



ACPE Announces New Members of the Board of Directors

The Accreditation Council for Pharmacy Education (ACPE) announces the following appointments and re-appointments to the ACPE Board of Directors for the 2022-2025 term:



Susan E. Buechele, DNP, APRN, CPNP-PC, IBCLC, is the Assistant Dean of Graduate Clinical Programs in the Marcella Niehoff School of Nursing at Loyola University Chicago, where she oversees the DNP and MSN graduate nursing programs and teaches. She is a practicing pediatric nurse practitioner at Evolve Pediatrics in Orland Park, IL and at the MNSON School-Based Health Center at Proviso East High School in Maywood, IL. She received her BSN degree from Northern Illinois University, her MSN degree from Loyola University Chicago, and her DNP from University of St. Francis. Dr. Buechele was appointed to the ACPE Board by the American Council on Education (ACE).

LuGina Mendez-Harper, PharmD, is a State Government Affairs Principal with Prime Therapeutics. She has been a pharmacist for over 25 years and has worked in a variety of clinical, administrative, regulatory, and legislative settings. Dr. Mendez-Harper served on the New Mexico Board of Pharmacy for six years and has served in various district and national state board of pharmacy association leadership roles. Dr. Mendez-Harper was re-appointed to the ACPE Board by the National Association of Boards of Pharmacy (NABP).



Amy Seybert, BS, PharmD, FASHP, FCCP, CHSE, is a Professor and the Chair of the Department of Pharmacy and Therapeutics at the University of Pittsburgh School of Pharmacy. She is the Pharmacy Residency Administrator at the University of Pittsburgh Medical Center (UPMC) and the University of Pittsburgh, where she oversees clinical pharmacy faculty services at UPMC's flagship hospital and its affiliates. Dr. Seybert was re-appointed to the ACPE Board by the American Pharmacists Association (APhA).

Cindy D. Stowe, BS, PharmD, is a Dean and Professor at the University of Arkansas for Medical Sciences. Previously, she served as Dean at Sullivan University College of Pharmacy and Health Sciences. Dr. Stowe received her BS in Pharmacy and PharmD from the University of Kentucky. Dr. Stowe was appointed to the ACPE Board by the American Association of Colleges of Pharmacy (AACCP). ■



New Terminology for the International Program

The ACPE will be changing the terminology that will be used within the ACPE International Services Program. As of January 1, 2023, the ACPE International Services Program will offer “International-Accreditation,” “International-Pre-Accreditation,” and “Provisional International-Accreditation” to qualifying pharmacy degree programs outside the United States of America and its Territories. These will replace ACPE’s current “Certification,” “Precertification” and “Provisional Certification” statuses. Please note that all programs have been notified that the new designation does not imply or confer eligibility to graduates of a program with such status to apply directly to sit for the North American Pharmacist Licensure Examination (NAPLEX) for licensure in the United States. ACPE International-Accreditation, International-Preaccreditation and Provisional International-Accreditation do not change or modify the requirement for pharmacists educated outside of the United States to achieve the National Association of Boards of Pharmacy’s (NABP) Foreign Pharmacy Graduate Examination Committee (FPGEC) Certification before applying for a pharmacy licensure exam or state board of pharmacy license in the United States. ACPE International-Accreditation Status does not assure that the professional degree program graduates are directly eligible for pharmacist licensure in any of the states or territories of the United States.



In order to assure that there is no confusion over this, ACPE is providing clear disclaimers on its website and in all its materials, including its Policies and Procedures, and is requiring the following:

- Required disclaimer on the foreign school's website and other applicable media, publications, etc.
- All enrolled students must sign an acknowledgement that graduation from the program with International-Accreditation Status does not confer eligibility to graduates to apply directly to sit for the North American Pharmacist Licensure Examination (NAPLEX) for licensure in the US.
- An agreement that schools with programs with [current] Certification Status will need to sign stating they will comply with the new Policies and Procedures before the status of the program is changed from “Certified” to “Internationally-Accredited” (or other status, as applicable); i.e., “grandfathering.”

ACPE's revised Policies and Procedures will include sanctions for schools that provide false or misleading information about the benefits of International-Accreditation Status for graduates of a program with International-Accreditation Status, up to and including withdrawal of International-Accreditation Status for failure to comply in a timely manner with ACPE requests to remove or correct any false or misleading information.

