Accreditation Council for Pharmacy Education
Pharmacy Degree Program Evaluation Form
for Standards 2007

Program Reviewed: _____

Reviewer's Name: _____

Dates of Site Visit: _____

Introduction: The *Accreditation Council for Pharmacy Education (ACPE) Pharmacy Degree Program Evaluation Form* is designed for evaluation team members to review and document how a pharmacy degree program is addressing ACPE's standards. The reviewer should use the form to evaluate documents supplied by the program and observations during the on-site evaluation in order to determine how the program is addressing each of the Standards. Evaluation team members should modify their evaluation form as needed during the on-site evaluation visit as new information, validating or contradicting the Self Study Report, comes to light. Once completed by individual team members, the ACPE staff member will lead a discussion during the site visit to determine the entire team's evaluation. The resulting "consensus evaluation" will be used as the *Evaluation Team Report (ETR)* to the pharmacy degree program and the ACPE Board of Directors.

The findings of the Evaluation Team are used to advise the ACPE Board of Directors and should not be viewed as an expression of the Board's final determination of compliance or non-compliance with any ACPE standard. The ACPE Board of Directors will consider the *ETR* along with other supplementary written or verbal information (such as discussions with program representatives during the ACPE board meeting) 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.

Note: To preserve confidentiality, team members should give copies of their evaluation forms and any notes or documents related to evaluation of the program to ACPE once the *Evaluation Team Report* has been finalized.

This section should only be completed by ACPE staff.

☐ Consensus Rubric: To be completed by the Evaluation Team Leader (ACPE Staff Member) if this document is used as a consensus rubric.

Evaluation Team Leader: _____

Team Members: _____

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Overall Organization and Clarity of the Self-Study Report

Please evaluate the program's self-study report to assist in improving the quality of future reports.

	Commendable	Meets Expectations	Needs Improvement
Participation in the Self-Study Process	The self-study report 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, Commend ☐	The self-study report was written and reviewed with broad-based input from students, faculty, preceptors, staff and administrators. Meets ☐	The self-study report was written by a small number who did not seek broad input from students, faculty, preceptors, staff, and administrators. Needs Improvement ☐
Knowledge of the Self-Study Report	Students, faculty, preceptors, and staff are conversant in the major themes of the report and how the program intends to address any deficiencies. Commend ☐	Students, faculty, preceptors, and staff are aware of the report and its contents. Meets ☐	Students, faculty, preceptors, and staff have little or no knowledge of the content of the self-study report or its impact on the program. Needs Improvement ☐
Completeness and Transparency of the Self-Study Report	All narratives and supporting documentation are thorough, clear and concise. The content appears thoughtful and honest. Interviews match the self-study findings. Commend ☐	All narratives and supporting documentation are present. The content is organized and logical. Meets ☐	Information is missing or written in a dismissive, uninformative or disorganized manner. Portions of the content appear biased or deceptive. Needs Improvement ☐
Relevance of Supporting Documentation	Supporting documentation of activities is informative and used judiciously. Commend ☐	Supporting documentation is present when needed. Meets ☐	Additional documentation is missing, irrelevant, redundant, or uninformative. Needs Improvement ☐
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. Commend ☐	The program proactively presents plans to address areas where the program is in need of improvement. Meets ☐	No plans are presented or plans do not appear adequate or viable given the issues and the context of the program. Needs Improvement ☐
Organization of the Self-Study Report	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. Commend ☐	The reviewer is able to locate a response for each standard and the supporting documentation with minimal difficulty. Meets ☐	Information appears to be missing or is difficult to find. Sections are not well labeled. Needs Improvement ☐

Please provide additional comments on the Self-Study Report to assist in quality improvement:

Summary of the Evaluation of All Standards[1]

Please complete this summary (●) **after** evaluating the individual standards using the Program Evaluation Form. This summary will be helpful for creating the Consensus Evaluation which contains the on-site evaluation team's overall assessment of the program and for reporting the team's findings to program representatives at the conclusion of the visit.

Standards	Pg.	Meets		Partially Meets	Does Not Meet
MISSION, PLANNING, AND EVALUATION	**11**		monitor		
1. College or school Mission and Goals	13	○	□	○	○
2. Strategic Plan	15	○	□	○	○
3. Evaluation of Achievement of Mission and Goals	17	○	□	○	○
ORGANIZATION AND ADMINISTRATION	**19**				
4. Institutional Accreditation	21	○	□	○	○
5. College or school and University Relationship	22	○	□	○	○
6. College or school and other Administrative Relationships	24	○	□	○	○
7. College or school Organization and Governance	25	○	□	○	○
8. Qualifications and Responsibilities of the Dean	27	○	□	○	○
CURRICULUM	**29**				
9. The Goal of the Curriculum	31	○	□	○	○
10. Curricular Development, Delivery, and Improvement	33	○	□	○	○
11. Teaching and Learning Methods	35	○	□	○	○
12. Professional Competencies and Outcome Expectations	37	○	□	○	○
13. Curricular Core—Knowledge, Skills, Attitudes, and Values	39	○	□	○	○
14. Curricular Core—Pharmacy Practice Experiences	41	○	□	○	○
15. Assessment and Evaluation of Student Learning and Curricular Effectiveness	44	○	□	○	○
STUDENTS	**47**				
16. Organization of Student Services	49	○	□	○	○
17. Admission Criteria, Policies, and Procedures	51	○	□	○	○
18. Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing	53	○	□	○	○
19. Progression of Students	54	○	□	○	○
20. Student Complaints Policy	55	○	□	○	○
21. Program Information	57	○	□	○	○
22. Student Representation and Perspectives	58	○	□	○	○
23. Professional Behavior and Harmonious Relationships	59	○	□	○	○
FACULTY AND STAFF	**61**				
24. Faculty and Staff—Quantitative Factors	63	○	□	○	○
25. Faculty and Staff—Qualitative Factors	65	○	□	○	○
26. Faculty and Staff Continuing Professional Development and Performance Review	67	○	□	○	○
FACILITIES AND RESOURCES	**69**				
27. Physical Facilities	71	○	□	○	○
28. Practice Facilities	73	○	□	○	○
29. Library and Educational Resources	75	○	□	○	○
30. Financial Resources	76	○	□	○	○

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[1] Findings of the Evaluation Team serve as advisory to the ACPE Board of Directors and should not be viewed as an expression the Board's determination of compliance or non-compliance with any ACPE accreditation standard.

