



**Accreditation Council for Pharmacy
Education**

**Self-Assessment Instrument for the
Professional Degree Program of
Developing Colleges and Schools of
Pharmacy**

**Version 2.0
Standards 2007 / Guidelines 2.0**

Effective July 1, 2012



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Introduction: The *Accreditation Council for Pharmacy Education (ACPE) Self-Assessment Instrument for the Professional Degree Program of Developing Colleges and Schools of Pharmacy* is designed to assist a college or school of pharmacy prepare its updated application report and document how its pharmacy degree program is addressing ACPE's Standards throughout the program's development.

An equivalent evaluation instrument (commonly referred to as the "Rubric") is used by members of the on-site evaluation team to validate (or contradict) the college or school's updated application and as the basis for the *Evaluation Team Report (ETR)* sent to the college or school and the ACPE Board of Directors. The findings of the evaluation team are used to advise the ACPE Board of Directors. The ACPE Board of Directors will consider the *ETR* along with other supplementary written or verbal information in order to determine the pharmacy degree program's overall compliance with ACPE Standards and to prepare the ACPE *Action and Recommendations (A&R)* document, which is the official accreditation action.

Directions for Completing the Self-Assessment Instrument

For each standard, the college or school should do the following:

- 1) **Documentation and Data:** For established Doctor of Pharmacy programs, ACPE provides a list of required documentation and data that must be provided either with the Self-Study Report or made available on-site. Not all data and documentation required for established programs is available for or applicable to developing programs and therefore may not be included in the updated application report. However, the list of required data and documentation, along with the data views and standardized tables and optional documentation and data an established program may provide has been included with this instrument as guidance for expectations in future reports. **Not all documents are required for the updated application report.** Where appropriate, use a check to indicate documents and data that have been submitted in advance or made available on site. If a document is not applicable, indicate this with an "NA" in place of a check box.

Please Note: For reports submitted electronically to ACPE, the preferred file format for documents and data is Portable Document Format (PDF).

A full list of the required documentation and data for the self-study report or to be available on-site, as well as optional documentation and data that can be submitted by the college or school, can be accessed at <http://www.acpe-accredit.org/pdf/Excel%20Documents/DocumentationDataRequiredRubricv4.xls>.

A full list of the data views and standardized tables, with examples, can be accessed at <http://www.acpe-accredit.org/pdf/Word%20Documents/DataViewsStandardizedTablesACPERubricVersion40DRAFT.doc>

For each data view and standardized table, it is optional for the college or school to provide brief comments about the chart or table. Comments should be provided below the chart or table and should be limited to, for example, explanations of missing data or apparent anomalies. The comments should not exceed 1,000 characters (approximately 170 words) per chart/table; this text is not included in the overall 120-125 page limit for the self-study report. The college or school's interpretation of the data, especially any notable differences from national or peer group norms, should be provided in the descriptive text under Section 3 (College or School's Comments on the Standard) of the applicable standards, not in the brief optional comments under a data view or table.

- 2) **College or School's Self-Assessment:** Self-assess the program on aspects of the standard using the following scale:
 - **S:** The program's compliance with this element of the standard is **satisfactory**
 - **N.I.:** The program **needs improvement** with this element of the standard to be fully compliant
 - **U:** The program's compliance with this element of the standard is **unsatisfactory**
- 3) **College or School's Comments on the Standard:** The college or school's text should describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. As guidance for future self-studies, the questions established programs are expected to address in their narrative have been included. **Not all questions are applicable to programs in development.** Where appropriate, provide a response to the listed questions. Mark those that are not

applicable as “NA.” For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Specific areas that should be addressed by the college or school are noted for each standard. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

Suggested page and character limits applicable to Self-Study Reports have been provided as guidance for each standard based on ACPE’s review of the average number of pages used by colleges and schools in their self-study reports and ACPE’s overall limit of 120-125 pages (300,000 – 312,5000 characters) for all 30 standards for the descriptive text used to address this element (Section 3) of the self-study report. Most standards have been assigned a 6-page or 10,000 character limit; exceptions are as follows: Standard 4 (1 page or 2,500 characters), Standards 18, 22 (2 pages or 5,000 characters), and Standards 3, 10, 11, 13, 14, 15 (6 pages or 15,000 characters). Colleges and schools are free to choose how they allocate the 120-125 page limit among the 30 standards, but the individual page limits suggested for each standard give an indication of the level of detail expected by ACPE.

- 4) **College or School’s Final Self-Evaluation:** Self-assess compliance of the program on the standard using the following classifications:

Meets Expectations for Stage of Development: Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.

Focused Attention Required: Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.

Less than Expected for Stage of Development: Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.

Much Improvement Needed: Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.

- 5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

ACPE Annual Monitoring Policies

ACPE’s Annual Monitoring Policies can be found on the ACPE [website](#) (see Section 11.6). The criteria specified in the policies, such as, passing rate of graduates on the North American Pharmacist Licensure Examination™ (NAPLEX®) are not incorporated in ACPE Standards or Guidelines and in and of themselves are not used as a direct determinant of compliance or non-compliance. The criteria are used as the basis for ongoing monitoring of programs and, when applicable, requests for additional information from a college or school of pharmacy. The policies provide an indication of what data would trigger additional monitoring by ACPE in accordance with the policy. Programmatic data that fall outside of the monitoring parameters may be indicative of underlying issues that could impact compliance with accreditation standards.

College or School's Overview

The college or school is invited to provide an overview of changes and developments related to the program and the college or school since the last comprehensive on-site evaluation. The summary should be organized by the six sections of the Standards.

[TEXT BOX] [Maximum 5,000 characters including spaces] (approximately two pages)

Summary of the College or School's Application Process

The college or school is invited to provide a summary of the application and update development process. ACPE does not require any supporting documentation for the Summary of the Application Process; however, the college or school may provide supporting documentation (such as, a list of the members of relevant committees) as an appendix in the report.

[TEXT BOX] [Maximum 5,000 characters including spaces] (approximately two pages)

The members of the on-site evaluation team will use the following form to evaluate the college or school's application process and the clarity of the report and will provide feedback to assist the college or school to improve the quality of future reports.

	Commendable	Meets Expectations	Needs Improvement
Participation in the Development of the Application	The application was written and reviewed with broad-based input from students, faculty, preceptors, staff, administrators and a range of other stakeholders, such as patients, practitioners, and employers (as appropriate for stage of development). <div style="text-align: right;">Commend <input type="checkbox"/></div>	The application was written and reviewed with broad-based input from students, faculty, preceptors, staff and administrators (as appropriate for stage of development). <div style="text-align: right;">Meets <input checked="" type="checkbox"/></div>	The application was written by a small number who did not seek broad input from students, faculty, preceptors, staff, and administrators (as appropriate for stage of development). <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Knowledge of the Application	Students, faculty, preceptors, and staff are conversant in the major themes of the report and how the program intends to address any deficiencies (as appropriate for stage of development). <div style="text-align: right;">Commend <input type="checkbox"/></div>	Students, faculty, preceptors, and staff are aware of the report and its contents (as appropriate for stage of development). <div style="text-align: right;">Meets <input checked="" type="checkbox"/></div>	Students, faculty, preceptors, and staff have little or no knowledge of the content of the application or its impact on the program (as appropriate for stage of development). <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Completeness and Transparency of the Application	All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the self-study findings. <div style="text-align: right;">Commend <input type="checkbox"/></div>	All narratives and supporting documentation are present. The content is organized and logical. <div style="text-align: right;">Meets <input checked="" type="checkbox"/></div>	Information is missing or written in a dismissive, uninformative or disorganized manner. Portions of the content appear biased or deceptive. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Relevance of Supporting Documentation	Supporting documentation of activities is informative and used judiciously. <div style="text-align: right;">Commend <input type="checkbox"/></div>	Supporting documentation is present when needed. <div style="text-align: right;">Meets <input checked="" type="checkbox"/></div>	Additional documentation is missing, irrelevant, redundant, or uninformative. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Evidence of Continuous-Quality Improvement	The program presents thoughtful, viable plans to not only address areas of deficiency, but also to further advance the quality of the program beyond the requirements of the Standards. <div style="text-align: right;">Commend <input type="checkbox"/></div>	The program proactively presents plans to address areas where the program is in need of improvement. <div style="text-align: right;">Meets <input checked="" type="checkbox"/></div>	No plans are presented or plans do not appear adequate or viable given the issues and the context of the program. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Organization of the Application	All sections of the report are complete and organized or hyper-linked to facilitate finding information, e.g., pages are numbered and sections have labeled or tabbed dividers. <div style="text-align: right;">Commend <input type="checkbox"/></div>	The reviewer is able to locate a response for each standard and the supporting documentation with minimal difficulty. <div style="text-align: right;">Meets <input checked="" type="checkbox"/></div>	Information appears to be missing or is difficult to find. Sections are not well labeled. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>

Summary of the College or School's Self-Evaluation of All Standards

Please complete this summary (☑) **after** self-assessing compliance with the individual standards using the Self-Assessment Instrument.

Standards	Meets Expectations	Focused Attention Required	Less than Expected	Much Improvement Needed
MISSION, PLANNING, AND EVALUATION				
• College or school Mission and Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Strategic Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evaluation of Achievement of Mission and Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORGANIZATION AND ADMINISTRATION				
• Institutional Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• College or school and University Relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• College or school and other Administrative Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• College or school Organization and Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Qualifications and Responsibilities of the Dean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CURRICULUM				
• The Goal of the Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Curricular Development, Delivery, and Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Teaching and Learning Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Professional Competencies and Outcome Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Curricular Core—Knowledge, Skills, Attitudes, and Values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Curricular Core—Pharmacy Practice Experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assessment and Evaluation of Student Learning and Curricular Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDENTS				
• Organization of Student Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Admission Criteria, Policies, and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Progression of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Student Complaints Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Program Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Student Representation and Perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Professional Behavior and Harmonious Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FACULTY AND STAFF				
• Faculty and Staff—Quantitative Factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Faculty and Staff—Qualitative Factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Faculty and Staff Continuing Professional Development and Performance Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FACILITIES AND RESOURCES				
• Physical Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Practice Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Library and Educational Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Financial Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 1

Mission, Planning, and Evaluation

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

1) Documentation and Data:

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- The current mission statement, goals, objectives, and core values for the college or school of pharmacy
- The mission statement and goals of the parent institution (if applicable)

Required Documentation for On-Site Review:

(None required for this Standard)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Students – Questions 85 - 87
- AACP Standardized Survey: Faculty – Question 16
- AACP Standardized Survey: Alumni – Questions 42 - 44

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from committee meeting minutes, faculty meeting minutes, evidence of initiatives that document the mission in action, etc.)

