

ACPE Standards 2025

Accreditation Council for Pharmacy Education | Chicago, Illinois

PURPOSE

- Purpose
 - The ACPE Board expects each college and school's Doctor of Pharmacy program to be in compliance with Standards 2025 by July 1, 2025.
 - Describe the changes from Standards 2016 to Standards 2025.

CHANGES INCORPORATED INTO STANDARDS 2025

- The number of Standards has been reduced from 25 to 7 and Key Elements were reduced from 135 to 128
- Guidance document statements, where relevant, have been incorporated into the Standards document to provide necessary information in one comprehensive document
- References have been made to the Annual Monitoring policies found in the Policies & Procedures Manual
- Appendix 2 was removed, and necessary information incorporated into the Standards
- For Appendix 1: Additional wording was added to reflect provider status (diagnosing and prescribing), some topics were separated for increased emphasis

STANDARDS 2025 CROSSWALK TO STANDARDS 2016

Standards 2016	Standards 2025	Changes Incorporated into Standards 2025
Standard 5: Eligibility and Reporting Requirements Standard 6: College or School Vision, Mission, & Goals Standard 7: Strategic Plan Standard 8: Organization and Governance Standard 9: Organizational Culture	Standard 1: Organization and Governance	Key elements from Standards 2016 have been combined or deleted 2016 Key elements for Vision, Mission, and Goals have been decreased to provide more focus System failures has been renamed to Contingency planning A key element has been added addressing Culture of Diversity, Equity, Inclusion, and Belonging
Standard 1: Foundational Knowledge Standard 2: Essential of Practice and Care Standard 3: Approach to Practice and Care Standard 4: Personal and Professional Development Standard 10: Curriculum Design, Deliver and Oversight Standard 11: Interprofessional Education (IPE)	Standard 2: Curriculum	The CAPE outcomes have been updated to the new COEPA outcomes EPAs added as a separate key element to allow flexibility for programs who have developed their own EPAs Specificity added for COEPA areas Co-curriculum added to professional development activities Through combination of multiple 2016 standards, duplication was eliminated Key elements have been defined for curriculum design, delivery and oversight to allow for increased specificity Expectations for electives have been clarified Language has been added to support distance learning Didactic IPE requirements have been expanded to allow for other prescribers in addition to physicians and their students The IPEC competencies are specifically referenced
Standard 12: Pre-Advanced Pharmacy Practice Experience (Pre-APPE) Curriculum Standard 13: Advanced Pharmacy Practice Experience (APPE) Curriculum Standard 20: Preceptors Standard 22: Practice Facilities	Standard 3: Experiential Learning	Duplication has been eliminated Information for Non-Traditional PharmD (NTPD) programs has been added to the standards and key elements Simulation will no longer be counted as IPPE hours Experiential hours have been more specifically defined Experiential management and personnel have a separate section
Standard 14: Student Services Standard 15: Academic Environment Standard 16: Admissions Standard 17: Progression	Standard 4: Students and Student Services	Student wellness and well-being has been added as a key element Inclusion of distance pathways has been added Non-Traditional (Post-Baccalaureate) Doctor of Pharmacy Programs was added an additional key element Expectations on the interview process have been clarified Information was added on credit for advanced standing
Standard 18: Faculty and Staff – Quantitative Factors Standard 19: Faculty and Staff – Qualitative Factors	Standard 5: Faculty and Staff	Faculty to student ratio was added from the guidance document Addition of key elements for Academic credentials for faculty and Professional credentials for staff Scholarly productivity was changed to Scholarly engagement Faculty and staff wellness and well-being was added as a key element
Standard 21: Physical Facilities and Educational Resources Standard 23: Financial Resources	Standard 6: Resources	Additional language was added addressing resources needed for distance education delivery Librarian expertise was combined with educational resource access Budget adequacy was added as a key element
Standard 24: Assessment Elements/Educational Outcome Standard 25: Assessment Elements/Structure & Process	Standard 7: Assessment	A key element was added for an Assessment Plan Assessment has been separated into major assessment areas by standard Assessment of progression has been added as a key element Faculty workload has been added as a key element Additional key elements related to continuous quality improvement have been added

REFERENCES

- The revision of the American Association of Colleges of Pharmacy's Curriculum Outcomes and Entrustable Professional Activities (COEPA), 2022.
<https://www.aacp.org/sites/default/files/2023-09/coepa-document-final.pdf>
- The Joint Commission of Pharmacy Practitioners' (JCPP) Vision of Pharmacy Practice.
<https://jcpp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supporting-organizations.pdf>
- Core Competencies for Interprofessional Education Collaborative (IPEC).
https://www.ipecollaborative.org/assets/core-competencies/IPEC_Core_Competencies_Version_3_2023.pdf
- Revised NAPLEX Competency Statements
<https://nabp.pharmacy/programs/examinations/naplex/competency-statements-2021/>

FUTURE PROJECTS

- Colleges and Schools will be asked to provide a "readiness" report for Standards 2025.
- Ongoing and future projects/initiatives include the following updates and plans:
 - Guidelines and Suggested Questions for ACPE On-Site Evaluations (aka The Blue Book)
 - Templates to coincide with Standards 2025
 - Self-Study Workshop and Evaluator Training Workshop for Standards 2025
 - Curriculum Quality Surveys for Standards 2025
 - A webinar to train site team evaluators on Standards 2025