Diversity, Equity and Inclusion Continues to be a Focus

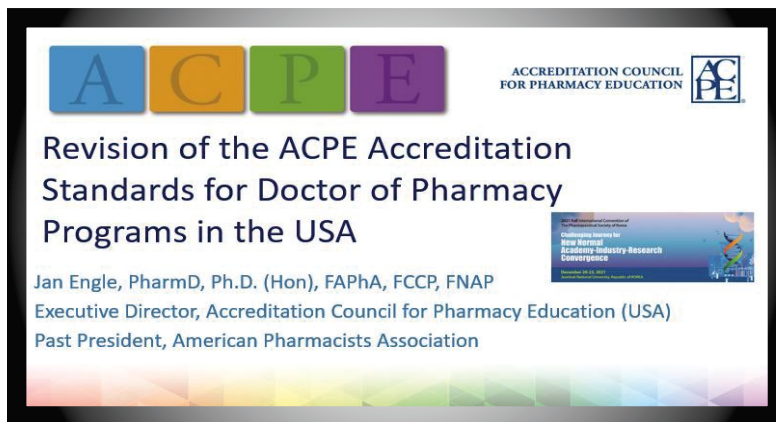
We continue to work on our diversity, equity and inclusion (DEI) initiatives. Greg Boyer and Mary Kiersma gave a presentation sharing our DEI activities at the Chicago Area Accreditors Meeting in February. We also continue to engage in DEI training for our Board, Commissions, staff and volunteers. Our Continuing Pharmacy Education (CPE) team continues to collect examples of how CPE providers have incorporated principles of diversity, equity, and inclusion in their CE activities. Submitted examples are posted to ACPE’s website at www.acpe-accredit.org/continue-education-diversity-equity-inclusion/ with the goal of sharing practices with ACPE-accredited providers. Additional DEI activities can be found in the PharmD Program Accreditation section later in this newsletter.



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ACPE Presentations

Since the last *ACPE Update*, I have participated in several meetings providing information about ACPE activities. In November, I was asked to participate in the Higher Learning Commission's State Agencies Fall Meeting. Sarah Marino (Executive Director of the Medical Assisting Education Review Board and Chair, Chicago Area Accreditors) and I were asked to speak about the programmatic accreditors' viewpoint on shared oversight and potential efficiencies in the accreditation process. I met with the University of Florida American Pharmacists Association, Academy of Student Pharmacists (APhA-ASP) chapter for one of their general body meetings. We talked about leadership and opportunities in international pharmacy. Over 80 students participated in the meeting. I also met with the American Association of Colleges of Pharmacy (AACP) Academic Leadership Fellows to discuss leadership issues along with three (3) other CEOS (APhA, NABP, and Physician Assistant Education Association).



In December, I gave a presentation to the Pharmaceutical Society of Korea discussing the revision of the ACPE accreditation standards and the process used.

In February, I gave a presentation at the AACP Interim Meeting in San Diego that provided an update on recent ACPE activities. The slides for this presentation are located on the ACPE website at www.acpe-accredit.org/communications under the "presentations" tab. AACP staff also provided a new deans' orientation session at this meeting.



Update on New Requirements for In-person Site Visits

ACPE has adopted a policy for conducting any in-person evaluation visits and consultations for the foreseeable future for international visits and domestic visits as needed per local policy. This policy details requirements intended to provide reasonable assurances for the health and safety of ACPE staff and its volunteers. ACPE requires all those serving on an in-person evaluation team to provide proof of being fully vaccinated. Wearing a mask while conducting an on-site evaluations will be required internationally and as per local policy in the US. Participants from the program being evaluated will also be expected to wear masks during any indoor discussions with members of the ACPE evaluation team during international visits. ACPE will announce any changes to its policy as necessitated by shifts in the COVID-19 pandemic as this policy may change at any time.

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ACPE Wants to Hear from You

I continue to work to increase communication and transparency both within and outside of ACPE. We are interested in the perspectives of our constituents and welcome the opportunity to engage in conversation about any topic or to answer questions. If you are not certain how to address something related to any of our divisions, our staff stand ready to assist you. Please feel free to reach out to any of us individually or send an email to info@acpe-accredit.org and it will be directed to the appropriate person. ■

Wall of Honor

Congratulations to our board members, staff and former staff who have received honors or awards since our last newsletter.



John Clay Kirtley

Dr. John Clay Kirtley, ACPE Past President and current Board member, has been selected as a Fellow of the American Pharmacists Association Academy of Pharmacy Practice and Management. Dr. Kirtley is recognized for his contributions to ACPE, NABP, the State of Arkansas, pharmacy education, and regulatory efforts in pharmacy.

Dr. Dimitra Travlos, ACPE Assistant Executive Director and Director, CPE Provider Accreditation, has been elected as a Distinguished Fellow of the National Academies of Practice (NAP) in Pharmacy. A Distinguished Fellow is a very high honor in the National Academies of Practice. It acknowledges all of Dimitra's achievements and her leadership especially in the area of interprofessional education.

Dr. Marie Chisholm-Burns, ACPE Board of Directors, has been appointed executive vice president and provost at Oregon Health & Science University (OHSU) effective July 1, 2022.



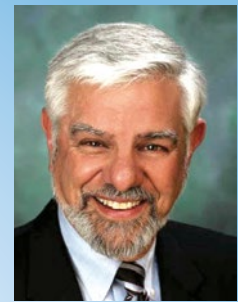
Dimitra Travlos



Marie Chisholm-Burns

Also, Dr. Chisholm-Burns received the APhA-ASP Outstanding Dean Award at the APhA Annual Meeting in San Antonio. The award recognizes school or college of pharmacy deans who have made significant contributions to APhA-ASP chapters and who have promoted, with distinction, the welfare of student pharmacists through various community service, leadership, and professional activities.

