CPE activities are not applicable to the practice of pharmacy as defined by the current Definition of Continuing Pharmacy Education (e.g., personal financial management), presents topics without a full discussion of the pros and cons, or without research-based evidence).<br><br><div style="text-align: right;">Needs Improvement <input type="checkbox"/><br/>or Additional Docs Required <input type="checkbox"/></div> |

|   |   |  |
|---|---|--|
| Activity Information Matches ACPE Records | Information about individual activities matches ACPE records. For example, Universal Activity Numbers match ACPE's records.<br><br>Meets <input type="checkbox"/> | The Universal Activity Numbers do not match ACPE's records<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |
|---|---|--|

**If the rating is Needs Improvement, briefly explain the rationale:**



### Organization and Clarity of the Self-Assessment Report

Please evaluate the overall organization and clarity of information in the provider's report to assist in improving the quality of future reports.

|  | Meets Criterion  | Noteworthy Finding   | Needs Improvement   |
|--|--|--|---|
| Organization of the Self-Assessment Report | A response and relevant supporting documentation is supplied for each criterion. The information is organized in a logical manner.<br><br>Meets <input type="checkbox"/> | All sections of the report are complete and organized to facilitate finding information, e.g., pages are numbered and sections have labeled, tabbed dividers. Narrative descriptions and documentation of activities are thorough, clear and concise. The provider's responses appear honest and it presents viable plans for quality improvement where needed.<br><br>Noteworthy <input type="checkbox"/> | Information is difficult to find. Sections are not well labeled, paginated or incorrectly numbered. The provider does not respond to requests for information for all criteria or responds in a terse, dismissive or uninformative manner.<br><br>Narrative responses or documentation appears deceptive.<br><br>Needs Improvement <input type="checkbox"/><br>or Additional Docs Required <input type="checkbox"/> |

**If the rating is Needs Improvement, briefly explain the rationale:**

## Summary of the Evaluation of All Standards

Please complete this summary (●) **after** evaluating the individual standards using the CPE Evaluation Form. This summary will be helpful for creating the Consensus Evaluation which contains the reviewers' overall assessment of the CPE Provider and for reporting the reviewers' findings to the provider in the Action and Recommendations Report.

| Standard  | Noteworthy            | Meets                 | Needs Improvement     | Additional Docs Required |
|---|-----------------------|-----------------------|-----------------------|--------------------------|
| <b><i>POLICIES AND PROCEDURES</i></b>   |                       |                       |                       |                          |
| 1. Attestation Items  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 2. Activity Announcement Checklist Items                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| <b><i>CONTENT OF CONTINUING PHARMACY EDUCATION ACTIVITIES</i></b>             |                       |                       |                       |                          |
| 1. Achievement of Mission and Goals of the CPE Program                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 2. Gap Analysis   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 3. Continuing Pharmacy Education Activities and<br>4. CPE Activity Objectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 5. Standards for Integrity and Independence                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| <b><i>DELIVERY OF CPE ACTIVITIES</i></b>                                      |                       |                       |                       |                          |
| 6. Faculty  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 7. Teaching and Learning Methods  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 8. Educational Materials  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| <b><i>ASSESSMENT</i></b>  |                       |                       |                       |                          |
| 9. Assessment of Learning   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| 10. Assessment Feedback   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| <b><i>EVALUATION</i></b>  |                       |                       |                       |                          |
| 11. Evaluation of CPE Activity  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| <b><i>Global Issues</i></b>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |
| <b><i>Organization and Clarity of the Report and Evaluation Form</i></b>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    |