Progress and Changes

Please complete the following checklist **after** you have reviewed the individual standards using the Program Evaluation Form and after you have considered the college or school's summary of relevant progress and changes in the six areas of the Standards since the last accreditation visit:

1. *Mission, Planning, and Evaluation*
2. *Organization and Administration*
3. *Curriculum*
4. *Students*
5. *Faculty and Staff*
6. *Facilities and Resources*

1) Rate the college or school on its progress or changes in the six areas of the Standards since the last accreditation visit by indicating "Ok" or "N.I." (needs improvement) on the checklist below:

	Ok	N.I.
The college or school has progressed in each area since ACPE's last comprehensive visit.	○	○
The college or school has addressed any concerns previously raised by ACPE.	○	○
The college or school has adhered to the reporting guidelines, limiting the total summary to no more than 6 pages of double-spaced, 12-point text.	○	○

2) If N.I. (needs improvement) is noted above, please explain:

Directions for Completing the Program Evaluation Form

Review the self-study report provided by the program and other background material supplied by ACPE. **You may modify your responses during the evaluation team visit based on new information and clarifications during the interview process**. The following steps correspond to those found under each standard in the Evaluation Form:

A. At each section heading, please do the following:

   1) Use a check ☑ to indicate documents that were submitted in advance or made available on site as the evidence required for standards in the section.

B.   For each standard, please do the following:

   1) Rate the program on aspects of each standard using the following scale:

   - **Ok**: The college or school has achieved this element of the standard.
   - **N.I.**: The college or school **needs improvement** to achieve this element of the standard.

   2) Comment on the findings:

   - Describe where the program shows exemplary commitment to students, the profession of pharmacy, or patient care and is making a documented effort to cultivate an environment of professionalism, teaching-and-learning, research, information sharing, and innovation. (Examples are footnoted.)
   - If the program has identified an issue and is taking practical steps to address it, briefly describe the issue and the plans.
   - State actions or recommendations to address areas of concern along with any additional background information to help ACPE's Board of Directors to fully understand the situation in the program and in making appropriate recommendations to achieve full compliance with the standard. Use a check ☑ to identify areas of grave concern that prevent the college or school from meeting the standard. If information in support of a standard is missing, please explain.

   3) Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, for quality advancement to assist ACPE's Board of Directors in making recommendations to the program for improvements.

   4) Use your best professional judgment to rate the program on the standard using the following scale:

   - **Meets the Standard**: The program is meeting or exceeding all the elements required by the standard. If the team, based on findings during the visit, has concerns as to whether the program will be able to continue to meet the standard in the future, then use a check ☑ to indicate that monitoring should continue.
   - **Partially Meets the Standard:** The program is not currently meeting an element of the standard or the college or school has accurately identified the deficiencies and is taking steps to address meeting the standard in an expeditious timeframe.
   - **Does Not Meet the Standard**: The program is not currently meeting the requirements of the standard, or insufficient or inadequate information exists in the self-study report or was available during the site visit to assess whether the program is currently meeting the required elements of the standard. For example, requested documentation is absent, incomplete (e.g., the college or school did not supply requested documentation) or individuals are unable to respond to basic questions during sessions at the site visit.

Please remember that information from a site visit is confidential. Once the visit has been completed and a report has been submitted to ACPE's Board of directors, please give any notes or documents related to the evaluation to ACPE.

Mission, Planning, and Evaluation

For Standards 1-3:

Use a check ☑ to indicate the information evaluated to assess the standards in this section:

- ☐ The current mission statement, goals, objectives, and core values for the college or school of pharmacy. (1)[2]
- ☐ The Institutional Mission Statement and Goals. (1)
- ☐ Descriptions of how the college or school's mission is aligned with the mission of the institution. (1)
- ☐ Description of how the mission and associated goals in education, research/scholarship, service and practice are developed and approved by all stakeholders. (e.g., Committee meeting minutes, Faculty meeting minutes). (1)
- ☐ Description of how the mission is being assessed and followed. (1)
- ☐ Description of how and where the mission statement is published. (1)

- ☐ The college or school's strategic for achieving its mission and goals. Plan should include: (2)
  - ▪ timelines for action scheduled at appropriate intervals (e. g., quarterly, semi-annually, etc.); (2)
  - ▪ person(s) identified as accountable for management and/or action for the stated events; (2)
  - ▪ identification of resources (not limited to time and finances) for the relevant items; (2) and
  - ▪ yearly review of the entire plan with continuation or proper re-direction dependent on new information and results. (2)
- ☐ The Institutional strategic plan to achieve its mission and goals. **(To be made available on-site.)** (2)
- ☐ Description of how the strategic plan was developed (including evidence of stakeholder input). (2)
- ☐ Evidence of support and cooperation of University administration for the college or school plan (e.g., letters of support from the university administration, administrative actions taken in support of the plan, etc.). (2)
- ☐ Evidence documenting that the strategic plan is driving decision-making in the college or school. (2)

- ☐ Copy of the evaluation plan. (3)
- ☐ Examples of instruments used in assessment and evaluation. (3)
- ☐ Evidence of assessment in all components of the program's mission. (3)
- ☐ Evidence that assessments resulted in improvements. (3)
- ☐ Examples of analyses/evaluation findings/reports generated as a result of assessment and evaluation activities. (3)
- ☐ Description of the members of the Assessment Committee (or equivalent) and charges in the last academic year. (3)

- ☐ Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- ☐ Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- ☐ Other documentation or data that provides evidence of meeting the standard.

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[2] Standards are noted in parentheses.