Dr. Peter H. Vlases has received the 2022 Remington Honor Medal, the highest honor bestowed by the American Pharmacists Association (APhA). Dr. Vlases has served in many roles throughout his accomplished career and is currently the Executive Director Emeritus of the ACPE following his 20-year term as the ACPE Executive Director. He was selected for this honor due to his extensive service to the profession as a leader involved in many areas of pharmacy practice, especially pharmacy education, on a global level. ■



Peter Vlases

Congratulations!

PharmD Program Accreditation

Spring and Fall 22 Visits Update

ACPE will be conducting 18 evaluations in Spring 2022 and 10 evaluations in Fall 2022. The Spring 2022 evaluations engage ACPE's three staff members supporting the Colleges and Schools Division, its three staff consultants and 57 trained members of the Academy. Evaluations in Spring 2022 will be conducted virtually. A decision regarding Fall 2022 visits will be made after the June 2022 Board Meeting. ■

Standards Revision Update – Description of Responses

At the end of January 2022, ACPE received 138 responses to its Formstack call for comments on standards revision. This request for comments was distributed across the profession. ACPE also received 18 emailed responses. Many of the comments focus on single issues, while others address elements across many of the existing 25 accreditation standards. Several comments suggest additions to the curricular content detailed in Standards 1–4 (the CAPE standards) and Appendix 1. Several comments call for incorporating assessments into the relevant standards rather than in standards focusing solely on assessment (Standards 24 and 25 in Standards 2016). There are calls for ensuring the curriculum requirements include specific new topics and calls for managing the expansion of curricular content requirements. No insights are offered as to what curricular content should be eliminated. ACPE welcomes input on what can be removed from the curricular requirements. ■



AACP's New Deans Orientation Meeting

On February 18, 2022, ACPE staff hosted a New Deans Workshop at the AACP Interim Meeting in San Diego. Twenty (20) Deans and Interim Deans appointed since the 2021 AACP Interim Meeting attended the two-hour workshop. ACPE staff reviewed various ACPE policies and procedures to ensure new deans are aware of the reporting expectations concerning substantive changes and compliance with the accreditation standards. A reception followed the workshop and offered an opportunity for new deans to interact with ACPE staff and other new CEO and Interim Deans. ■

PharmD Program Accreditation

Workshop Dates

ACPE will again offer its popular self-study workshops in August 2022. Two identical workshops will be offered, the first on **Monday–Tuesday, August 8–9, 2022**, and again on **Thursday–Friday, August 25–26, 2022**. The two-day workshop is designed for self-study chairs and program deans whose programs are actively engaged or soon will be engaged in self-study preparation for a comprehensive evaluation during 2023 or 2024. Consult the training and workshops tab in the colleges and school section on ACPE's website for more information and to register for a workshop at www.acpe-accredit.org/calendar/

ACPE will host a training for site team evaluators on **Thursday–Friday, September 15–16, 2022**. This training is already fully subscribed from those previously waitlisted for this workshop. If you are interested in being added to this waitlist, please contact any member of the ACPE colleges and schools staff. You will be notified of the next training opportunity via email and encouraged to register for the next workshop.

All training workshops will be held in ACPE's offices at 190 S. LaSalle Street in Chicago. ■



HPAC

The work of the Health Professions Accreditors Collaborative (HPAC) continues in spite of the pandemic and the absence of opportunities for face-to-face interactions at professional association meetings. A presentation was offered by HPAC leaders that included ACPE's former Executive Director Peter Vlasses, at the Global Forum on Innovations in Health Professional Educations in December 2021. In February, HPAC was represented at a virtual roundtable discussion on moving toward proactive approaches to eliminating racism in health professions education. ■



BY THE NUMBERS:



138 PharmD Programs hold full Accredited Status

1 PharmD Program is Accredited with Probation Status

2 PharmD Programs hold Candidate Status

1 PharmD Programs hold PreCandidate Status

ACPE staff and site team members will conduct a **total of 18 comprehensive** and **10 focused evaluations** across the spring and fall 2022 cycles. Additionally, it is hoped a number of verification visits can be conducted in fall 2022. Verification visits are required for any comprehensive evaluation conducted virtually since March 2020.

PharmD Program Accreditation



Colleges and Schools and Diversity, Equity and Inclusion

ACPE recently surveyed all programs holding accreditation status on the extent and focus of the diversity, equity, and inclusiveness (DEI) activities within their program. All 142 programs responded to the three-question survey. Across our academic pharmacy academy, key steps the majority of programs have taken to advance DEI include establishing a task force or committee to advance DEI initiatives (68% of programs); providing faculty development to foster an inclusive classroom (55% of programs); adding DEI content to the curriculum (53% of programs); and engaging student leaders in DEI discussions (53% of programs). It was reported by over 100 programs that a formal DEI statement appears on their



University's website. ACPE's standards revision process, now underway, will be informed by these survey results.