2) College or School's Self-Assessment: Use the checklist below to self-assess the program's compliance with the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school has a published statement of its mission; its long-term goals in the areas of education, research and other scholarly activities, service, and pharmacy practice; and its values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mission statement is compatible with the mission of the university in which the college or school operates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school's vision includes the development of pharmacy graduates who are trained with other health professionals to provide patient care services as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

The college or school's vision and long-term goals include fundamental commitments of the program to the preparation of students who possess the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services, the advancement of the practice of pharmacy and its contributions to society, the pursuit of research and other scholarly activities, innovation, quality assurance and continuous quality improvement, and the assessment and evaluation of desired outcomes.	○	○	○
The college or school's vision and goals provide the basis for strategic planning on how the vision and goals will be achieved.	○	○	○
For new college or school initiatives, e.g., branch campus, distance learning, or alternate pathways to degree completion, the college or school ensures that: <ul style="list-style-type: none"> • the initiatives are consistent with the university's and the college or school's missions and goals • the same commitment to the instillation of institutional mission and academic success is demonstrated to all students, irrespective of program pathway or geographic location • resources are allocated in an equitable manner <div style="text-align: right;">N/A (no applicable initiatives) <input type="checkbox"/></div>	○	○	○

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- How the college or school's mission is aligned with the mission of the institution
- How the mission and associated goals² address education, research/scholarship, service, and practice and provide the basis for strategic planning
- How the mission and associated goals² are developed and approved with the involvement of various stakeholders, such as, faculty, students, preceptors, alumni, etc.
- How and where the mission statement is published and communicated
- How the college or school promotes initiatives and programs that specifically advance its stated mission
- How the college or school supports postgraduate professional education and training of pharmacists and the development of pharmacy graduates who are trained with other health professionals to provide patient care as a team
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

² Goals should be distinguished between long-term (perpetual) goals that relate to the overall vision and mission of the college or school, and short-term goals (± two to five years) that are included in the college or school's strategic plan. Goals within a strategic plan will align with and support the vision and mission of the college or school.

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- The college or school's strategic plan for achieving its mission and goals

Required Documentation for On-Site Review:

- The strategic plan of the parent institution (if applicable)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- Questions 31 - 32 from Faculty Survey

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from committee meeting minutes, faculty meeting minutes, communications between the college or school and the parent institution.

2. **College or School's Self-Assessment:** Use the checklist below to self-assess the program's compliance with the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The program is in the process of or has developed, implemented, and regularly revises a strategic plan to advance its mission and long-term goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The strategic planning process is inclusive, soliciting input and review from faculty, students, staff, administrators, alumni, and other stakeholders as needed, has the support of the university administration, and is disseminated in summary form to key stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The strategic plan of the college or school is aligned with the university's strategic plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substantive changes are addressed through the strategic planning process, taking into consideration all resources (including financial, human, and physical) required to implement the change and the impact of the change on the existing program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation with ACPE occurred at least six months before recruiting students into new pathways or programs. N/A (no new pathways or programs) <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school monitors, evaluates and documents progress toward achievement of strategic goals, objectives, and the overall efficacy of the strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- How the college or school's strategic plan was developed, including evidence of the involvement of various stakeholder groups, such as, faculty, students, preceptors, alumni, etc.
- How the strategic plan facilitates the achievement of mission-based (long-term) goals
- How the college or school's strategic plan incorporates timelines for action, measures, responsible parties, identification of resources needed, mechanisms for ongoing monitoring and reporting of progress
- How the college or school monitors, evaluates and documents progress in achieving the goals and objectives of the strategic plan
- How the support and cooperation of University administration for the college or school plan was sought and achieved, including evidence of support for resourcing the strategic plan
- How the strategic plan is driving decision making in the college or school, including for substantive changes to the program
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACPE standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

Note: PCAT, GPA, Math GPA and Science GPA data requested below are provided as data views in the Assessment and Accreditation Management System (AAMS) for colleges and schools that participate in PharmCAS. For colleges and schools that do not participate in PharmCAS, the charts and tables must be created from the college or school's own data.

- The college or school's evaluation plan (or equivalent)
- List of the individual(s) and/or committee(s) involved in developing and overseeing the evaluation plan
- Examples of instruments used in assessment and evaluation (for all mission-related areas)
- Performance of graduates (passing rates of **first-time candidates** on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years **broken down by campus/branch/pathway** (only required for multi-campus and/or multi-pathway programs) [SAME DATA ARE USED FOR STANDARD 3, 9, AND 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/NAPLEX_CampusPathwayFiveYearReport.xls] [Download example data and chart from: http://www.acpe-accredit.org/pdf/Excel%20Documents/NAPLEX_CampusPathwayFiveYearReport_Example.xls]
- Performance of graduates (passing rate of **first-time candidates**) on Multistate Pharmacy Jurisprudence Examination® (MPJE®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/MPJE_FiveYearReport.xls] [Download example data and chart from: http://www.acpe-accredit.org/pdf/Excel%20Documents/MPJE_FiveYearReport_Example.xls]

- Performance of graduates (passing rate of **first-time candidates**) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/Naplex_FiveYearReport.xls] [Download example data and chart from: http://www.acpe-accredit.org/pdf/Excel%20Documents/Naplex_FiveYearReport_Example.xls]
- Performance of graduates (Competency Area 1³ scores for **first-time candidates**) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/Naplex_FiveYearReport.xls] [Download example data and chart from http://www.acpe-accredit.org/pdf/Excel%20Documents/Naplex_FiveYearReport_Example.xls]
- Performance of graduates (Competency Area 2 scores for **first-time candidates**) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/Naplex_FiveYearReport.xls] [Download example data and chart from http://www.acpe-accredit.org/pdf/Excel%20Documents/Naplex_FiveYearReport_Example.xls]
- Performance of graduates (Competency Area 3 scores for **first-time candidates**) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/Naplex_FiveYearReport.xls] [Download example data and chart from http://www.acpe-accredit.org/pdf/Excel%20Documents/Naplex_FiveYearReport_Example.xls]
- PCAT Scores (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- Math GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- Science GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 & 17]

Complete Data Set from the AACP Standardized Surveys:

Note: Data related to specific standards are also presented under the applicable standard. Composite data are provided under this standard for additional reference.

- Graduating Student Survey Report (all questions)
- Faculty Survey Report (all questions)
- Preceptor Survey Report (all questions)
- Alumni Survey Report (all questions)

Responses to Open-Ended Questions on AACP Standardized Surveys:

Note: This data may have restricted access.

- Graduating Student Survey: Responses to Open-Ended Question 88
- Faculty Survey: Responses to Open-Ended Question 66

³ Competency Area 1 = Assess Pharmacotherapy to Assure Safe and Effective Therapeutic Outcomes; Area 2 = Assess Safe and Accurate Preparation and Dispensing of Medications; Area 3 = Assess, Recommend, and Provide Health care Information that Promotes Public Health

- Preceptor Survey: Responses to Open-Ended Question 42
- Alumni Survey: Responses to Open-Ended Question 45

Required Documentation for On-Site Review:

(None required for this Standard)

Data Views and Standardized Tables:

Note: PCAT, GPA, Math GPA and Science GPA data views listed below are provided in the Assessment and Accreditation Management System (AAMS) for colleges and schools that participate in PharmCAS. For colleges and schools that do not participate in PharmCAS, the charts and tables must be created from the college or school's own data (see Required Data and Documentation above).

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- Enrollment data for the past five years by year and gender [NOTE: SAME DATA VIEW AS FOR STANDARD 17]
- Enrollment data for the past five years by year and race/ethnicity [NOTE: SAME DATA VIEW AS FOR STANDARD 17]
- PCAT Scores (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA VIEW FOR STANDARDS 3 & 17]
- GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA VIEW FOR STANDARDS 3 & 17]
- Math GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA VIEW FOR STANDARDS 3 & 17]
- Science GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA VIEW FOR STANDARDS 3 & 17]
- Question 17 from Alumni Survey

Optional Documentation and Data:

- Mean PCAT Scores for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- Mean GPA for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- Mean Math GPA for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- Mean Science GPA for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from committee or faculty meeting minutes; analyses/evaluation findings/reports generated as a result of assessment and evaluation activities

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The evaluation plan describes a continuous and systematic process of evaluation covering all aspects of the college or school and the accreditation standards. The plan is evidence-based and embraces the principles and methodologies of continuous quality improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals have been assigned specific responsibilities in the evaluation plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation plan uses surveys of graduating students, faculty, preceptors, and alumni from the American Association of Colleges of Pharmacy (AACP).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation plan includes assessments to compare and establish comparability of alternative program pathways to degree completion, including geographically dispersed campuses and distance-learning activities. N/A (no distance activities) <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program assesses achievement of the mission and long-term goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The analysis of process and outcome measures is used for continuous development and improvement of the professional degree program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program measures the extent to which the desired outcomes of the professional degree program (including assessments of student learning and evaluation of the effectiveness of the curriculum) are being achieved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program measures the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation plan includes the college or school's periodic self-assessment using the accreditation standards and guidelines to assure ongoing compliance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- How all components of the program's mission and goals are being followed and assessed
- How the college or school periodically self-assesses its program using the accreditation standards and guidelines to assure ongoing compliance.

- A description of the instruments used in assessment and evaluation of all components of the program's mission (e.g. in the areas of education, research and other scholarly activity, service, and pharmacy practice).
- How assessments have resulted in improvements in all mission-related areas
- Innovations and best practices implemented by the college or school
- Description of the members of the Assessment Committee (or equivalent structure/accountable person), charges and major accomplishments in the last academic year
- How the college or school makes available to key stakeholders the major findings and actions resulting from its evaluation plan
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements

[TEXT BOX] [15,000 character limit, including spaces] (approximately six pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

Section 2

Organization and Administration

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- Document(s) verifying institutional accreditation.
- Relevant extract(s) from accreditation report that identifies any deficiencies from institutional accreditation that impact or potentially impact the college, school or program.
 - Or check here if no applicable deficiencies.

Required Documentation for On-Site Review:

- Complete institutional accreditation report (only if applicable, as above)

Data Views and Standardized Tables:

(None apply to this Standard)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from institutional, college or school committee meeting minutes.

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The institution housing the program, or the independent college or school, has full accreditation by a regional/institutional accreditation agency recognized by the U.S. Department of Education or it is in the process of seeking accreditation within the prescribed timeframe.	○	○	○
The college or school reports to ACPE, as soon as possible, any issue identified in regional/institutional accreditation actions that may have a negative impact on the quality of the professional degree program and compliance with ACPE standards. <div style="text-align: right;">Not Applicable <input type="checkbox"/></div>	○	○	○

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- Any deficiencies from institutional accreditation that impact or potentially impact the college, schools or program (if applicable)
- Measures taken or proposed by the college or school to address any issues arising from institutional accreditation (if applicable)
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

[TEXT BOX] [2,500 character limit, including spaces] (approximately one page)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

1) Documentation and Data:

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- University organizational chart depicting the reporting relationship(s) for the Dean of the college or school.

Required Documentation for On-Site Review:

(None required for this Standard.)