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.[3] 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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The college or school has 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 mission statement is compatible with the mission of the university in which the college or school operates.	○	○
The college or school's 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, and the assessment and evaluation of desired outcomes.	○	○
For new college or school initiatives and alternate pathways to degree completion, the college or school ensures that: • the initiatives are consistent with the university's and the college or school's missions and goals • the same commitment is demonstrated to all students, irrespective of program pathway or geographic location • resources are allocated in an equitable manner N/A (no alternate pathways, etc.) ☐	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[4]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[3] The term "university" includes independent colleges and schools.
[4] Examples of Noteworthy Areas: a) The college or school synchronizes the reviews and updates of its mission with changes to the institution's mission. b) Faculty can clearly articulate the mission and their role in fulfilling it.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The college has a dynamic, long-term mission with broad coverage that was created through group processes that include faculty endorsement. • The college or school's mission is aligned with the university's mission. • The college or school's goals include fundamental commitments to preparing students who possess the competencies necessary to provide pharmacist-delivered patient care.	• The college has a short-term mission with limited coverage that was created with little input or faculty endorsement. • The college or school's mission is not aligned with the university's mission. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• The college has no mission or no goals. • The college or school's goals do not include commitments to preparing students who possess the competencies necessary to provide pharmacist-delivered patient care.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The program is in the process of or has developed, implemented, and regularly revises a strategic plan to advance its mission and goals.	○	○
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.	○	○
Substantive changes are addressed through its 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.	○	○
The college or school monitors, evaluates and documents progress toward achievement of strategic goals, objectives, and the overall efficacy of the strategic plan.	○	○
The program notifies ACPE 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) ☐	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[5]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[5] Examples of Noteworthy Areas: The strategic plan drives the activities of the program. (e.g. the executive committee uses the plan at their meetings.)

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The strategic plan was developed and endorsed by the faculty as a whole and is reviewed at least annually. • The strategic plan lists all responsible participants and timelines. • Strategic planning includes preceptors and alumni. • The strategic plan identifies planned substantive changes (e.g. enrollment growth, expanded programs, satellite campuses). • The faculty are keenly aware of the strategic plan in areas that are assigned to them. • Goals in the strategic plan are being accomplished.	• The strategic plan was developed with little input or faculty endorsement and has no timeframe for review and revision. • Strategic planning excludes key constituents such as preceptors and alumni. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• The college or school is not following its strategic plan or has none. • The strategic plan does not address substantive changes (e.g., enrollment growth, expanded programs, satellite campuses) that have taken place or are planned. • The faculty are unaware of the strategic plan in areas that are assigned to them.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
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.	○	○
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)☐	○	○
The program assesses achievement of the mission and goals.	○	○
The analysis of process and outcome measures are used for continuous development and improvement of the professional degree program.	○	○
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.	○	○
The program measures the extent to which the desired outcomes of research and other scholarly activities, service, and pharmacy practice programs are being achieved.	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[6]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[6] Examples of Noteworthy Areas: A) Assessment is an integral part of the culture of the institution. B) Faculty and administrators are widely involved in the assessment process.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The college or school has identified outcomes for all its goals. • The evaluation plan outlines a systematic process to measure achievement of the outcomes. • The college or school's assessment activities involve other areas than just curriculum, such as outcomes of faculty research. • Individuals have been assigned specific responsibilities in the evaluation plan. • The evidence of achievement shows that the college or school is educating students to become generalist practitioners as well as meeting the specific mission of the program.	• The college or school's assessment activities are limited to just curriculum. • The evidence of achievement shows that the college or school is not educating students to become generalist practitioners or to meet the specific mission of the program. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• The college or school has not identified outcomes or it has no systematic process to measure achievement of the outcomes. • No one has been assigned the responsibility for evaluating the plan.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

Organization and Administration

For Standards 4-8:

Use a check ☑ to indicate the information evaluated to assess the standards in this section:

- ☐ Document(s) verifying institutional accreditation. (4)
- ☐ Report of any deficiencies from institutional accreditation. (4)

- ☐ University and college or school organizational charts. (5, 7)

- ☐ Description of number and nature of affiliations external to the college or school. (6)
- ☐ Example of affiliation agreements for the purposes of experiential education and professional services. (6)
- ☐ Evidence of contract for each affiliation. **(To be made available on-site.)** (6)
- ☐ Description of academic research activity outside the college or school. (6)
- ☐ Description of alliances that will produce interprofessional education. (6)

- ☐ Written bylaws and policies and procedures of college or school (e.g., copy of Faculty Handbook, **to be made available on site**). (7)
- ☐ Job Descriptions for Administrators. (7)
- ☐ List of committees with their members and designated charges. (7)
- ☐ List of support staff within each department/division. (7)

- ☐ Desired qualifications and responsibilities of the Dean (from job description or position announcement). (8)
- ☐ Synopsis of Curriculum Vitae of the Dean. (8)
- ☐ Evaluations of the Dean's performance (e.g., annual review, 5-year review, 360-evaluations). (8)

- ☐ Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- ☐ Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- ☐ Other documentation or data that provides evidence of meeting the standard.

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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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
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 program 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. Not Applicable ☐	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• Documentation of regional/institutional accreditation is included. • If the regional/institutional accreditation status changes, the Dean can articulate how the changes affect the college or school. (ACPE review procedures.)	• The institution has applied for regional/institutional accreditation and is awaiting the outcome. • The institution has received an adverse action and is in the process of responding to it.	• The institution has no accreditation and has not applied to become accredited. • The institution has lost its accreditation.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The college or school is an autonomous unit within the university structure, led by a dean.	O	O
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.	O	O
The college or school participates in the governance of the university, in accordance with its policies and procedures.	O	O
The college or school has autonomy, within university policies and procedures and state and federal regulations, in all the following areas: • 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, and retention	O	O
The college or school's reporting relationship(s) is depicted in the university's organizational chart.	O	O
The college or school has addressed the guidelines for this standard.	O	O