At its January 2022 Board Meeting, ACPE Board members and staff received DEI training. ■

Continuing Pharmacy Education Program

A note of thanks to all the ACPE-accredited providers who have continued to offer CE activities throughout the pandemic! Many of the ACPE-accredited CPE providers have transitioned their office and teams from in-person to remote settings. All have learned the technology platforms and planned and conducted CE activities in a timely manner without sacrificing quality. On behalf of ACPE, we would also like to thank ACPE-accredited providers for continuing to educate healthcare professionals, specifically pharmacists, pharmacy technicians, and interns, to be recognized as having met the qualifications for administering COVID-19 vaccines under the PREP Act and administering COVID-19 monoclonal antibody therapeutics to ensure the best outcomes. **Be well, stay safe!** ■

MANY
Thanks

Continuing Pharmacy Education Program

Celebrate the Successes! CPE Compliance Trends, Fall 2019 to Fall 2021

ACPE CPE staff compiled CPE Standards compliance trends for accredited providers undergoing reaccreditation (i.e., Comprehensive Review) from Fall 2019 through Fall 2021 (5 cycles, 104 providers).

The 11 CPE Standards are divided into four sections: Content, Delivery, Assessment, and Evaluation (Table 1 below). The Standards are designed for providers to develop and offer needs- and gap-based, outcomes-focused, independent continuing education activities consistent with the mission and goals of their CPE programs.

TABLE 1:
CPE Standards are divided into four sections: Content, Delivery, Assessment, and Evaluation

Section	Standards
Content	Standard 1: Achievement of Mission and Goals of the CPE Program
	Standard 2: Gap Analysis
	Standard 3: Continuing Pharmacy Education Activities
	Standard 4: CPE Activity Objectives
	Standard 5: Standards for Integrity and Independence (effective 1/1/2022); previously, Standards for Commercial Support
Delivery	Standard 6: Faculty
	Standard 7: Teaching and Learning Methods
	Standard 8: Educational Materials
Assessment	Standard 9: Assessment of Learning
	Standard 10: Assessment Feedback
Evaluation	Standard 11: Evaluation of CPE Activities

During the past decade, providers have focused on the delivery of education. Specifically, active learning strategies/learning assessments are incorporated into most CPE activities.

During the past decade, providers have focused on the delivery of education. Specifically, active learning strategies/learning assessments are incorporated into most CPE activities. Examples include case studies, audience response systems, adaptive learning techniques, etc. CPE activity formats are not only categorized as live and home study, but the use of technology has expanded to include webinars, podcasts, and shorter and more focused education via the Internet.

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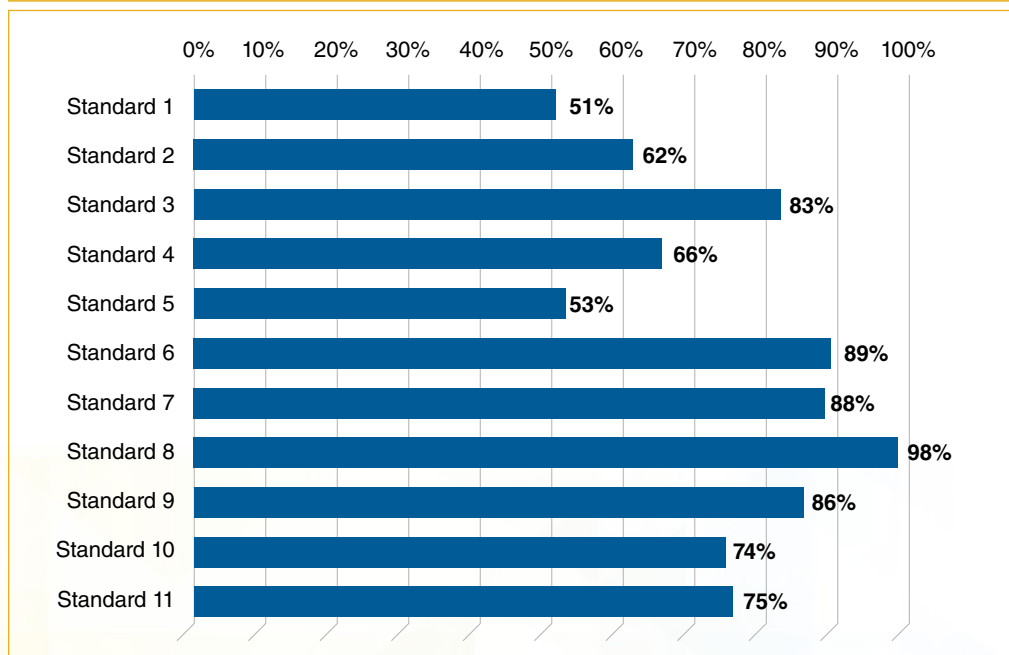


Continuing Pharmacy Education Program

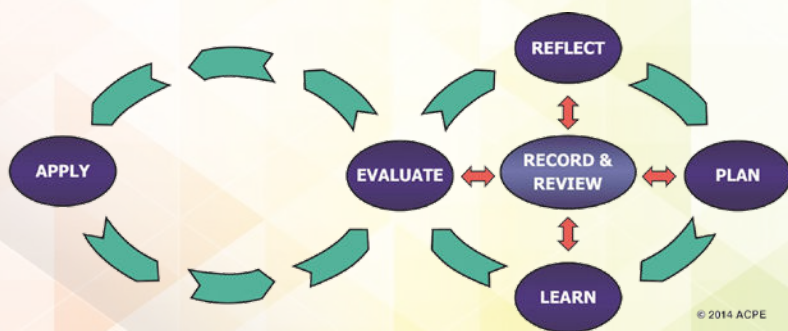
Workshops, on-demand webinars, and specific tools and resources are listed for each Standard on the ACPE website.