Data Views and Standardized Tables:

(None apply to this Standard)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from institutional, college or school committee meeting minutes and communications between the college or school and the parent institution.

2) College or School's Self-Assessment: Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The university president (or other university officials charged with final responsibility for the college or school) and the dean collaborate to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all of the ACPE accreditation standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school participates in the governance of the university, in accordance with its policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school has autonomy, within university policies and procedures and state and federal regulations, in all the following areas: <ul style="list-style-type: none"> ● programmatic evaluation ● definition and delivery of the curriculum ● development of bylaws, policies, and procedures ● student enrollment, admission and progression policies ● faculty and staff recruitment, development, evaluation, remuneration, and retention 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school's reporting relationship(s) is depicted in the university's organizational chart.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- How the college or school participates in the governance of the university (if applicable)
- How the autonomy of the college or school is assured and maintained
- How the college or school collaborates with university officials to secure adequate resources to effectively deliver the program and comply with all accreditation standards
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box .

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- Example of affiliation agreements for practice or service relationships (other than experiential education agreements; for the latter, refer to Standard 28)
- Example of affiliation agreements for the purposes of research collaboration
- Example of affiliation agreements for academic or teaching collaboration

Required Documentation for On-Site Review:

(None required for this Standard)

Data Views and Standardized Tables:

(None apply to this Standard)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard.

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school, with the full support of the university, develops suitable academic, research, and other scholarly activity; practice and service relationships; collaborations; and partnerships, within and outside the university, to support and advance its mission and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal signed agreements that codify the nature and intent of the relationship, the legal liability of the parties, and applicable financial arrangements are in place for collaborations and partnerships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The relationships, collaborations, and partnerships advance the desired outcomes of the professional degree program, research and other scholarly activities, service and pharmacy practice programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) **College or School’s Comments on the Standard:** The college or school’s descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- The number and nature of affiliations external to the college or school
- Details of academic research activity, partnerships and collaborations outside the college or school
- Details of alliances that promote and facilitate interprofessional or collaborative education

- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

- 4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

- 5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- College or school organizational chart
- Job descriptions for college or school administrators
- List of committees with their members and designated charges
- List of full time staff within each department/division and their areas of responsibility (e.g. administrative support, telecommunication, audiovisual, and computer personnel) [NOTE: SAME REPORT FOR STANDARD 7 & 24]
- The college, school, or university policies and procedures that address systems failures, data security and backup, and contingency planning

Required Documentation for On-Site Review:

- Written bylaws and policies and procedures of college or school
- Faculty Handbook

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Faculty – Questions 1 – 4, 6 – 13, 19, 20
- AACP Standardized Survey: Alumni – Question 14
- AACP Standardized Survey: Preceptor – Questions 15, 37
- AACP Standardized Survey: Student – Question 58
- Table: Distribution of Full-Time faculty by Department and Rank

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from college or school committee meeting minutes.

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school is organized and staffed to facilitate the accomplishment of its mission and goals.	○	○	○
The college or school administrative leaders working with the dean have credentials and experience that prepare them for their respective roles.	○	○	○
The college or school administration has defined lines of authority and responsibility, fosters organizational unit development and collegiality, and allocates resources appropriately.	○	○	○
The college or school has established mechanisms to foster unity of purpose, effective communication, and collaboration among administrators.	○	○	○
The college or school's administrative leaders – individually or collectively – are developing and evaluating interprofessional education and practice opportunities	○	○	○
The college or school has published, updated governance documents, such as bylaws and policies and procedures, which have been generated by faculty consensus under the leadership of the dean in accordance with university regulations.	○	○	○
If the college or school organizes its faculty into subunits, such as departments or divisions, subunit goals and objectives align with the mission and goals of the college or school. N/A (no subunits) <input type="checkbox"/>	○	○	○
The effectiveness of each organizational unit is evaluated on the basis of its goals and objectives and its contribution to the professional program.	○	○	○
Programs are in place to hone leadership and management skills of college or school administrators, including department/division chairs (if applicable).	○	○	○
Faculty meetings and committees established to address key components of the mission and goals are part of the system of governance of the college or school.	○	○	○
Where appropriate, faculty committees include staff, students, preceptors, alumni, and pharmacy practitioners.	○	○	○
Minutes of faculty meetings and committee actions are maintained and communicated to appropriate parties.	○	○	○
The college or school has policies and procedures that address potential systems failures, whether such failures are technical, administrative, or curricular.	○	○	○
Contingency planning includes creating secure backups of critical applications and systems data, providing mechanisms for making up lost course work and academic credit, securing alternate means for communication and information delivery, and creating exit strategies to protect students if part or all of a program loses viability.	○	○	○
The college or school maintains an effective system of communication with internal and external stakeholders.	○	○	○
Alternate program pathways are integrated into the college or school's regular administrative structures, policies, and procedures (including planning, oversight, and evaluation), and are supervised by an administrator who is part of the college or school. N/A (no alternate pathways) <input type="checkbox"/>	○	○	○
The college or school ensures that workflow and communication among administration, faculty, staff, preceptors, and students engaged in distance-learning activities are maintained. N/A (no distance-learning activities) <input type="checkbox"/>	○	○	○
The college or school retains ultimate responsibility for the academic quality and integrity of distance-learning activities and the achievement of expected and unexpected outcomes, regardless of any contractual arrangements, partnerships, or consortia for educational or technical services. N/A (no distance-learning activities) <input type="checkbox"/>	○	○	○

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- A description of the college or school's organization and administration and the process for ongoing evaluation of the effectiveness of each operational unit
- A self-assessment of how well the organizational structure and systems of communication and collaboration are serving the program and supporting the achievement of the mission and goals
- How college or school bylaws, policies and procedures are developed and modified
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- How the college or school's administrative leaders are developing and evaluating interprofessional education and practice opportunities
- How the credentials and experience of college or school administrative leaders working with the dean have prepared them for their respective roles.
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- Synopsis of Curriculum Vitae of the Dean
- Desired qualifications and responsibilities of the Dean (from job description or position announcement)

Required Documentation for On-Site Review:

(None required for this standard)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Faculty – Questions 1 – 2, 5
- AACP Standardized Survey: Alumni – Questions 15 - 16

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The dean is qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dean is the chief administrative and academic officer and has direct access to the university president or other university officials delegated with final responsibility for the college or school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dean unites and inspires administrators, faculty, staff, preceptors, and students to achieve the mission and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dean is responsible for ensuring that all accreditation requirements of the ACPE are met, including the timely submission of all reports and plans for substantive changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dean has the assistance and full support of the administrative leaders of the college or school’s organizational units and adequate staff support. In instances where the dean is assigned other substantial administrative responsibilities within the university, arrangements for additional administrative support to the office of the dean are made to ensure effective administration of the affairs of the college or school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dean is responsible for compliance with ACPE’s accreditation standards, policies, and procedures. In the event that remedial action is required to bring the college or school into compliance, the dean takes the necessary steps to ensure compliance in a timely and efficient manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The qualifications and characteristics of the dean relate well to those called for in the standards, i.e.: • a degree in pharmacy or a strong understanding of contemporary pharmacy and health care systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<ul style="list-style-type: none"> • a scholarly concern for the profession, generally, and for the diverse aspects of pharmacy science and practice, in particular • publications in pharmacy and biomedical literature in areas relevant to the mission and goals of the college or school • appropriate leadership and managerial skills and experience in the academic (preferred) or health care sectors • recognition for career accomplishments by pharmacy or other health profession educators, researchers, and practitioners • strong written and interpersonal communication skills • experience with and a commitment to systematic planning, assessment, and continuous programmatic improvement • a thorough understanding of and a commitment to teaching and student learning, including pedagogy • evidence of a commitment to the advancement of research and scholarship • the ability and willingness to provide assertive advocacy on behalf of the college or school to the university administration • the ability and willingness to provide assertive advocacy on behalf of the college or school and the profession of pharmacy in community, state, and national health care initiatives • a record of and willingness to continue active participation in the affairs of pharmacy's professional and scientific societies 			
The dean has the authority and accepts ultimate responsibility for ensuring:			
• development, articulation, and implementation of the mission and goals			
• acceptance of the mission and goals by the stakeholders			
• development, implementation, evaluation, and enhancement of the educational, research, service, and pharmacy practice programs			
• collaborative efforts to develop, implement, evaluate, and enhance interprofessional education, practice, service, and research programs			
• development and progress of the strategic plan and the evaluation plan, including assessment of outcomes	○	○	○
• recruitment, development, remuneration, and retention of competent faculty and staff			
• initiation, implementation, and management of programs for the recruitment and admission of qualified students			
• establishment and implementation of standards for academic performance and progression			
• resource acquisition and mission-based allocation			
• continuous enhancement of the visibility of the college or school on campus and to external stakeholders			
• the effective use of resources to meet the needs and mission of the college or school			
The dean has ensured that ACPE has been notified in advance of the implementation of any substantive change, allowing sufficient time for evaluation of compliance with standards or the need for additional monitoring. N/A (no changes since last comprehensive visit) <input type="checkbox"/>	○	○	○

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- How the dean provides leadership for the college or school and program and how the qualifications and characteristics of the dean support the achievement of the mission and goals
- The authority and responsibility of the dean to ensure all expectations of the standard and guidelines are achieved
- How the dean interacts with and is supported by the other administrative leaders in the college or school
- How the dean is providing leadership to the academy at large, and advancing the pharmacy education enterprise on local, regional, and national levels.
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

Section 3

Curriculum

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

The curriculum must develop in graduates knowledge that meets the criteria of good science;⁴ professional skills, attitudes, and values; and the ability to integrate and apply learning to both the present practice of pharmacy and the advancement of the profession. Graduates must be able to identify and implement needed changes in pharmacy practice and health care delivery.

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- List of the professional competencies and outcome expectations for the professional program in pharmacy (SAME DOCUMENT FOR STANDARDS 9 AND 12)
- An overview of the curriculum and degree requirements
- Performance of graduates (passing rates of **first-time candidates** on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years **broken down by campus/branch/pathway** (*only required for multi-campus and/or multi-pathway programs*) [SAME DATA ARE USED FOR STANDARD 3, 9, AND 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/NAPLEX_CampusPathwayFiveYearReport.xls] [Download example data and chart from: http://www.acpe-accredit.org/pdf/Excel%20Documents/NAPLEX_CampusPathwayFiveYearReport_Example.xls]
- Performance of graduates (passing rate of **first-time candidates**) on Multistate Pharmacy Jurisprudence Examination® (MPJE®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/MPJE_FiveYearReport.xls] [Download example data and chart from: http://www.acpe-accredit.org/pdf/Excel%20Documents/MPJE_FiveYearReport_Example.xls]
- Performance of graduates (passing rate of **first-time candidates**) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/Naplex_FiveYearReport.xls] [Download example data and chart from: http://www.acpe-accredit.org/pdf/Excel%20Documents/Naplex_FiveYearReport_Example.xls]
- Performance of graduates (Competency Area 1⁵ scores for **first-time candidates**) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/Naplex_FiveYearReport.xls] [Download example data and chart from http://www.acpe-accredit.org/pdf/Excel%20Documents/Naplex_FiveYearReport_Example.xls]
- Performance of graduates (Competency Area 2 scores for **first-time candidates**) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/Naplex_FiveYearReport.xls] [Download example data and chart from http://www.acpe-accredit.org/pdf/Excel%20Documents/Naplex_FiveYearReport_Example.xls]
- Performance of graduates (Competency Area 3 scores for **first-time candidates**) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/Naplex_FiveYearReport.xls] [Download example data and chart from http://www.acpe-accredit.org/pdf/Excel%20Documents/Naplex_FiveYearReport_Example.xls]

⁴ "Good science" implies having the following characteristics: evidence-based, logical, convincing, explanatory, honest, testable, and systematic.