2) **Comments:** Describe a) areas of the program that are noteworthy[7]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[7] Examples of Noteworthy Areas: Pharmacy faculty have a history of leadership roles in university-wide committees.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The college or school is led by a dean. • The college or school has established faculty bylaws and governance. • The college or school is in control of its curriculum. • The college or school is in control of its own admission policy and hiring. • Faculty serve on university-wide committees.	• The college or school is led by a temporary or interim dean and is in the search process for a permanent dean. • The college or school is developing faculty bylaws and governance and there is evidence that they will be implemented. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard. • The dean lacks autonomy in certain areas or has undue outside influences.	• The college or school has no dean. • The college or school is led by a temporary or interim dean for an extended period. • The college or school has no faculty bylaws and governance or uses the university bylaws without having them formally accepted by the faculty. • The college or school is not in control of its curriculum. • The school is not in control of its own admission policy and hiring.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
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.	○	○
The relationships, collaborations, and partnerships advance the desired outcomes of the professional degree program, research and other scholarly activities, service and pharmacy practice programs.	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[8]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The college or school has strong ties with health institutions and sister organizations.	• The college or school has weak ties with university health institutions and sister organizations. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• The college or school has no formal ties with health institutions and sister organizations.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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[8] Examples of Noteworthy Areas: Administrative officers of university hospitals are completely integrated into the faculty.

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The college or school is organized and staffed to facilitate the accomplishment of its mission and goals.	○	○
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 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) ☐	○	○
The effectiveness of each organizational unit is evaluated on the basis of its goals and objectives and its contribution to the professional program.	○	○
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's administration is aware of problems and issues of the student body.	○	○
A clear process exists for students to follow to raise issues with the college or school administration.	○	○
The college or school administration responds to problems and issues of concern to the student body.	○	○
The administration is aware of faculty needs/problems.	○	○
The administration is responsive to faculty needs/problems.	○	○
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 alt. pathways) ☐	○	○
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 alt. pathways) ☐	○	○
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 alt. pathways) ☐	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[9]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The organizational structure has appropriate channels of communication and faculty, staff and students are made aware of the chain of command within the college or school. • Specific review procedures exist for each organizational unit. Each organizational unit evaluates itself on its goals, objectives and contribution to the professional program. The procedures themselves are reviewed at least once every 6 years in conjunction with the self-study process. • Bylaws are current, approved, and adopted by the faculty. They are functional, truly guiding the activities of the faculty who are observing the letter and spirit of the document. • The organizational chart accurately and appropriately reflects direct and indirect reporting structures. • The organizational structure and staffing facilitates achievement of the mission and goals.	• The college or school is developing or updating review procedures for each organizational unit and there is evidence to show that they will be implemented. • The college or school is developing or updating faculty bylaws and governance and there is evidence to show that they will be implemented. • The organizational chart does not accurately reflect direct and indirect reporting structures. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• The college or school has no bylaws. • Decisions are made outside the process outlined by the bylaws. • The college has no defined lines of authority or responsibility. • The college or school has no defined communication channels for faculty, staff and students. • Faculty or students routinely do not respect the chain of command when dealing with administrative or student issues. • The organizational structure or insufficient staffing impedes achievement of the mission and goals. • Organizational units do not collaborate to facilitate achievement of the mission and goals. • The college or school does not have or has inadequate policies and procedures to address potential systems failures. • Alternate program pathways are not integrated into the college or school's administrative structures, policies and procedures or are not supervised by a college or school administrator.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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[9] Examples of Noteworthy Areas: Each organizational unit is reviewed annually.

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The dean is qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service.	○	○
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.	○	○
The dean unites and inspires administrators, faculty, staff, preceptors, and students to achieve 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 plans for substantive changes.	○	○
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.	○	○
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.	○	○
Faculty receive adequate support from the dean.	○	○
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 • a scholarly concern for the profession, generally, and for the diverse aspects of pharmacy 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 • strong written and interpersonal communication skills • a commitment to systematic planning, assessment, and continuous programmatic improvement • a commitment to teaching and student learning, including pedagogy • 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 is responsible for directly or indirectly 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	○	○
• development and progress of the strategic plan and the evaluation plan, including assessment of outcomes	○	○
• recruitment, development, 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 college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[10]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The dean has a clearly articulated job description that is readily accessible by all. • Faculty and students support the dean's activities. • The dean meets with the executive committee regularly. • The dean has options for advising and shared decision-making when needed. • The dean has a full compliment of administrative-support personnel, (budget, development, etc.). • The dean will make unpopular decisions when necessary, but is still able to retain support. • The dean takes steps to clearly communicate decisions. • The dean has good communication with the university administration and alumni. • The dean has a clearly-identified chain-of-command and is supported by administrators who have the authority to make decisions in the dean's absence. • The dean is engaged in development (funding) activities and is able to acquire resources needed to support the college or school. • The dean is actively engaged in the profession outside the school.	• The dean is not willing to delegate or share authority with administrators and support personnel. • The dean's job description does not accurately articulate his/her responsibilities. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• The dean is a poor communicator or leader. • There is a widespread feeling of faculty unrest or dissatisfaction at the college or school. • Faculty or university officials are not supportive of the dean. • The dean does not defend the college or school. • The dean is not adequately qualified. • The dean is not involved with the profession.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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[10] Examples of Noteworthy Areas: Faculty, staff, students, and university officials consistently and enthusiastically support the Dean.

Curriculum

For Standards 9-15:

Use a check ☑ to indicate the information evaluated to assess the standards in this section:

☐ Description of the professional competencies of the Curriculum. (9)
☐ Licensing statistics of graduates (e.g., North American Pharmacist Licensure Examination™ (NAPLEX®) and Multistate Pharmacy Jurisprudence Examination® (MPJE®)) for the last 5 years including first-time pass rates and competency area scores. (9, 15)

☐ Description of the curricular structure. (10)
☐ Demonstrate how both the didactic and experiential components meet the Standards for core curriculum and IPPE and APPEs in regard to percentage of curricular length. (10)
☐ Description of how the results of curricular assessments are used to improve the curriculum. (10)
☐ Demonstrate how the components and contents of the curriculum are linked to the expected competencies and outcomes through curricular mapping or other techniques. (10)
☐ Description of any nontraditional pathway(s) leading to the Doctor of Pharmacy degree. **(If Applicable)**(10)
☐ Description of the members of the Curriculum Committee (or equivalent) and charges in the last academic year. (10)