In the time period reviewed, on average greater than 75% of providers met the Standards (Figure 1 below). Across cycles, performance was less satisfactory (<70%) for Standard 1 (Achievement of Mission and Goals), Standard 2 (Gap Analysis), Standard 4 (Learning Objectives), and Standard 5 (Standards for Commercial Support) where compliance ranged between 51–66%. These Standards have historically been more challenging for providers to demonstrate compliance and continue to be a focus of ACPE’s education plan. In working with providers, ACPE CPE staff guide providers to incorporate the Standards into the workflow of the provider’s development of its CPE program and its activities. Providers are encouraged to engage in workshops, on-demand webinars, and specific tools and resources listed for each Standard on ACPE’s website (www.acpe-accredit.org/continuing-education-provider-accreditation). ■

FIGURE 1:
Percent of Providers Meeting the Standard, Average (Fall 2019 – Fall 2021)



ACPE CPD Pilot Underway!



A pilot to study implementation of ACPE’s draft Continuing Professional Development (CPD) criteria has launched with a group of ACPE-accredited CPE providers. The objectives of the pilot are to gain experience and gather feedback to inform potential changes to the criteria, development of associated accreditation processes, and integration of a CPD credit model. If you are an ACPE-accredited provider interested in participating in the pilot, please contact cpdinfo@acpe-accredit.org. ■

Continuing Pharmacy Education Program

Diversity, Equity, and Inclusion (DEI) Survey Results

The ACPE Board of Directors adopted a document developed by the ACPE Continuing Pharmacy Education Commission entitled, “ACPE Guidance to ACPE-accredited CE Providers to Incorporate Diversity, Equity and Inclusion in CE Activities.” This document may be found on the ACPE website. Providers are encouraged to send examples of how they incorporated principles of DEI in their CE activities. Submitted examples will be posted to ACPE’s website with the goal of sharing practices with ACPE accredited providers. Please send a description and/or tool to ceinfo@acpe-accredit.org.

At the beginning of the year, a survey was sent to all ACPE-accredited CE providers to gain insights into the extent of DEI focus and initiative in continuing education activities. To date, we have received a 17% response rate. The results are:

- Four (4) questions regarding the incorporation of DEI in CPE programs were asked.
- Forty-eight (48) programs responded out of 271 (17% response rate).
- Steps the majority of programs have taken to advance DEI include:
 - 44% of responses engaged pharmacists and/or pharmacy technicians in DEI discussion
 - 31% have added guidance on DEI to those conducting CPE activities
 - 31% provided additional steps taken
- 50% have a statement either published or in progress

Providers are encouraged to send examples of how they incorporated principles of DEI in their CE activities.

1. What, if any, steps has your program taken to advance Diversity, Equity and Inclusion (DEI) within your organization <i>(Check all that apply)</i>	%	Count
Established a task force or committee to advance DEI initiatives in your CPE program	21	10
Added guidance on DEI to those conducting CPE activities	31	15
Provided faculty development in fostering an inclusive classroom	27	13
Held Journal Clubs in which published papers on DEI were discussed	6	3
Endorsed a formal statement regarding DEI	23	11
Engaged pharmacists and/or pharmacy technicians in DEI discussion	44	21
Undertaken an analysis of participants in CE activities and number of CE activities to better understand DEI within the program	10	5
Other	31	15
Define Other: <ul style="list-style-type: none"> • Created a program approved by the Oregon Health Authorities Office of Equity and Inclusion, fulfilling the Oregon State Board requirement for pharmacists, technicians, and interns, and offered to other healthcare providers. • Evaluated potential changes to policy and procedure documents. • Joined other organizations for joint statements. • Presented courses on bias, LGBTQ+ care, and underserved populations. • Used faculty that also teaches ethics. 		

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Continuing Pharmacy Education Program

2. Has your program issued a formal statement on DEI? <i>(Check the one that best applies)</i>	%	Count
Yes, such a statement appears on our website	10	5
Yes, a statement is in the early stages of dissemination	15	7
A statement has been proposed and under consideration	25	12
No statement is in active consideration at this time	48	23
Do not know	2	1

3. Has your program identified any best practices to advance DEI it would like to share?

- Ensured DEI training in planning committees and employees
- Included DEI in Joint Providership communications
- Contained balanced programming
- Examined healthcare disparities and implicit bias
- Currently working on creating best practices internally
- Ensured DEI is examined within the company

4. What are your program's goals for DEI? *(Common Responses)*

- Promote the importance of DEI and health disparities in society to pharmacists
- Increase DEI-related CE activities
- Create and/or use a DEI task force in activity creation
- Provide training and/or guidance to faculty, joint providers and staff
- Conduct a DEI-focused needs assessment
- Examine feedback from learners regarding DEI in the activities
- Add DEI to guidelines
- Program goals are in development

Strength lies in differences, not in similarities.