⁵ Competency Area 1 = Assess Pharmacotherapy to Assure Safe and Effective Therapeutic Outcomes; Area 2 = Assess Safe and Accurate Preparation and Dispensing of Medications; Area 3 = Assess, Recommend, and Provide Health care Information that Promotes Public Health

Required Documentation for On-Site Review:

(None required for this standard)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Student – Question 36
- AACP Standardized Survey: Alumni – Question 20

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The curriculum prepares graduates with the professional competencies to enter pharmacy practice in any setting to ensure optimal medication therapy outcomes and patient safety, satisfies the educational requirements for licensure as a pharmacist, and meets the requirements of the university for the degree.	○	○	○
The curriculum develops in graduates knowledge that meets the criteria of good science; professional skills, attitudes, and values; and the ability to integrate and apply learning to both the present practice of pharmacy and the advancement of the profession.	○	○	○
The curriculum fosters the development of students as leaders and agents of change. The curriculum helps students embrace the moral purpose that underpins the profession and develop the ability to use tools and strategies needed to affect positive change in pharmacy practice and health care delivery.	○	○	○
In developing knowledge, skills, attitudes, and values in students, the college or school ensures that the curriculum fosters the development of professional judgment and a commitment to uphold ethical standards and abide by practice regulations.	○	○	○
The college or school ensures that the curriculum addresses patient safety, cultural competence, health literacy, health care disparities, and competencies needed to work as a member of or on an interprofessional team.	○	○	○
Curricular content, instructional processes, course delivery, and experiential education are documented, aligned, and integrated where appropriate.	○	○	○

3) **College or School’s Comments on the Standard:** The college or school’s descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- A description of the college or school’s curricular philosophy

- A description of how the curriculum fosters the development of students as leaders and agents of change and helps students to embrace the moral purpose that underpins the profession and develop the ability to use tools and strategies needed to affect positive change in pharmacy practice and health care delivery
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

The curriculum for the professional portion of the degree program must be a minimum of four academic years or the equivalent number of hours or credits. The curriculum must include didactic course work to provide the desired scientific foundation, introductory pharmacy practice experiences (not less than 5% of the curricular length) and advanced pharmacy practice experiences (not less than 25% of the curricular length).⁶

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

⁶ Refer to Standards 13 and 14 and Appendices B and C for additional detail and guidance.

Required Documentation and Data:

- A list of the members of the Curriculum Committee (or equivalent) with details of their position/affiliation to the college or school
- A list of the charges or assignments and major accomplishments of the Curriculum Committee in the last academic year

Required Documentation for On-Site Review:

(None required for this standard)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Faculty – Questions 40 - 46
- AACP Standardized Survey: Student – Questions 30, 34, 35
- AACP Standardized Survey: Alumni – Questions 22, 27

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include a curricular overview, the college or school’s curricular map, and data that link teaching-and-learning methods with curricular outcomes.

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school’s faculty is responsible for the development, organization, delivery, and improvement of the curriculum.	○	○	○
The curriculum defines the expected outcomes and is developed with attention to sequencing and integration of content and the selection of teaching and learning methods and assessments.	○	○	○
All curricular pathways have both <i>required</i> and <i>elective</i> courses and experiences and effectively facilitate student development and achievement of the professional competencies.	○	○	○
The curriculum for the professional portion of the degree program is a minimum of four academic years or the equivalent number of hours or credits.	○	○	○
Introductory pharmacy practice experiences are not less than 5% (300 hours) of the curricular length.	○	○	○
The advanced pharmacy practice experiences are not less than 25% (1440 hours) of the curricular length.	○	○	○
On behalf of the faculty, the Curriculum Committee (or equivalent) manages curricular development, evaluation, and improvement to ensure that the curriculum is consistent with the collective vision of the faculty and administration.	○	○	○
Learning outcomes for curricular courses and pharmacy practice experiences are mapped to the desired competencies and gaps and inappropriate redundancies identified inform curricular revision.	○	○	○
Curricular design allows for students to be challenged with increasing rigor and expectations as they matriculate through the program to achieve the desired competencies. The curriculum design enables students to integrate and apply all competency areas needed for the delivery of holistic patient care.	○	○	○

The Curriculum Committee (or equivalent) is constituted to provide balanced representation from all departments, divisions, and/or disciplines within the college or school.	○	○	○
Faculty members are aware of the content, competencies, and learning outcomes for each other's courses and use that information to optimize these elements within their own courses.	○	○	○
The curriculum complies with university policies and procedures and the accreditation standards.	○	○	○
Student representation and feedback are integral parts of curricular development and improvement.	○	○	○
The Curriculum Committee (or equivalent) has adequate resources to serve as the central body for the management of orderly and systematic reviews of curricular structure, content, process, and outcomes, based on assessment data.	○	○	○

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- A description of the curricular structure, including a description of the elective courses and experiences available to students
- How both the didactic and experiential components comply with Standards for core curriculum and IPPE and APPEs in regard to percentage of curricular length
- Any nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable)
- Data that link teaching-and-learning methods with curricular outcomes
- How the results of curricular assessments are used to improve the curriculum
- How the components and contents of the curriculum are linked to the expected competencies and outcomes through curricular mapping and other techniques and how gaps in competency development or inappropriate redundancies identified inform curricular revision
- How the curricular design allows for students to be challenged with increasing rigor and expectations as they matriculate through the program to achieve the desired competencies and how the curriculum design enables students to integrate and apply all competency areas needed for the delivery of holistic patient care.
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [15,000 character limit, including spaces] (approximately six pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

(None required for this standard)

Required Documentation for On-Site Review:

- Examples of instructional tools, such as portfolios, used by students to assist them in assuming responsibility for their own learning and for measuring their achievement
- Examples of instructional methods employed by faculty to stimulate higher order thinking and problem-solving skills in learners
- Examples of instructional methods employed by faculty to address/accommodate the various learning styles of students

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Faculty – Questions 38, 39
- AACP Standardized Survey: Student – Questions 28, 29, 31 - 33
- AACP Standardized Survey: Alumni – Questions 21, 23
- AACP Standardized Survey: Preceptor – Question 23

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include data that link teaching-and-learning methods with curricular outcomes and extracts from minutes of meetings of the curriculum and/or assessment committees.

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The program, throughout the curriculum and in all pathways, uses and integrates teaching and learning methods that have been shown through curricular assessments to meet the diverse learning needs of students and produce the desired professional competencies and outcomes, including the development and maturation of critical thinking, problem-solving, and self-directed, lifelong learning skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members use a variety of teaching and learning techniques (e.g., active learning, case studies, etc.) that have been thoughtfully selected, designed, and/or tailored to help students achieve the learning outcomes articulated for their courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school evaluates the effectiveness of its curricular innovations through its assessment activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The outcomes of the distance-learning activities are appropriate for the student population and achievable through distance study. <div style="text-align: right;">N/A (no distance-learning activities) <input type="checkbox"/></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and learning methods used assure that learning experiences, opportunities, and outcomes are comparable for all pathways, branches or campuses. <div style="text-align: right;">N/A (single geographic location or no alternate pathways) <input type="checkbox"/></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- A description of teaching and learning methods and strategies employed in the delivery of the curriculum, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable), and how those methods are expected to advance meaningful learning in the courses in which they are employed.
- Efforts of the college or school to address the diverse learning needs of students
- The formative and summative assessments used to evaluate teaching and learning methods used in the curriculum, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable)
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACCP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [15,000 character limit, including spaces] (approximately six pages)

4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

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

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

Documentation and Data:

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- List of the professional competencies and outcome expectations for the professional program in pharmacy (SAME DOCUMENT FOR STANDARDS 9 AND 12)
- A map/cross-walk of the curriculum (didactic and experiential) to the professional competencies and outcome expectations of the program
- Examples of didactic and experiential course syllabi, including stated outcomes related to desired competencies

Required Documentation for On-Site Review:

- All course syllabi (didactic and experiential)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Faculty – Questions 47 - 57
- AACP Standardized Survey: Student – Questions 10 – 29, 84
- AACP Standardized Survey: Alumni – Questions 20, 31 - 41
- AACP Standardized Survey: Preceptor – Question 25 - 35

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
Professional Competencies 1, 2 and 3 guide the development of stated student learning outcome expectations for the curriculum.	○	○	○
The curriculum prepared graduates to provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health-care team based upon sound scientific and therapeutic principles and evidence-based data.	○	○	○
The curriculum fosters an understanding of, and an appreciation for, the legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.	○	○	○
The curriculum prepares graduates to manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.	○	○	○
The curriculum prepares graduates to promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.	○	○	○
Outcome statements include developing skills to become self-directed lifelong learners.	○	○	○
The curriculum prepares graduates to independently seek solutions to practice-based problems in the scientific and clinical literature.	○	○	○
Graduates possess the knowledge, skills, attitudes, and values needed to enter practice pharmacy independently by graduation.	○	○	○

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- A description of the professional competencies of the curriculum
- A description of the assessment measures and methods used to evaluate achievement of professional competencies and outcomes along with evidence of how feedback from the assessments is used to improve outcomes
- How the curriculum is preparing graduates to work as members of an interprofessional team, including a description of the courses that focus specifically on interprofessional education
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

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

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- A map/cross-walk of the curriculum to Appendix B of the ACPE Standards

Required Documentation for On-Site Review:

(None required for this Standard)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Student – Questions 34, 47
- AACP Standardized Survey: Alumni – Questions 24, 25, 27

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include assessments and documentation of student performance and the attainment of desired core knowledge, skills and values.