☐ Description of teaching and learning methods used in the curriculum, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable). (11)
☐ Description of efforts to address the diverse learning needs of students. (11)
☐ Data that link teaching-and-learning methods with curricular outcomes (Standards 3, 10 and 15). (11)
☐ Examples of instructional tools, such as portfolios (**to be made available on-site**), used by students to assist them in assuming responsibility for their own learning and for measuring their achievement. (11, 15)
☐ Description of both 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)** (Standards 3, 10 and 15). (11)

☐ List of the professional competencies and outcome expectations for the professional program in pharmacy. (12)
☐ Examples of didactic and experiential course syllabi, including stated outcomes related to desired competencies (**to be made available on-site**). (12, 13)
☐ 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 (Standards 3, 9, 10 and 15). (12)

☐ Description of the curricular structure and content of all curricular pathways. (13)
☐ Description of how the curricular content for all curricular pathways is linked to Appendix B of Standards 2007 through mapping or other techniques. (13)
☐ Examples of assessment and documentation of student performance and the attainment of desired core knowledge, skills and values (Standards 3, 9, 10 and 15). (13)
☐ Evidence that knowledge, practice skills and professional attitudes and values are integrated, reinforced and advanced throughout the curriculum, including the pharmacy practice experiences. (13)

☐ Introductory and advanced pharmacy practice experience manuals, including assessment forms (**to be made available on-site**). (14)
☐ List of introductory and advanced pharmacy practice experience sites and locations offered in the previous academic year, with sites affording student interactions with other health care professionals designated. (14)
☐ The objectives for each required pharmacy practice experience and the responsibilities of the student, preceptor, and site. (14)
☐ Examples of assessment and documentation of student performance, nature and extent of patient and health care professional interactions, and the attainment of desired outcomes (Standards 3, 9, 10 and 15). (14)
☐ List of current preceptors with details of credentials (including licensure) and practice site. (14)
☐ Description of how the aggregate experiential programs address students having direct interactions with diverse patient populations in a variety of health care settings. (14)
☐ Aggregate data from students about the type (diverse) and number of patients, problems encountered, and interventions. (14)
☐ Evidence of assuring, measuring, and maintaining quality of the site. (14)
☐ Examples of quality improvement as a result of the practice site assessments. (14)

☐   Description of assessment measures used to evaluate student learning and curricular effectiveness. (15)

☐   Examples of assessment instruments and activities employed, including comparisons with national data and, if desired, selected peer-group programs (include a description of the basis for the peer-group selection) and trends over time (Standard 3, 9 and 10). (15)

☐   Examples of how assessment data has been used to improve student learning and curricular effectiveness (Standards 3,9 and 10). (15)

☐   Assessments of teaching-and-learning methods used in the curriculum, including nontraditional pathway(s) leading to the Doctor of Pharmacy degree (if applicable) Standards 3, 9, and 10). (15)

☐   Assessment measures and methods to evaluate achievement of professional competencies and outcomes (Standards 3, 9, 10 and 12). (15)

☐   Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.

☐   Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.

☐   Other documentation or data that provides evidence of meeting the standard.

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;[11] 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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The college or school's professional degree program 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. Including: • The ability to 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. • The ability 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 ability 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.	○	○
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.	○	○
Graduates are able to identify and implement needed changes 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.	○	○
The curriculum encompasses content, instructional processes, course delivery, and experiential education.	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[12]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[11] "Good science" implies having the following characteristics: evidence-based, logical, convincing, explanatory, honest, testable, and systematic.
[12] Examples of Noteworthy Areas: A) The philosophy and goal of the curriculum are written and shared with all faculty students and preceptors.   B) Students from the college or school have a 100 % NAPLEX pass rate.   C) Data such as employer surveys show that graduates are effective (e.g., reduce medication errors). D) Graduates have changed practice.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• Faculty are able to discuss the goal and philosophy of the curriculum • NAPLEX Pass rates are not lower than 2 standard deviations below the national mean. • Graduates work in all areas of the profession (e.g. not all in hospitals or community settings).	• The goal of the curriculum is poorly communicated or understood among the faculty and administration (e.g., the dean and department heads, know about it, but not the faculty). • Graduates are directed toward one particular practice (e.g. community pharmacy) to the exclusion of others. • NAPLEX scores are significantly inconsistent from year to year. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• NAPLEX scores of students are 2 or more standard deviations below the national mean (refer to ACPE policy). • Graduates have difficulty securing employment of choice or suffer from low employment rates. • Students do not exhibit professional attitudes, values and behaviors. • Employers or state boards of pharmacy indicate that students are unprepared for practice.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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).[13]

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The college or school's faculty is responsible for the development, organization, delivery, and improvement of the curriculum.	O	O
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.	O	O
All curricular pathways have both *required* and *elective* courses and experiences and effectively facilitate student development and achievement of the professional competencies.	O	O
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.	O	O
The didactic course work provides the desired scientific foundation.	O	O
Introductory pharmacy practice experiences are not less than 5% of the curricular length (i.e., 300 hours).	O	O
The advanced pharmacy practice experiences are not less than 25% of the curricular length (i.e., 1440 hours).	O	O
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.	O	O
The curriculum complies with university policies and procedures and the accreditation standards.	O	O
Student representation and feedback are integral parts of curricular development and improvement.	O	O
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.	O	O
The college or school has addressed the guidelines for this standard.	O	O