– Stephen R. Covey

Continuing Pharmacy Education Program

ASHP-NABP-PTCB-ACPE Pharmacy Technicians Webinar

Representatives from ACPE, the American Society for Health-System Pharmacists (ASHP), National Association Boards of Pharmacy (NABP) and Pharmacy Technician Certification Board (PTCB) came together for a 90-minute joint webinar on January 19, 2022. Approximately 225 attendees engaged in discussion related to the evolving career path of pharmacy technicians, CE state board of pharmacy requirements for the pharmacy technician, PTCB recertification requirements, and guidance for ACPE-accredited providers on how to plan and conduct CE activities to meet the educational needs and/or practice gaps of pharmacy technicians. Participant feedback indicated that it was extremely informative, practical, and many questions were answered.

A recording of the live webinar, slides, and an ACPE Guide for ACPE-Accredited Providers to Plan and Conduct CE for Pharmacy Technicians may be found on [ACPE's website](#), (Pharmacy Technician Education Accreditation Collaboration, scroll down to Trainings and Workshops).

Participant feedback indicated that it was extremely informative, practical, and many questions were answered.

Outcomes from this collaborative webinar:

- Upon request from regulatory agencies, ACPE's CPE activity database, Provider Web Tool, has been updated to allow for ACPE-accredited providers to identify if CE activities are designed to meet state board re-licensure and re-certification requirements. These data points will be used as search fields in ACPE's CE search engine (P.L.A.N.).
- Development of a learner web page on the ACPE website (www.acpe-accredit.org, CE, Information for Learners) to educate pharmacists and pharmacy technicians on continuing education requirements, processes, the Pharmacy Learning Assistance Network (P.L.A.N.), and CPE Monitor plans.
- Ongoing collaborations among the four organizations on common projects.

Please contact ceinfo@acpe-accredit.org with any questions or comments. ■

Professional Development Opportunity This Spring (Virtual):

ACPE CPE Administrator's Workshop
May 10–11, 2022 ■

	ACPE CPE Provider Accreditation	Joint Accreditation for Interprofessional Continuing Education
Accredited Providers	272	134
New Applications	1	6
Commendation	0	7
Probation	1	1
Inactive Status	2	NA
Discontinuations	5	2



Technology and Tools Corner

This section of the newsletter will be dedicated to providing insight into tools and technology available to ACPE constituents. The goal is to provide tools and tips to the user community as well as provide knowledge and direction on how to best use the technology available to us.

This issue's article will focus on creating and managing certificate programs in the **Provider Web Tool** as well as awarding certificate completion to a pharmacist or pharmacy technician via CPE Monitor.

Certificate Program Management

A continuing education certificate program is a structured and systematic postgraduate educational experience for pharmacists and technicians that is generally smaller in magnitude and shorter in time than degree programs, and impart knowledge, skills, attitudes, and performance behaviors to meet specific pharmacy practice objectives. Each certificate program must have a minimum of 15 contact hours awarded upon completion.

To be considered a certificate program, it must include the following components:

1. A didactic component such as live seminars, home study Internet-based materials, etc.
2. A hands-on component such as practice experiences, simulations, and/or such activities to assure demonstration of the skill or application of the stated professional competency.
3. Formative and summative assessment for each program.

The Provider Web Tool supports the creation and management of certificate programs.

From the main home page, you will find links that will allow you to create and manage certificate programs. If you choose **Create Certificate Program**, you will be able to add all the relevant certificate program information:

- Year of the program
- Sequence number
- Title
- Description
- Contact hours
- Release date

The certificate program itself must be made up of CE Activities previously entered in the Provider Web Tool. These individual activities may then be chosen as a component of the certificate program. One or more CE activities can be associated with a certificate program.

Certificate Program

What would you like to do:

Create Certificate Program ?

Edit Certificate Program ?

Copy Certificate Program ?

Search Certificate Program ?



When saved, a Certificate Program Number (CPN) will be created. This number can be used to award certificate completion.

Once the activity is conducted and upon completion of the requirements for credit of the Certificate Program, the provider should:

1. Award ACPE CE credit to the pharmacist and/or pharmacy technician for the UANs (modules) completed via CPE Monitor®, and, if applicable,
2. Award completion of the ACPE Certificate Program (CPN) via CPE Monitor®.

For a given Universal Activity Number (UAN) that is part of a Certificate Program, upload each participant’s credit as you normally would. (NABP e-profile ID, DOB (MMDD), UAN, and date of participation)

If all components of a Certificate Program are completed, upload each participant’s NABP e-profile ID number, month and day of birth (MMDD), Certificate Program Number (CPN), and date of participation.

The existing Microsoft Excel and CSV templates, web form, and web services may be used to award certificate program completion. In the ACPE UAN column, please provide the Certificate Program Number (CPN) and in the Date of Participation column, enter the date the certificate was awarded to the learner.