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The curriculum contains at an appropriate breadth and depth the necessary elements within the following areas as outlined in Appendix B of the Standards:			
• biomedical sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• pharmaceutical sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• social/behavioral/administrative sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• clinical sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of curricular courses is mapped to Appendix B to assess where specific content foundations are addressed in the curriculum. Gaps in curricular content and inappropriate redundancies identified in the mapping process inform curricular revision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The didactic course work provides a rigorous scientific foundation appropriate for the contemporary practice of pharmacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge, practice skills, and professional attitudes and values are integrated and applied, reinforced, and advanced throughout the didactic and experiential curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences are of adequate depth, scope, timeliness, quality, sequence, and emphasis to provide the foundation and support for the intellectual and clinical objectives of the professional degree program and the practice of pharmacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sciences provide the basis for understanding the development and use of medications and other therapies for the treatment and prevention of disease.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses and other formal learning experiences are coordinated and integrated across disciplines.			
Where instruction is provided by academic units of the university other than the pharmacy program, these areas are developed in accordance with the professional degree program’s curricular goals and objectives; and assessment liaison mechanisms ensure effective instructional delivery and achievement of the educational objectives of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N/A (no outside instruction) <input type="checkbox"/>			

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- The curricular structure and content of all curricular pathways
- A description of the breadth and depth of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences components of the didactic curriculum, and the strategies utilized to integrate these components
- How the curricular content for all curricular pathways is linked to Appendix B of Standards 2007 through mapping and other techniques and how gaps in curricular content or inappropriate redundancies identified inform curricular revision
- Examples of assessment and documentation of student performance and the attainment of desired core knowledge, skills and values
- Evidence that knowledge, practice skills and professional attitudes and values are integrated, reinforced and advanced throughout the didactic and experiential curriculum
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [15,000 character limit, including spaces] (approximately six pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box .

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

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

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- The objectives for each introductory and advanced pharmacy practice experience with the responsibilities of the student, preceptor, and site, as applicable
- A map/crosswalk of all pharmacy practice experiences (introductory and advanced) against the activities listed in Appendix C of the Standards. *(Note: Each practice experience should be mapped to the activities listed and the map should demonstrate that students' experiences will cover all the activities. The list of activities mapped, however, can include activities not specifically listed in Appendix C.)*

Required Documentation for On-Site Review:

- Introductory and advanced pharmacy practice experience manuals, including assessment forms
- List of current preceptors with details of credentials (including licensure) and practice site

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Student – Questions 37, 38, 40 – 46, 48 - 52
- AACP Standardized Survey: Alumni – Questions 25, 27
- AACP Standardized Survey: Preceptor – Questions 11, 12, 18 – 21, 23, 24, 36, 38

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard Examples could include assessments and documentation of student performance, nature and extent of patient and health care professional interactions, and the attainment of desired outcomes; aggregate data from students about the type (diversity) and number of patients, problems encountered, and interventions; evidence of assuring, measuring, and maintaining the quality of site used for practice experiences; and quality improvements resulting from practice site assessments.

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school provides a continuum of required and elective pharmacy practice experiences throughout the curriculum, from introductory to advanced, of adequate scope, intensity, and duration to support the achievement of the professional competencies presented in Standard 12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pharmacy practice experiences integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed through the other components of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pharmacy practice experiences include periods for preparation and guided reflection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The objectives for each pharmacy practice experience and the responsibilities of the student, preceptor, and site are defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goals and outcomes for each pharmacy practice experience are mapped to activities listed in Appendix C to ensure that students' experience will cover, at a minimum, all the listed activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student performance, nature and extent of patient and health care professional interactions, where applicable, and the attainment of desired outcomes are documented and assessed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In aggregate, the pharmacy practice experiences include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most pharmacy practice experiences are under the supervision of qualified pharmacist preceptors licensed in the United States.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school ensures that all preceptors (especially first-time preceptors prior to assuming their responsibilities) receive orientation regarding the outcomes expected of students and the pedagogical methods that enhance learning, ongoing training, and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A quality assurance procedure is in place that facilitates standardization and consistency of experiences and outcomes while allowing for individualization of instruction, guidance, and remediation by the preceptor based on student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students do not receive remuneration for any pharmacy practice experiences (introductory or advanced) for which academic credit is assigned. ⁷	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The introductory pharmacy practice experiences involve actual practice experiences in community and institutional settings and permit students, under appropriate supervision and as permitted by practice regulations, to assume direct patient care responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introductory pharmacy practice experiences account for not less than 300 hours over the first three professional years. The majority of students' time (minimum 150 hours) is balanced between community pharmacy and institutional health system settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The length of the advanced pharmacy practice experiences is not less than 1440 hours (36 weeks) during the last academic year and after all pre-advanced pharmacy practice experience requirements (i.e., introductory pharmacy practice experiences and required core didactic course work) are completed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All <u>required</u> advanced pharmacy practice experiences in all program pathways are conducted in the United States or its territories and possessions (including the District of Columbia, Guam, Puerto Rico, and U.S. Virgin Islands).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁷ A professional degree program in an institution that meets the definition and characteristics of "cooperative education" (www.co-op.edu) may apply to ACPE for a waiver of this requirement.

<p>Required experiences include primary, acute, chronic, and preventive care among patients of all ages and develop pharmacist-delivered patient care competencies in the following settings:</p> <ul style="list-style-type: none"> • community pharmacy • hospital or health-system pharmacy • ambulatory care • inpatient/acute care general medicine 	○	○	○
<p>Simulation is used appropriately as a component of introductory pharmacy practice experiences; it does not account for greater than 20% of total introductory pharmacy practice experience time and does not substitute for the hours devoted to actual experiences in community pharmacy and institutional health system settings.</p> <p style="text-align: right;">N/A (simulation does not count toward the required minimum number of hours for introductory pharmacy practice experiences) <input type="checkbox"/></p>	○	○	○

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- How student performance is assessed and documented, including the nature and extent of patient and health care professional interactions, and the attainment of desired outcomes
- How, in aggregate, the practice experiences assure that students have direct interactions with diverse patient populations in a variety of health care settings
- How the college or school ensures that the majority of students' IPPE hours are provided in and balanced between community pharmacy and institutional health system settings
- How the college or school uses simulation in the curriculum
- How the college or school establishes objectives and criteria to distinguish introductory from advanced practice experiences.
- How the college or schools assures, measures, and maintains the quality of sites used for practice experiences
- How quality improvements are made based on assessment data from practice sites
- How the goals and outcomes for each pharmacy practice experience are mapped to the activities listed in Appendix C of Standards 2007 to ensure that students' experience will cover, at a minimum, all the listed activities
- How the college or school is applying the guidelines for this standard, **and the additional guidance provided in Appendix C**, in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately six pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

Standard No. 15: Assessment and Evaluation of Student Learning and Curricular Effectiveness: As a component of its evaluation plan, the college or school must develop and carry out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities must employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program. The college or school must use the analysis of assessment measures to improve student learning and the achievement of the professional competencies.

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- Performance of graduates (passing rates of **first-time candidates** on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years **broken down by campus/branch/pathway** (only required for multi-campus and/or multi-pathway programs) [SAME DATA ARE USED FOR STANDARD 3, 9, AND 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/NAPLEX_CampusPathwayFiveYearReport.xls] [Download example data and chart from: http://www.acpe-accredit.org/pdf/Excel%20Documents/NAPLEX_CampusPathwayFiveYearReport_Example.xls]
- Performance of graduates (passing rate of **first-time candidates**) on Multistate Pharmacy Jurisprudence Examination® (MPJE®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/MPJE_FiveYearReport.xls] [Download example data and chart from: http://www.acpe-accredit.org/pdf/Excel%20Documents/MPJE_FiveYearReport_Example.xls]
- Performance of graduates (passing rate of **first-time candidates**) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from:

http://www.acpe-accredit.org/pdf/Excel_Documents/Naplex_FiveYearReport.xls] [Download example data and chart from: http://www.acpe-accredit.org/pdf/Excel%20Documents/Naplex_FiveYearReport_Example.xls]

- Performance of graduates (Competency Area 1 scores for **first-time candidates**) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/Naplex_FiveYearReport.xls] [Download example data and chart from http://www.acpe-accredit.org/pdf/Excel%20Documents/Naplex_FiveYearReport_Example.xls]
- Performance of graduates (Competency Area 2 scores for **first-time candidates**) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/Naplex_FiveYearReport.xls] [Download example data and chart from http://www.acpe-accredit.org/pdf/Excel%20Documents/Naplex_FiveYearReport_Example.xls]
- Performance of graduates (Competency Area 3 scores for **first-time candidates**) on North American Pharmacist Licensure Examination™ (NAPLEX®) for the last 5 years [NOTE: THIS DATA VIEW IS USED WITH STANDARDS 3, 9, 15] [Download template from: http://www.acpe-accredit.org/pdf/Excel_Documents/Naplex_FiveYearReport.xls] [Download example data and chart from http://www.acpe-accredit.org/pdf/Excel%20Documents/Naplex_FiveYearReport_Example.xls]

Required Documentation for On-Site Review:

- Examples of instructional tools, such as portfolios, used by students to assist them in assuming responsibility for their own learning and for measuring their achievement

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Faculty – Question 46
- AACP Standardized Survey: Student – Question 28
- AACP Standardized Survey: Alumni – Question 17
- AACP Standardized Survey: Preceptor – Question 22, 24

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard Examples of assessment and documentation of student performance, nature and extent of patient and health care professional interactions, and the attainment of desired outcomes; examples of how assessment data has been used to improve student learning and curricular effectiveness

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school develops and carries out assessment activities to collect information about the attainment of desired student learning outcomes. The assessment activities employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program.	○	○	○
The college or school's evaluation of student learning determines student achievement at defined levels of the professional competencies, in aggregate and at the individual student level	○	○	○
The college or school uses the analysis of assessment measures to improve student learning and the achievement of the professional competencies.	○	○	○
The college or school systematically and sequentially evaluates its curricular structure, content, organization, pedagogy, and outcomes.	○	○	○
The college or school uses the analysis of outcome measures for continuous improvement of the curriculum and its delivery.	○	○	○
The college or school has developed a system to evaluate curricular effectiveness.	○	○	○
The college or school ensures the credibility of the degrees it awards and the integrity of student work.	○	○	○
The college or school has mechanisms to assess and correct underlying causes of ineffective learning experiences.	○	○	○
The college or school's assessments include measurement of perceived stress in faculty, staff, and students, and evaluate the potential for a negative impact on programmatic outcomes and morale.	○	○	○

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- A description of formative and summative assessments and measures used to evaluate teaching and learning methods and curricular effectiveness, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable)
- A description of the assessment measures and methods used to evaluate student learning and achievement at defined levels of the professional competencies and educational outcomes, both in aggregate and at the individual student level
- How achievement of required competencies by all students is assessed and assured on completion of the program
- Comparisons with national data and selected peer-group programs (include a description of the basis for the peer-group selection) and trends over time
- How feedback from the assessments is used to improve student learning, outcomes, and curricular effectiveness
- The mechanisms in place to assess and correct causes of ineffective learning experiences, including the measurement of perceived stress in faculty, staff, and students and evaluation of the potential for a negative impact on programmatic outcomes and morale
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately six pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

Section 4

Students

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- Synopsis of the Curriculum Vitae of the student affairs administrative officer
- An organizational chart depicting student services and the corresponding responsible person(s)
- Professional Technical Standards for the school, college and/or university (as they relate to the professional degree program in pharmacy) (if available)

Required Documentation for On-Site Review:

- The Student Handbook

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Student – Questions 53 – 59, 63
- AACP Standardized Survey: Alumni – Question 26

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include documents used for student orientation, guidance and counseling.