2) **Comments:** Describe a) areas of the program that are noteworthy[14]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[13] Refer to Standards 13 and 14 and Appendices B and C for additional detail and guidance.
[14] Examples of Noteworthy Areas: The curriculum committee meets regularly, and uses assessment data for curricular refinement.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The curriculum committee is an agent for improvement that is broadly composed of faculty members and students. • The curriculum committee evaluates and approves all courses and oversees the sequencing and integration of course content. • The curriculum committee's reviews are proactive, recurrent, and systematic. • The faculty as a whole is engaged in committee processes through discussion and voting. • Introductory-practice experiences are not less than 5% of total credit during the didactic component and include exposure to community and institutional settings. • Advanced-practice experiences are not less than 25% of total credit, and occur after the didactic component is complete. • Preparation and reflection periods are included in the syllabus for early and advanced practice experiences. • The curriculum has elective as well as required courses.	• Preparation or reflection periods are missing from either early or advanced-practice experiences, but not both. • The curriculum committee exists, but it is not representative of the faculty. • The curriculum committee has no mechanism for proactive, recurrent, and systematic reviews. • Introductory practice experiences are all in one setting. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• No preparation and reflection periods are included in the syllabus for early and advanced practice experiences. • The college or school has no curriculum committee or it is ineffective. • Introductory-practice experiences are nonexistent or less than 5% of total credit during the didactic component. • Advanced-practice experiences are less than 25% of total credit. • The curriculum has few elective courses, or poor scheduling practices effectively make it impossible for many students to take desired electives.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The college or school, throughout the curriculum and in all program pathways, uses and integrates 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.	○	○
The college or school evaluates the effectiveness of its curricular innovations through its assessment activities.	○	○
The outcomes of the distance-learning activities are appropriate for the student population and achievable through distance study. N/A ☐	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[15]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[15] Examples of Noteworthy Areas: A) The curriculum is highly learner centered, using diverse methods such as active learning, case studies and simulations. B) Education experts are consulted or directly involved in developing teaching and learning activities. C) Portfolios are actively used to give students feedback and shape their learning (e.g., comments are written in portfolios). D) Mechanisms exist for sharing student information before rotations to enable preceptors to tailor instruction to address the learning needs of students (e.g., preceptors meet before each year to talk about students).

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• Faculty members use a variety of teaching-and-learning techniques (e.g., active learning, case studies, etc.). • Results from capstone exams are used to assess and remediate individual student learning as well as to assess the effectiveness of the curriculum. • A process is used throughout the curriculum to document that students are applying knowledge and skills. • Preceptors tailor instruction to meet the needs of the student by challenging strengths and remediating weaknesses. • Students are supported to become self-directed, lifelong learners.	• A process is used in the curriculum to document knowledge, but not application and skills. • Faculty are participating in structured development activities in order to move from a lecture-based curriculum to one that uses a variety of teaching-and-learning techniques. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• Lecture is the primary mode of instruction. • No process is used to document that students are applying knowledge and skills. • The college or school has no evidence of assessing and evaluating teaching methodologies. • Students are dependent learners and lack critical-thinking and problem-solving skills. • The college or school has no strategies or systems to support the needs of diverse learners.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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.

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
Professional Competencies 1, 2 and 3 guide the development of stated student learning outcome expectations for the curriculum.	○	○
Graduates are able to 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.	○	○
Graduates are able 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.	○	○
Graduates are able 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.	○	○
Graduates possess basic knowledge, skills, attitudes, and values to practice pharmacy independently by graduation.	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[16]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• Faculty have written and adopted a set of competencies and outcomes and are conversant about them. • The curriculum is built on the competencies which are linked to courses through the curricular map.	• Faculty are in the process of developing competencies and outcomes and there is a high likelihood that they will be adopted. • The faculty are in the process of curricular mapping.	• The program does not use a curricular map or equivalent. • The program has no stated competencies. • The college or school's educational outcomes or competencies are not aligned with those required by the standards.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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[16] Examples of Noteworthy Areas: An up-to-date, dynamic curricular map guides all educational activities.

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The curriculum contains the necessary elements within the following areas as outlined in Appendix B of the Standards:		
• biomedical sciences	O	O
• pharmaceutical sciences	O	O
• social/behavioral/administrative sciences	O	O
• clinical sciences	O	O
Knowledge, practice skills, and professional attitudes and values are integrated and applied, reinforced, and advanced throughout the curriculum, including the pharmacy practice experiences.	O	O
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.	O	O
The sciences provide the basis for understanding the development and use of medications and other therapies for the treatment and prevention of disease.	O	O
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. N/A (no outside instruction)☐	O	O
The college or school has addressed the guidelines for this standard.	O	O

2) **Comments:** Describe a) areas of the program that are noteworthy[17]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[17] Examples of Noteworthy Areas: A) Integrated learning is part of the standard philosophy of the college or school and integrated courses run efficiently. B) The course coordinator attends all classes. C) Multiple faculty are involved in course delivery.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• Courses have coordinators and are integrated across disciplines. • Faculty from different disciplines communicate with each other and all disciplines are represented on committees. • Courses are well managed with content experts delivering specific topics as needed. • Faculty cooperate and work as teams when preparing courses. • The content is aligned with the recommendations listed in Appendix B of Standards 2007.	• The content is in the process of being mapped to the recommendations listed in Appendix B of Standards 2007. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• Courses are integrated in name, but not in actual practice, i.e., information is presented independently without respect to the material being covered by other disciplines. • Content areas noted in Appendix B of the Standards 2007 are not addressed in the curriculum. • The instruction provided by other academic units of the university does not meet the educational objectives of the curriculum.
☐ **Meets the Standard +**☐ **Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
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.	○	○
The pharmacy practice experiences 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 are defined.	○	○
Student performance, nature and extent of patient and health care professional interactions, where applicable, and the attainment of desired outcomes are documented and assessed.	○	○
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.	○	○
Most pharmacy practice experiences are under the supervision of qualified pharmacist preceptors licensed in the United States.	○	○
The college or school ensures that preceptors receive orientation regarding the outcomes expected of students and the pedagogical methods that enhance learning, especially for first-time preceptors prior to assuming their responsibilities, ongoing training, and development.	○	○
Students do not receive remuneration for any pharmacy practice experiences (introductory or advanced) for which academic credit is assigned.[18]	○	○
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.	○	○
All required 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).	○	○
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: • community pharmacy • hospital or health-system pharmacy • ambulatory care • inpatient/acute care general medicine	○	○
The college or school has addressed the guidelines for this standard.	○	○

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[18] 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.

2) **Comments:** Describe a) areas of the program that are noteworthy[19]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

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[19] Examples of Noteworthy Areas: A) The college or school facilitates a communication network that links practice sites to each other, the school, and the curriculum. B) The college or school has a experiential advisory committee. C) A faculty member visits every student on every rotation. D) Assessment data on pharmacy practice experiences are used to improve instruction.