Row	Action	ePID	DOB (MM/DD)	ACPE UAN	Date of Participation	Remove
1	Insert	301346	07/07	0197-21-020-CP	12/01/2021	Remove
2	Insert					Remove

Please note that at least ONE of the UAN components of the certificate program must be completed by the learner prior to awarding the certificate program.

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Once awarded, a pharmacist or pharmacy technician may view their certificates in CPE Monitor via their transcript.

DATE AWARDED	TITLE	PROVIDER	CERTIFICATE PROGRAM NUMBER
04/01/2022	Test Certificate	ACPE Test II	0197-22-009-Cp

The CE Department plans to use this tool for comprehensive reviews beginning Fall 2022.

CESARS Update

ACPE has created a web-based submission tool to assist with program reviews called the CE Self-Assessment Reporting System (CESARS). The tool has been piloted with a small group of CE providers and evaluators over the past two review periods. Thus far, all is proceeding well. The CE Department plans to use this tool for comprehensive reviews beginning Fall 2022. There will be webinars coming soon to help providers prepare for submitting comprehensive reviews using the CESARS platform. Thank you again to all those CE providers and evaluators that helped with the software pilot. ■



International Services Program

Programmatic Updates

ACPE's International Services Program (ISP) is growing steadily and is active in eight countries (India, Indonesia, Jordan, Lebanon, Mauritius, Northern Cyprus, Saudi Arabia, and United Arab Emirates (UAE)). In 2021, ISP conducted nine programmatic evaluations virtually. For Spring 2022, one comprehensive and one focused evaluation were conducted virtually. For Fall 2022, six comprehensive, four verification and three focused evaluations are scheduled. ISP hopes to conduct most of these evaluations on-site. As of January 2022, 23 pharmacy degree programs have been awarded Certification Status, and one pharmacy program has been awarded Precertification. For additional details, please refer to the Directory on the ACPE website www.acpe-accredit.org/international-programs-by-name. ■



BY THE NUMBERS:



Certification: 19 degree programs

Precertification: 1 degree program

Provisional Certification (Category 1 and 2): 2 degree programs

Provisional Certification (Category 2): 2 degree programs

International Commission (IC) Meeting

On November 21–23, 2021, the members of the ACPE International Commission met virtually to discuss the activities and operations of ISP and made several recommendations to the ACPE Board of Directors. ■

From left to right/top to bottom: Abeer Alghananeem (USA), Michael Katz (Vice-Chair/Chair Elect, USA), Winnie Landis (Board Liaison, USA), Dawn Zaremski (Assistant Director, Accreditation, ACPE), Jannet M. Carmichael (Chair, USA), Donald E. Letendre (USA), Jenelle Sobotka (USA), Sherief Khalifa (UAE), Shailendra Saraf (India), Michael Rouse (Director, International Services, ACPE) and Silvi Kastrati (International Coordinator, ACPE).



Appointments to International Services Program Advisory Group (ISPAG)

At its January 2022 meeting, the ACPE Board approved the re-appointment of 15 ISPAG members. To view a list of the current ISPAG members, please click on the following link: www.acpe-accredit.org/international-services-program/#tab-InternationalCommissionandISPAGMembers. ■

International Services Program

Spring 2022 Certification Cycle

Due to the travel restrictions resulting from the COVID-19 global pandemic, ISP conducted the following Spring 2022 evaluation visits virtually, using the Zoom platform:



Comprehensive Evaluation for Continued Certification:

University of Jordan (UJ),
School of Pharmacy, Amman, Hashemite
Kingdom of Jordan



Two-Year Post-Certification-Focused Visit:

University of Surabaya (UBAYA),
Faculty of Pharmacy, Surabaya,
Republic of Indonesia

MOUs/Partnerships

- Knowledge E, UAE:** ISP continued its collaboration with Knowledge E and the Egyptian Knowledge Bank to present faculty development workshops for eight faculties of pharmacy (FOP) in Egypt; for five FOP at the foundational level and for three FOP at the advanced level. The workshops will be provided to five new FOP in 2022.
- ISP staff are in frequent communication with the **Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI), Jordan**, and **National Center for Academic Accreditation and Evaluation (NCAAA), Saudi Arabia**, to review and renew the current Memorandum of Understanding (MOU) in place. This will strengthen the level of communication, coordination, and collaboration with each respective organization. Joint evaluation visits continue to be held with the **Commission for Academic Accreditation (CAA) in the UAE.** ■