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school has an organizational element(s) devoted to student services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The organizational element(s) devoted to student services has an administrative officer responsible for overseeing and coordinating them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The budget assigned to student services is sufficient to provide needed services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school has an ordered, accurate, and secure system of student records which are confidential and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student services personnel are knowledgeable regarding FERPA law and its requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school provides students with financial aid information and guidance, academic advising, career-pathway and other personal counseling, and information about post-graduate education and training opportunities, e.g., residencies, fellowships, and graduate school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school offers access to adequate health and counseling services for students. Appropriate immunization standards exist, along with the means to ensure that such standards are satisfied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school has policies in place so that students who have off-campus classes or pharmacy practice experiences fully understand their insurance coverage and where and how to access health and counseling services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school has a policy on student services, including admissions and progression, that ensures nondiscrimination as defined by state and federal laws and regulations, such as on the basis of race, religion, gender, lifestyle, sexual orientation, national origin, or disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school ensures that students in all degree program pathways and geographic locations have equal access to and a comparable system of individualized student services (e.g., tutorial support, faculty advising, counseling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N/A (single geographic location or no alternate pathways) <input type="checkbox"/>			

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- A description of student services offered and, if applicable, how the college or school ensures that students in all degree program pathways and geographic locations have equal access to and a comparable system of individualized student services (e.g., tutorial support, faculty advising, counseling)
- A description of the sections of the student handbook that deal with specific requirements of the standard and guidelines
- How the college or school provides students with financial aid information and guidance, academic advising, career-pathway and other personal counseling, and information about post-graduate education and training opportunities
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

Note: PCAT, GPA, Math GPA and Science GPA data requested below are provided as data views in the Assessment and Accreditation Management System (AAMS) for colleges and schools that participate in PharmCAS. For colleges and schools that do not participate in PharmCAS, the charts and tables must be created from the college or school's own data.

- The list of preprofessional requirements for admission into the professional degree program
- Copies of instruments used during the admissions interview process
- Copies of Early Assurance Program agreement(s) between the college or school and the associated institution(s) or student (if applicable)
- Enrollment projections for the next five years (if applicable, broken down by branch/campus and by pathway)

- Enrollment data for the past five years by year and branch/campus (*only applicable to multi-campus programs*) [Download template from http://www.acpe-accredit.org/pdf/Excel%20Documents/ACPEFiveYearEnrollment_BranchCampus.xls]
- Enrollment data for the past five years by year and program pathway (*only applicable to multi-pathway programs*) [Download template from http://www.acpe-accredit.org/pdf/Excel%20Documents/ACPEFiveYearEnrollment_Pathway.xls]
- PCAT Scores (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- Math GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- Science GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA FOR STANDARDS 3 & 17]

Required Documentation for On-Site Review:

(None required for this standard)

Data Views and Standardized Tables:

Note: PCAT, GPA, Math GPA and Science GPA data views listed below are provided as data views in the Assessment and Accreditation Management System (AAMS) for colleges and schools that participate in PharmCAS. For colleges and schools that do not participate in PharmCAS, the charts and tables must be created from the college or school's own data (see Required Data and Documentation above).

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- Application and admissions/enrollments for the past 5 years
- Enrollment data for the past five years by year and gender [NOTE: SAME DATA VIEW AS FOR STANDARD 3]
- Enrollment data for the past five years by year and race/ethnicity [NOTE: SAME DATA VIEW AS FOR STANDARD 3]
- PCAT Scores (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA VIEW FOR STANDARDS 3 & 17]
- GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA VIEW FOR STANDARDS 3 & 17]
- Math GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA VIEW FOR STANDARDS 3 & 17]
- Science GPA (Mean, Maximum and Minimum) for Admitted Class for Past 5 Years [NOTE: SAME DATA VIEW FOR STANDARDS 3 & 17]
- AACP Standardized Survey: Student – Question 64

Optional Documentation and Data:

- Mean PCAT Scores for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- Mean GPA for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- Mean Math GPA for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME DATA FOR STANDARDS 3 & 17]
- Mean Science GPA for Admitted Class for Past 5 Years Compared to Peer Schools [NOTE: SAME VIEW FOR STANDARDS 3 & 17]
- Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include recruitment aids, extracts from the college or school’s catalog, brochures, screenshots from the college or school website; data on student employment after graduation; and curricular outcomes data correlated with admissions data.

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	
The college or school produces and makes criteria, policies, and procedures for admission to the professional degree program available to students and prospective students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional technical standards for graduation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a component of its evaluation plan, the college or school regularly assesses the criteria, policies, and procedures to ensure the selection of students who have the potential for academic success in the professional degree program, the ability to achieve the professional competencies, and the disposition to practice in culturally diverse environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student enrollment is managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dean and a duly constituted committee of the college or school share the final responsibility for enrollment and selection of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written and verbal communication skills are assessed for student admissions in a standardized manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interviews are structured to consistently address key admission criteria for each applicant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interviewers have appropriate credentials and are trained in successful interview strategies and techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of professional attitudes and behaviors is a component of the student selection process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school develops and employs admission criteria that set performance expectations for admission tests, evaluations, and interviews used in selecting students who have the potential for success in the professional degree program and the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The admission evaluation of students is documented and records are maintained by the college or school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admission criteria, policies, and procedures are not compromised regardless of the size and quality of the applicant pool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In accordance with United States Department of Education regulations, the college or school has a process in place through which the college or school establishes that the student who registers in a distance education course or program is the same student who participates in and completes all course or program requirements and receives academic credit. <div style="text-align: right;">N/A (no distance education courses or program) <input type="checkbox"/></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation with ACPE occurs at least six months before recruiting students into new pathways or programs. <div style="text-align: right;">N/A (no new pathways or programs) <input type="checkbox"/></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school ensures that early assurance students are at least as well qualified as students accepted for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

direct entry into the first professional year. Early assurance agreements and policies allow the college or school to manage student enrollment in alignment with physical, financial, faculty, staff, practice site, preceptor, and administrative resources.

N/A (no early assurance agreements or policies)

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3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- Admissions and enrollment Information, highlighting how specific requirements of the standards and guidelines are met, including those for early admission agreements or policies, if applicable
- How admission evaluations of students is documented and how records are maintained.
- A description of the college or school's recruitment methods
- A description of methods used to assess verbal and written communication skills of applicants to the program
- How enrollment is managed in alignment with available physical, financial, staff, faculty, practice site, preceptor and administrative resources
- How curricular outcomes data are correlated with admissions data
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACCP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

Standard No. 18: Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing: The college or school must produce and make available to students and prospective students transfer credit and course-waiver policies, based on rational procedures and defensible assessments.

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

Student transfer credit and course waiver policies

Required Documentation for On-Site Review:

(None required for this standard)

Data Views and Standardized Tables:

(None required for this standard)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school produces transfer credit and course-waiver policies, based on rational procedures and defensible assessments and makes that information available to students and prospective students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school implements policies and procedures for the evaluation of the equivalency of educational courses (preprofessional or professional) prior to admission or transfer to the professional degree program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requisites are only waived based upon an educationally sound assessment of the professional competencies (as set forth in Standard 12) that have been achieved through, for example, continuing pharmacy education, other education and training, and previous pharmacy practice experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school has established and implemented policies and procedures for students who request to transfer credits or who wish to change from one program pathway to another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- The number of transfer students, including (if applicable) international students or graduates of other professional degree programs admitted with advanced standing, and an assessment of the correlation between the criteria in the transfer policy and success in the program. If applicable, comparative performance data should be provided.
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements

[TEXT BOX] [5,000 character limit, including spaces] (approximately two pages)

4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- The policy(ies) that address student progression, academic probation, remediation, missed course work or credit, dismissal, readmission, due process and appeals
- Section of the student handbook that covers the student progression policy

Required Documentation for On-Site Review:

(None required for this standard)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- On-time graduation rates for past five years (compared to national rate)
- Percentage total attrition rate for past five years (compared to national rate)
- Percentage academic dismissals for past five years (compared to national rate)
- PharmD degrees conferred for past five years
- AACP Standardized Survey: Faculty – Question 61

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school produces and makes available to students and prospective students criteria, policies, and procedures for academic progression, academic probation, remediation, missed course work or credit, dismissal, readmission, rights to due process, and appeal mechanisms.	○	○	○
The college or school’s system of monitoring student performance, based on formative assessments of learning outcomes provides for the early detection of academic difficulty.	○	○	○
The college or school maintains a record of student retention, attrition, and on-time graduation, identifies and analyzes trends, and makes programmatic adjustments as needed.	○	○	○
The college or school ensures that all students have comparable access to individualized student services such as comprehensive academic success counseling, tutoring and faculty advising. N/A (single pathway and geographic location) <input type="checkbox"/>	○	○	○

3) **College or School’s Comments on the Standard:** The college or school’s descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- How student matriculation, progression and graduation rates correlate to admission and transfer policies and the college or school’s mission
- The academic counseling and/or student support staff available to work with students seeking to retain or regain good academic standing, and how extensively they are utilized
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements

- Interpretation of the data from the applicable AACCP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

- 4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

- 5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

Standard No. 20: Student Complaints Policy: The college or school must produce and make available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms. Students must receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards.⁸

- 1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- Copy of policy and procedures for handling complaints related to ACPE Standards

⁸ Refer also to ACPE Complaints Policy at <http://www.acpe-accredit.org/complaints/default.asp>

Required Documentation for On-Site Review:

- The Student Complaints File

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Student – Question 61

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school produces and makes available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, student rights to due process, and appeal mechanisms.	○	○	○
Students receive information on how they can submit a complaint to ACPE for unresolved issues on a complaint related to the accreditation standards. ⁹	○	○	○
The college or school includes information about the complaint policy during student orientation.	○	○	○
The college or school maintains a chronological record of student complaints related to matters covered by the accreditation standards and allows inspection of the records during on-site evaluation visits by ACPE.	○	○	○
The college or school informs ACPE during an on-site evaluation if any of the student complaints related to the accreditation standards have led to legal proceedings, and the outcomes of such proceedings.	○	○	○

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- How the complaint policy is communicated to students
- The number of complaints since the last accreditation visit and the nature of their resolution
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements

⁹ Refer also to ACPE Complaints Policy at <http://www.acpe-accredit.org/complaints/default.asp>

- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- URL or link to program information on the college or school’s website

Required Documentation for On-Site Review:

- College or school’s Catalog
- Recruitment brochures
- Student Handbook

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Student – Questions 58, 70

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school produces and makes available to students and prospective students a complete and accurate description of the professional degree program, including its current accreditation status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions policies, procedures, and practices fully and clearly represent the conditions and requirements related to distance learning, including full disclosure of any requirements that cannot be completed at a distance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N/A (no distance pathways) <input type="checkbox"/>			

3) **College or School’s Comments on the Standard:** The college or school’s descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school’s self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- A list of committees involving students and the names and professional years of students involved on committees

Required Documentation for On-Site Review:

(None required for this standard)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Student – Questions 60 – 62, 65, 66

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include extracts from committee meeting minutes that demonstrate active participation by students.