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The introductory through advanced practice experiences form a continuum with no gaps. • The college or school provides elective rotations. • Introductory experiences expose students to actual practice sites not simulated ones. • Most experiences are under the supervision of a pharmacist. • The student-to-preceptor ratio facilitates individual instruction, guidance, supervision, and assessment. • Students are not paid for practice experiences. • Preceptors are primarily licensed as pharmacists. • Preceptors are trained to meet the needs of the college or school and have defined positions with it. • Preceptors evaluate students and vice versa. • The college or school has quality assurance mechanisms that include visiting sites. • The coordination and management of rotations is straightforward and efficient (e.g., students are notified in a timely manner whether their choices for rotations have been accepted). • Rotations occur in diverse practice settings covering all required areas (community, institutional, etc.). • Practice experiences cover diverse patient populations in terms of disease state, race, age, gender, and cultural background. • The college or school has criteria for defining the level of practice (e.g., advanced community) which are validated by the faculty (e.g., worksheet to enroll a preceptor; review syllabi for the rotation). • The practice experiences support the achievement of the required professional competencies. • Student outcomes and patient interaction are documented and assessed.	• Some introductory practice experiences are missing in first 3 academic years or the progression of experiences do not form a continuum from introductory to advanced. • The college or school has quality assurance mechanisms that do not include visiting sites. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard. • Some required areas are not adequately covered.	• One or more required introductory or advanced experiences is/are missing. • Preceptors are not properly trained. • Some preceptors are not licensed in the state of practice. • Required rotations fall below the expectations the standard. • One or more required pharmacy practice experiences occur(s) overseas. • The college or school has no quality assurance mechanisms. • The college or school has an inadequate number of preceptors. • The majority of students are not precepted by pharmacists. • Outcomes are not documented or not assessed.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
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 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, 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 addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[20]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[20] Examples of Noteworthy Areas: A) The college or school uses capstone exams. B) Faculty use student portfolios for obtaining feedback about student learning. C) Portfolio assignments are mapped back to the competencies.   D) Assessment of work on portfolios is sent to the course instructors.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• Assessment data are used for program improvement. • The college or school uses multiple measures to evaluate professionalism. • The college or school has a systematic plan for assessing student learning outcomes. • The college or school is gathering and using both formative and summative assessment data. • Portfolios document progressive achievement of the competencies through integrated learning experiences. • Students are involved in self assessment.	• The assessment plan is not systematic. • Data from the assessment plan are not analyzed or not fed back into the curriculum. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• The college or school has no assessment plan or does not systematically carry out evaluations of student learning and curricular effectiveness. • The college or school can not document progressive achievement of the competencies as demonstrated in the learning experience. • The college or school does not have mechanisms to diagnose and correct underlying problems that might diminish learning such as perceived stress on the faculty, staff, or students. • Assessment and evaluation activities to allow comparison of outcomes between alternate program pathways are not carried out. • Data is not used to improve the curriculum or its delivery. • Assessment activities do not use valid or reliable measures. • Assessment activities do not include assessment of students, faculty or preceptors. • Assessment methods do not promote consistency and reliability within and among faculty, practice sites and preceptors. • No systems are in place to ensure the integrity of student work and limit opportunities for academic misconduct.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

Students

For Standards 16-23:

Use a check ☑ to indicate the information evaluated to assess the standards in this section:

- ☐ Synopsis of the Curriculum Vitae of the student affairs administrative officer. (16)
- ☐ An organizational chart depicting student services and the corresponding responsible person(s). (16)
- ☐ Description of the nature of student services offered. (16)
- ☐ Examples of documents used for student orientation. (16)
- ☐ Student Handbook **(to be made available on site).** (16, 21)
- ☐ Description of sections of the student handbook that deal with specific requirements of the standard and guidelines. (16)
- ☐ Professional Technical Standards[21] for the school or college and/or university. (16)

- ☐ Admissions and enrollment Information, highlighting how specific requirements of the standards and guidelines are met. (17)
- ☐ Evidence that enrollment is managed in alignment with available physical, financial, staff, faculty, practice site, preceptor and administrative resources. (17)
- ☐ Description of the college or school's recruitment methods. (17)
- ☐ Recruitment and admissions data. (17)
- ☐ Examples of recruitment methods: college or school's catalog, recruitment brochures, college or school Internet site. (17)
- ☐ Aggregate data on student employment after graduation. (17)
- ☐ Curricular outcomes data correlated with admissions data (Standard 3). (17)
- ☐ Description of methods used to assess verbal and written communication skills. (17)
- ☐ If applicable, example of an Early Assurance Program agreement between the college or school and the associated institution(s) or student. (17)

- ☐ Student transfer credit and course waiver policies. (18)
- ☐ Number of transfer students and correlation of transfer policy and success in the program. (18)

- ☐ Student progression policy consistent with the college or school's mission. (19)
- ☐ Data on student matriculation, progression and graduation rates correlated to admission and transfer policies. (19)
- ☐ Section of the student handbook that covers the student progression policy. (19)

- ☐ Copy of policy and procedures for handling complaints related to ACPE Standards. (20)
- ☐ Description of how the complaint policy is communicated to students. (20)
- ☐ Discussion of number of complaints since last accreditation visit and the nature of their resolution. (20)
- ☐ College or school's catalog, recruitment brochures **(to be made available on site)**. (21)
- ☐ URL to program information on the college or school's Internet site. (21)

- ☐ List of committees involving students and the names and professional years of students involved on committees. (22)
- ☐ Description of 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. (22)
- ☐ Examples of quality improvements in the college or school that have been made as a result of student representation and perspectives. (22)

- ☐ The college or school's codes of conduct addressing professional behavior and harmonious relationships. (23)
- ☐ Description of strategies that the college or school has used to promote professional behavior; and the outcomes. (23)
- ☐ Description of strategies that the college or school has used to promote harmonious relationships among students, faculty, administrators, preceptors, and staff; and the outcomes. (23)
- ☐ Description of strategies that the college or school has used to promote student mentoring and leadership development; and the outcomes. (23)

- ☐ Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- ☐ Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- ☐ Other documentation or data that provides evidence of meeting the standard.