International Services Program

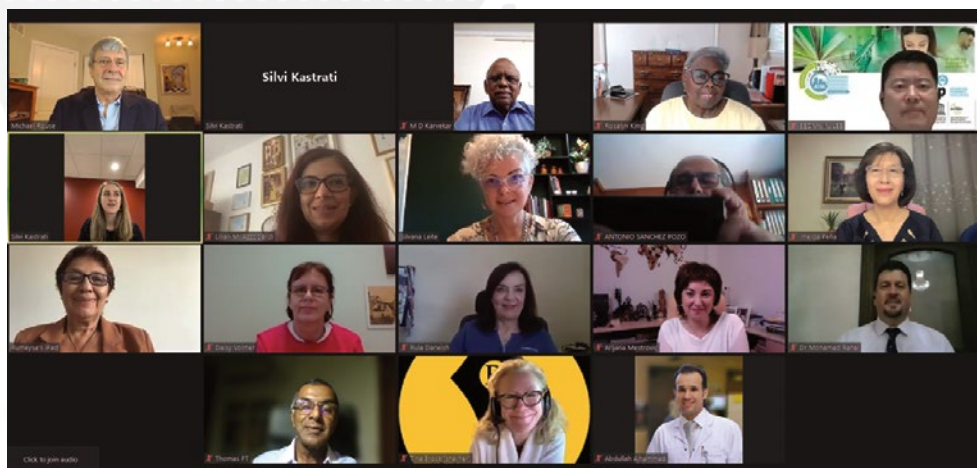
Past Events

In collaboration with American Association of Colleges of Pharmacy (AACP, USA), Commission for Academic Accreditation (CAA, UAE), and Al Ain University (AAU) College of Pharmacy (UAE), ACPE's International Services Program hosted the "Curricular Assessment in a Changing Academic Environment" Webinar Series. The speaker for the webinar series was Dr. Melissa S. Medina, Professor and Associate Dean for Assessment and Evaluation, University of Oklahoma Health Sciences Center, College of Pharmacy. Fifty-five participants, mainly from the Middle East region, attended the webinar series on the following dates/webinar topics:

- **October 20, 2021:** Maintaining academic integrity with paper versus electronic testing
- **October 27, 2021:** Maintaining academic integrity during in-person versus remote testing
- **November 3, 2021:** Practical solutions for assessing skills in a new way.

- **On October 21, 2021:**

The International Services Program Advisory Group (ISPAG) met virtually to discuss recent activities, updates, news, upcoming workshops/webinars, announcements, and future projects of ACPE and ISP (at right). ■



Future Projects and Events

- At their January 26–28, 2022 meeting, the ACPE Board of Directors approved the proposed timeline and process for the revision of the ISP Certification Quality Criteria. The revision process will be closely managed by ACPE staff, in consultation with the ACPE Board of Directors, current and former members of the International Commission, the ISP Advisory Group, key contacts from certified programs and programs in the application process, MOU partners, and other stakeholders. At this time, ACPE expects the release of the revised Quality Criteria after the January 2027 ACPE Board Meeting.
- Staff of ACPE's International Services Program will host an informational webinar on May 3, 2022 from 9:00–10:30 a.m. CST. The goal of the webinar will be to inform various stakeholders of the purpose, activities, and initiatives of ACPE and its International Services Program. If interested in attending, please register via the following link: us02web.zoom.us/meeting/register/tZwvfumpqTkqEtBjpiUOUkYL0ElvYblqpiel. ■

ASHP/ACPE Pharmacy Technician Accreditation Commission

Health System Pharmacy Technician Training and Education Program Survey



A survey was conducted in October 2021 of the ASHP/ACPE accredited pharmacy technician education and training programs to assess the outcomes of these programs regarding satisfaction, conduct of the program, structure of the program, recruitment, and retention of pharmacy technicians for their institution. In addition, their purpose was to gather data for the provision of information in the literature to illustrate the value of offering these programs to promote recruitment and retention of well-trained pharmacy technicians. Areas surveyed regarding the program included the following: purpose, facilitation, financing, recruitment, and retention. Fifteen programs participated in the survey.

The greatest impacts found by those that implemented programs with subsequent ASHP/ACPE accreditation included: increased safety due to less pharmacy technician vacancies, a cost decrease in using employment agencies for technicians, substantially improved quality of applicants for technician positions, improved retention of hired graduates, creation of a predictable source of well-trained pharmacy technicians, increased ability to train and develop their own employees into licensed, certified, and trained pharmacy technicians, and the ability to provide preceptor development, which enhances retention.

More information about technician program accreditation can be found at: www.ashp.org/professional-development/technician-program-accreditation?loginreturnUrl=SSOCheckOnly ■

ASHP/ACPE Accredited Pharmacy Technician Programs BY THE NUMBERS

	June 2021	January 2022
Number of ASHP/ACPE Accredited Programs	253	226
New Applications	12	2
Voluntary Withdrawals	18	7
Reaccreditation Reviews	13	17
Midterm Progress and Special Case Reviews	34	24



Contact Us...

Accreditation Council for Pharmacy Education

190 South LaSalle Street, Suite 2850
Chicago, IL 60603-3499

Phone: (312) 664-3575
Fax: (866) 228-2631
info@acpe-accredit.org

Website: www.acpe-accredit.org

General office hours:

Monday through Friday
8 a.m. – 5 p.m. CST

ACPE Update Editor

Jan Engle, PharmD, PhD (Hon), FAPhA,
FCCP, FNAP
info@acpe-accredit.org

For Professional Degree Program questions:

csinfo@acpe-accredit.org

For Continuing Pharmacy Education Program questions:

ceinfo@acpe-accredit.org

For International Services Program questions:

international@acpe-accredit.org

For Pharmacy Technician Program Accreditation:

asd@ashp.org

For Continuing Professional Development (CPD) questions:

cpdinfo@acpe-accredit.org