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school considers student perspectives and includes student representation, where appropriate, on committees, in policy-development bodies, and in assessment and evaluation activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school involves student representatives on appropriate program committees, as well as in accreditation self-studies and strategic planning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pharmacy students feel their perspectives are heard, respected, and acted upon in a fair and just manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A clear process exists for students to follow to raise issues with the college or school administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school administration responds to problems and issues of concern to the student body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) **College or School’s Comments on the Standard:** The college or school’s descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- The participation and contribution of students on college or school committees
- The organization, empowerment, and implementation of a student government association or council
- The other methods (e.g., focus groups, meetings with the Dean or other administrators, involvement in self-study activities, review of student complaints) used to gather student perspectives
- Examples of quality improvements in the college or school that have been made as a result of student representation and perspectives
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [5,000 character limit, including spaces] (approximately two pages)

4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.
 [TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- The college or school’s code of conduct addressing professional behavior and harmonious relationships.

Required Documentation for On-Site Review:

(None required for this standard)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Faculty – Questions 58-60
- AACP Standardized Survey: Student - Questions 59, 67, 68, 70 - 75
- AACP Standardized Survey: Alumni – Questions 18, 19, 30
- AACP Standardized Survey: Preceptor – Questions 13, 14

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school provides an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty, administrators, preceptors, and staff are committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school develops, via a broadly based process, a policy consistent with university policies on student, faculty, preceptor, and staff professionalism that defines expected behaviors and consequences for deviation from the policy, as well as due process for appeals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities undertaken by the college or school to promote professional behavior are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities undertaken by the college or school to promote harmonious relationships are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities undertaken by the college or school to promote student mentoring and leadership development are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty receive support from peers to participate in student mentoring and leadership development activities, and these efforts are viewed favorably by college or school administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school supports students, faculty, administrators, preceptors, and staff participation, where appropriate, in pharmacy, scientific and other professional organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) **College or School’s Comments on the Standard:** The college or school’s descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school’s self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- Strategies that the college or school has used to promote professional behavior, and the outcomes
- Strategies that the college or school has used to promote harmonious relationships among students, faculty, administrators, preceptors, and staff; and the outcomes
- Strategies that the college or school has used to promote student mentoring and leadership development, and the outcomes

- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACCP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

Section 5

Faculty and Staff

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- List of full time staff within each department/division and their areas of responsibility (e.g. administrative support, telecommunication, audiovisual, and computer personnel) [NOTE: SAME REPORT FOR STANDARD 7 & 24]
- List of part time paid faculty (< 0.5FTE) and staff with (as applicable) academic title, credentials, department/division, and areas of responsibility
- ACPE Faculty Resource Report [Download template from <http://www.acpe-accredit.org/pdf/FacultyResourceReportJuly2008.xls>]
- List of faculty turnover for the last 5 years, by department/division, with reasons for leaving and timing of replacements
- List of staff turnover for the last 5 years, by department/division, with reasons for leaving and timing of replacements

Required Documentation for On-Site Review:

- List of voluntary faculty, with academic title/status and practice site; specify IPPE and/or APPE

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- List of key university and college or school administrators, and full-time and part-time (≥ 0.5 FTE) faculty, including a summary of their current academic rank, primary discipline, title/position, credentials, post-graduate training, and licensure (if applicable) [Faculty Addendum Template]
[Download template from http://www.acpe-accredit.org/pdf/ACPEFacultyAddendum_REV411.doc]
- AACP Standardized Survey: Faculty – Questions 14, 20, 27, 28, 62 - 65
- AACP Standardized Survey: Student – Question 69
- Table: Allocation of Faculty Effort (total for all faculty with ≥ 0.5 FTE) [see example table at <http://www.acpe-accredit.org/pdf/Excel%20Documents/AllocationFacultyEffort.xls>]
- Table: Distribution of Full-Time Pharmacy Faculty by Rank and Years in Rank

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard.

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school has a sufficient number of qualified full-time faculty to effectively deliver and evaluate the professional degree program, while providing adequate time to ensure that the following are achieved:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• effective organization and delivery of the curriculum through classroom, small group, laboratory, practice simulation, service learning, and oversight and provision of experiential education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• faculty mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• student advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• research and other scholarly activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• faculty development as educators and scholars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• professional/community service and pharmacy practice (where indicated by their position)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• participation in college or school and university committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• assessment and evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school has a sufficient number of qualified full-time staff to effectively support the delivery and evaluation of the professional degree program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty receive adequate support staff resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school periodically conducts faculty workload and needs assessments, at appropriate intervals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- A description of the process and interval for conducting faculty workload and needs assessments
- An analysis of teaching load of faculty members, including commitments outside the professional degree program
- The rationale for hiring any part-time faculty, and the anticipated duration of their contract
- Evidence of faculty and staff capacity planning and succession planning
- A discussion of the college or school's student-to-faculty ratio and how the ratio ties in with the college or school's mission and goals for the program
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACPS standardized survey questions, especially notable differences from national or peer group norms.

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.
 [TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- Extract from the faculty handbook relevant to policies and procedures for faculty recruitment, promotion, tenure (if applicable), and retention
- A list of full and part-time paid faculty with pharmacy practice responsibilities, the nature of their practice, their percent effort in practice, and their pharmacy licensure status

Required Documentation for On-Site Review:

- Copy of the Faculty Handbook
- Faculty Member Profiles
[Download template from <http://www.acpe-accredit.org/pdf/Word%20Documents/FacultyMemberProfileTemplateApril2011.doc>]
- CVs of administrators, faculty and staff

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Faculty – Questions 11, 33, 34
- AACP Standardized Survey: Student – Question 69
- AACP Standardized Survey: Alumni – Questions 29, 30
- AACP Standardized Survey: Preceptor – Question 37
- Table: Distribution of Full-Time Pharmacy Faculty by Rank, Gender and Race/Ethnicity
- Table: Distribution of Full-Time Pharmacy Faculty by Rank and Highest Degree Earned
- Table: Distribution of Full-Time Pharmacy Faculty by Rank and Tenure Status
- Table: Distribution of Full-Time Pharmacy Faculty by Department and Tenure Status

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard. Examples could include job descriptions, recruitment advertisements, faculty and staff policies and procedures, and extracts from committee meeting minutes.

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school has qualified <u>faculty</u> who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.	○	○	○
The college or school has qualified <u>staff</u> who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.	○	○	○
Faculty possess the required professional and academic expertise, have contemporary knowledge and abilities in current educational philosophy and techniques, and are committed to the advancement of the profession and the pursuit of research and other scholarly activities.	○	○	○
Faculty generate and disseminate knowledge through scholarship. Scholarship by faculty members, including the scholarship of teaching, is evident and demonstrated by productive research and other scholarly activities.	○	○	○

Faculty whose responsibilities include the practice of pharmacy satisfy all professional licensure requirements that apply to their practice.	○	○	○
Pharmacy practice faculty possess additional professional training (residency, fellowship, or equivalent experience).	○	○	○
Pharmacy practice faculty either have or are working toward additional credentials (for example, specialty certification) relevant to their practice and teaching responsibilities.	○	○	○
The college or school ensures that policies and procedures for faculty recruitment, promotion, tenure (if applicable), remuneration and retention are established and applied in a consistent manner.	○	○	○
The college or school ensures that the faculty composition, including any contributions from internal and external relationships, encompasses the relevant disciplines within the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement.	○	○	○
Faculty, regardless of their discipline, have or are developing a conceptual understanding of current and proposed future pharmacy practice in a variety of settings.	○	○	○
Faculty members have the capability and continued commitment to be effective teachers. Effective teaching requires knowledge of the discipline, effective communication skills, and an understanding of pedagogy, including construction and delivery of the curriculum, and a commitment to learning outcomes assessment.	○	○	○
The college or school provides, or is affiliated with institutions that provide, postgraduate education and training, including accredited residency and fellowship programs.	○	○	○
The college or school fosters an environment that encourages contributions by the faculty to the development and transmission of knowledge.	○	○	○

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- The process used to assess and confirm the credentials of faculty and staff, and to assure that faculty credentials are appropriate for their assigned teaching responsibilities
- How the college or school ensures that the faculty composition, including any contributions from internal and external relationships, encompasses the relevant disciplines within the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences to meet the education and research needs as defined by the mission statement
- How the college or school ensures that faculty members, regardless of their discipline, have a conceptual understanding of current and future trends in the scientific basis of the biomedical, pharmaceutical social/administrative and clinical sciences
- How the college or school ensures that faculty members, regardless of their discipline, have a conceptual understanding of contemporary pharmacy practice and future trends in a variety of settings
- A description of the college or school's policy or expectations regarding research productivity for faculty, including timeline for new faculty
- Evidence that faculty are generating and disseminating knowledge through productive research and scholarship, including the scholarship of teaching
- A description, if applicable, of how faculty, instructors, and teaching assistants involved in distance education are qualified through training or experience to manage, teach, evaluate, and grade students engaged in distance learning
- How the college or school provides, or is affiliated with institutions that provide, postgraduate education and training, including accredited residencies and fellowship programs
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACCP standardized survey questions, especially notable differences from national or peer group norms.

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.
 [TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- Examples of faculty and staff development programs and opportunities offered or supported by the college or school
- Faculty Activity Report forms used officially in goal setting/performance evaluation meetings

Required Documentation for On-Site Review:

- If utilized, examples of faculty portfolios, documenting teaching, research and service activities

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Faculty – Questions 12, 13, 15 – 18, 33, 37
- AACP Standardized Survey: Preceptor – Questions 15 – 17, 39
- Table: Research and Scholarly Activity of Full-Time Faculty by Department
- Table: Research and Scholarly Activity by Department: Number of Full-Time Faculty with No Activity in a Category

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school fosters the development of its <u>faculty</u> and has an effective continuing professional and career development program for full-time, part-time, and voluntary faculty consistent with their responsibilities.	○	○	○
The college or school fosters the development of its <u>staff</u> and has an effective continuing professional and career development program for full-time and part-time staff consistent with their responsibilities.	○	○	○
Faculty and staff are assisted in goal setting by their administrative reporting authority	○	○	○
The college or school reviews the performance of faculty and staff on a regular basis.	○	○	○
Criteria for performance review are commensurate with the responsibilities of the faculty and staff in the professional degree program.	○	○	○
The college or school has or provides support for programs and activities for faculty and preceptor continuing professional development as educators, researchers, scholars, and practitioners commensurate with their responsibilities in the program.	○	○	○
Faculty receive adequate guidance and support on career development.	○	○	○
Faculty are able to attend one or more scientific or professional association meetings per year.	○	○	○
Faculty development programs are available to enhance a faculty member’s academic skills and abilities.	○	○	○
The performance criteria for faculty are clear.	○	○	○
Expectations on faculty for teaching, scholarship and service are appropriate and commensurate with academic and professional development.	○	○	○

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- A description of the performance review process for full-time, part-time and voluntary faculty (including preceptors) and staff
- A description of the relationship between faculty, preceptor, and staff continuing professional development activities and their performance review
- A description of faculty development programs and opportunities offered or supported by the college or school
- A description of staff development programs and opportunities offered or supported by the college or school
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACPS standardized survey questions, especially notable differences from national or peer group norms.

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

Section 6

Facilities and Resources

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- Plans/architectural drawings of the physical facilities (if not feasible, please provide for on-site review)
- A statement attesting that the facilities meet legal and other standards as appropriate (e.g., animal facilities)
- Supporting documentation for the above, e.g., Office of Laboratory Animal Welfare (OLAW), U.S. Department of Agriculture (USDA) and/or Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)

Required Documentation for On-Site Review:

- Plans/architectural drawings of the physical facilities (if not feasible to provide as part of Self-Study Report)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Faculty – Questions 21 – 24, 26, 28 – 30, 39
- AACP Standardized Survey: Student – Questions 76 - 81

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school has adequate and appropriate physical facilities to achieve its mission and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The physical facilities facilitate interaction among administration, faculty, and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The physical facilities meet legal standards and are safe, well maintained, and adequately equipped.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical facilities provide a safe and comfortable environment for teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For colleges and schools that use animals in their professional course work or research, proper and adequate animal facilities are maintained in accordance with acceptable standards for animal facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N/A (no animal use) <input type="checkbox"/>			

Animal use conforms to Institutional Animal Care and Use Committee (or equivalent) requirements. Accreditation of the laboratory animal care and use program is encouraged. N/A (no animal use) <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Space within colleges and schools dedicated for human investigation comply with state and federal statutes and regulations. N/A (no human research) <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All human investigations performed by college or school faculty, whether performed at the college or school or elsewhere, are approved by the appropriate Institutional Review Board(s) and meet state and federal research standards. N/A (no human research) <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students, faculty, preceptors, instructors, and teaching assistants have access to appropriate resources to ensure equivalent program outcomes across all program pathways, including access to technical, design, and production services to support the college or school's various program initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commensurate with the numbers of students, faculty and staff, and the activities and services provided, branch or distance campuses have or have access to physical facilities of comparable quality and functionality as those of the main campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty have office space of adequate size and with an appropriate level of privacy..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty have adequate laboratory resources and space for their research and scholarship needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer resources are adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratories and simulated environments (e.g. model pharmacy) are adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities encourage interprofessional interactions (e.g., simulation laboratories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to quiet and collaborative study areas is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common space for relaxation, professional organization activities and events, and/or socialization is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- A description of physical facilities, including available square footage for all areas outlined by research facilities, lecture halls, offices, laboratories, etc.
- A description of the equipment for the facilities for educational activities, including simulation areas
- A description of the equipment for the facilities for research activities
- A description of facility resources available for student organizations
- A description of facilities available for student studying, including computer and printing capabilities
- How the facilities encourage and support interprofessional interactions
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACPS standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- Examples of affiliation agreements or “statements of understanding” with practice affiliates
- ACPE IPPE Capacity Chart [Download template from <http://www.acpe-accredit.org/pdf/IPPECapacityChartFeb2008.xls>]
- ACPE APPE Capacity Chart [Download template from <http://www.acpe-accredit.org/pdf/APPECapacityChartFeb2008.xls>]
- Criteria used for selection of various types of practice facilities

Required Documentation for On-Site Review:

- A list of practices sites (classified by type of practices), specifying IPPE and/or APPE, with number of students served, interaction with other health professional students and practitioners, the number of pharmacy or other preceptors serving the facility, and their licensure status. (Sites used in the past academic year should be identified.)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Faculty – Questions 22, 28
- AACP Standardized Survey: Student – Questions 39, 40, 49, 51, 52
- AACP Standardized Survey: Alumni – Question 28
- AACP Standardized Survey: Preceptor – Questions 15, 37, 40

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school collaboratively advances the patient-care services of its practice sites.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school establishes and implements criteria for the selection of an adequate number and mix of practice facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school establishes and implements criteria to secure written agreements with the practice facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before assigning students to a practice site, the college or school screens potential sites and preceptors to ensure that the educational experience would afford students the opportunity to achieve the required competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a minimum, for all sites for required pharmacy practice experiences and for frequently used sites for elective pharmacy practice experiences, a written affiliation agreement between the site and the college or school is secured before students are placed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school identifies a diverse mixture of sites for required and elective pharmacy practice experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school has sites that provide students with positive experiences in interprofessional team-based care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The academic environment at practice sites is favorable for faculty service and teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is adequate oversight of practice sites and efficient management and coordination of pharmacy practice experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school periodically assesses the quality of sites and preceptors in light of curricular needs and identifies additional sites when needed. The college or school discontinues relationships that do not meet preset quality criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) **College or School’s Comments on the Standard:** The college or school’s descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school’s self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of

concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- Capacity assessment (surplus or shortage) of the required and elective introductory pharmacy practice experiences (IPPEs) and advanced pharmacy practice experiences (APPEs) sites and preceptors for present and, if applicable, proposed future student enrollment
- Strategies for the ongoing quantitative and qualitative development of sites and preceptors and formalization of affiliation agreements
- How the college or school is collaborating with practice sites to advance patient care services
- How the college or school assesses the quality of sites and preceptors in light of curricular needs and discontinues relationships that do not meet preset quality criteria
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- Data on the use of library resources by pharmacy students and faculty
- Library Collection Development Policy
- The list of search databases available to faculty and students
- The list of full text journals electronically available

Required Documentation for On-Site Review:

- CV of the librarian(s) who act as primary contacts for the pharmacy program

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- AACP Standardized Survey: Faculty – Questions 25, 28
- AACP Standardized Survey: Student – Questions 82, 83
- AACP Standardized Survey: Preceptor - Question 41

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the standard

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school ensures access for all faculty, preceptors, and students to a library and other educational resources that are sufficient to support the professional degree program and to provide for research and other scholarly activities in accordance with its mission and goals.	○	○	○
The college or school fully incorporates and uses library and other educational resources in the teaching and learning process.	○	○	○

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- The relationship that exists between the college or school and their primary library, including the level of responsiveness of the Director and staff to faculty, student, staff needs, and any formal mechanisms (e.g., committee assignments) that promote dialog between the college or school and the library.
- A description of how the college or school identifies materials for the library collection that are appropriate to its programs and curriculum and assesses how well the collection meets the needs of the faculty and students
- A description of computer technology available to faculty and students
- A description of courses/activities throughout the curriculum in which students learn about the available educational resources
- A description of library orientation and support for faculty and preceptors
- A description of how remote access technologies and mechanisms that promote use of library information from off-campus sites by faculty, students, and preceptors compare with on-campus library resources
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements
- Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School's Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School's application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School's likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]

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

1) **Documentation and Data:**

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- A financial summary including an analysis of actual or projected revenues and expenses for the past year, current year, and next year. [Download template from: <http://www.acpe-accredit.org/pdf/Excel Documents/FinancialSummaryReport.xls>]

Required Documentation for On-Site Review:

(None required for this standard)

Data Views and Standardized Tables:

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- In-state tuition for past five years
- Out-of-state tuition for past five years
- NIH funding for past five years

Optional Documentation and Data:

- In-state tuition for past five years, with peer school comparisons
- Out-of-state tuition for past five years, with peer school comparisons
- NIH funding for past five years, with peer school comparisons
- Faculty salaries by academic rank expressed as a percentile against a selected peer group of colleges and schools. *(Note: This report is available from AACCP on request.)*
- Other documentation or data that provides supporting evidence of compliance with the standard

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
The college or school has the financial resources necessary to accomplish its mission and goals.	○	○	○
The college or school ensures that student enrollment is commensurate with its resources. Enrollment is planned and managed in line with resource capabilities, including tuition and professional fees.	○	○	○

Tuition for pharmacy students is not increased to support unrelated educational programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school has input into the development of and operates with a budget that is planned, developed, and managed in accordance with sound and accepted business practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial resources are deployed <u>efficiently</u> and <u>effectively</u> to:			
• support all aspects of the mission, goals, and strategic plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• ensure stability in the delivery of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• maintain and improve physical facilities, equipment, and other educational and research resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• enable innovation in education, interprofessional activities, research and other scholarly activities, and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• measure, record, analyze, document, and distribute assessment and evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• ensure an adequate quantity and quality of practice sites and preceptors to support the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dean reports to ACPE, in a timely manner, any budget cuts or other financial factors that could negatively affect the quality of the professional degree program or other aspects of the mission of the college or school. N/A (no budget cuts or other factors since last accreditation visit) <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business plans, including revenue and expense <i>pro forma</i> for the time period over which the change will occur and beyond, are developed to provide for substantive changes in programmatic scope or student numbers. N/A (no substantive changes) <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college or school ensures that funds are sufficient to maintain equivalent facilities (commensurate with services and activities) across all program pathways. N/A (no alternate pathways) <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- How the college or school and university develop annual budgets (including how the college or school has input into the process) and an assessment of the adequacy of financial resources to efficiently and effectively deliver the program and support all aspects of the mission and goals.
- An analysis of federal and state government support (if applicable), tuition, grant funding, and private giving
- A description of how enrollment is planned and managed in line with resource capabilities, including tuition and professional fees
- A description of how the resource requirements of the college or school's strategic plan have been or will be addressed in current and future budgets
- How business plans were developed to provide for substantive changes in the scope of the program or student numbers, if applicable
- An assessment of faculty generated external funding support in terms of its contribution to total program revenue
- How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard
- Any other notable achievements, innovations or quality improvements

[TEXT BOX] [10,000 character limit, including spaces] (approximately four pages)

4) **College or School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the standard by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the College or School’s application has occurred as expected and suggests the program is on target to achieve full compliance with the standard in the expected timeframe.	Implementation of the plans presented in the College or School’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the College or School is to achieve full compliance with the standard in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the College or School’s likelihood of achieving full compliance with this standard.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

[TEXT BOX] [1,000 character limit, including spaces]