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[21] Professional technical standards are established by the university, college, or school based on the physical and mental attributes required of students to be able to function competently as a pharmacist upon graduation.

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The college or school has an organizational element(s) devoted to student services.	O	O
The organizational element(s) devoted to student services has an administrative officer responsible for overseeing and coordinating them.	O	O
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).	O	O
Student services personnel are knowledgeable regarding FERPA law and its requirements.	O	O
The college or school provides students with financial aid information and guidance.	O	O
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.	O	O
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.	O	O
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.	O	O
The college or school has addressed the guidelines for this standard.	O	O

2) **Comments:** Describe a) areas of the program that are noteworthy[22]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[22] Examples of Noteworthy Areas: A) Students report that specific student service staff go above and beyond the call of duty to help them. B) Facilities continually exceed the expectations of students.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• An administrative officer oversees student services. • Students indicate that student services are meeting their needs. • The organizational element devoted to student services has adequate financial and personnel resources to support the needs of students. • Student services for pharmacy students are coordinated with university support services. • Personnel are knowledgeable and aware of what they need to support students.	• The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• Complaints reported about student services appear to be valid. • Students appear to be confused about procedures in the school that should have been covered in student orientation. • Students have not received an orientation. • Student services do not know how to address pharmacy students' needs. • The student services office is poorly coordinated or communicates poorly to students. • Health and counseling services are either absent or not adequate for students. • Financial aid or guidance is either absent or not adequate for students. • Student records and confidential documents are poorly maintained and not secure. • There is evidence of discrimination. • The college or school has a high level of student complaints.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	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.	O	O
Admission materials clearly state academic expectations, required communication skills, types of personal history disclosures that may be required, and professional standards for graduation.	O	O
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 and the ability to achieve the professional competencies and to practice in culturally diverse environments.	O	O
Student enrollment is managed in alignment with available physical, financial, faculty, staff, practice site, preceptor, and administrative resources.	O	O
The dean and a duly constituted committee of the college or school share the final responsibility for enrollment and selection of students.	O	O
Written and verbal communication skills are assessed for student admissions in a standardized manner.	O	O
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.	O	O
Admission criteria, policies, and procedures are not compromised regardless of the size and quality of the applicant pool.	O	O
Consultation with ACPE occurs at least six months before recruiting students into new pathways or programs. N/A (no new pathways or programs) ☐	O	O
The college or school has addressed the guidelines for this standard.	O	O

2) **Comments:** Describe a) areas of the program that are noteworthy[23]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[23] Examples of Noteworthy Areas: A) Student services use entry and progression to improve recruitment and progression policies. B) Students with special problems are nurtured to achieve high NAPLEX scores with low attrition. C) Face-to-face interviews are used in to evaluate candidates and the program establishes inter-rater reliabilities. D) The college or school attempts to serve underserved populations and diversify the student body. E) Interviewer training is validated and standardized. F) Factors beyond GPAs play a significant role when selecting candidates.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The college or school provides students with comprehensive information regarding its admissions criteria and policies and procedures. • The college or school has low attrition combined with high NAPLEX pass rates. • Pre-admitted students perform on a level that's comparable to students who were not pre-admitted. • The diversity of student body reflects the college or school's area of service. • The college or school regularly assesses its criteria, policies and procedures for admission into the program. • Student enrollment is well managed and the dean and faculty share the final responsibility for selection and enrollment of students.	• The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• Individuals outside the college or school are making decisions about enrollment. • Students consistently fail or have to remediate courses because of weak foundational knowledge from pre-pharmacy or poor instruction in the professional program. • The college or school does not assess its criteria, policies and procedures for admission into the program.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
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.	○	○
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.	○	○
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 continuing pharmacy education, other postgraduate education and training, and previous pharmacy practice experience.	○	○
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.	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The college or school has and makes available, transfer of credit and course-waiver policies that are based on rational procedures and defensible assessments. • Policies are correlated with student results.	• The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• A high number of individuals complain that transfer credits or course waivers are not being accepted or granted. • The college or school has no policies or applies them arbitrarily. • The college or school does not assess its policies relative to outcomes.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
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.	O	O
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.	O	O
The college or school ensures that all students have a comparable system of access to individualized student services such as tutoring and faculty advising. N/A (single pathway) ☐	O	O
The college or school has addressed the guidelines for this standard.	O	O

2) **Comments:** Describe a) areas of the program that are noteworthy[24]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The college or school has progression policies that are known and used. • The college or school makes programmatic adjustments for quality improvement based on progression data. • Systems are in place for the early detection of academic difficulties and provision of appropriate remediation.	• The college or school is in the process of revising or developing its progression polices and there is evidence that they will be implemented.	• The college or school has high attrition (greater than 5%). • Progression policies do not exist, are not known, are not used, are lenient or are applied inconsistently. • Students describe or data indicate excessive problems with academic progression. • Students do not know about procedures for making appeals or for due process.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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[24] Examples of Noteworthy Areas: A) Any past progression problems were found, corrected and prevented from recurring. B) Student progression is included as part of the evaluation plan.

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.[25]

1) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
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.[26]	○	○
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.	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[27]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[25] Refer also to ACPE Complaints Policy at http://www.acpe-accredit.org/complaints/default.asp
[26] Refer also to ACPE Complaints Policy at http://www.acpe-accredit.org/complaints/default.asp
[27] Examples of Noteworthy Areas: A) Complaints are well received and resolved rapidly. B) The complaint process involves students. C) Students speak positively about the process. D) Students are informed of the outcome of their complaint and resulting changes, if any, at the college or school.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• A complaints policy exists, is clearly articulated in the student handbook, and is followed. • All complaints are documented and resolved within college or school or university procedures. • Complaints end after the issue is identified and addressed. • Students are aware of the college or school's complaints policy and how to submit a complaint to ACPE if it is not resolved by the college or school.	• The college or school is in the process of revising or developing its complaints policy and there is evidence that it will be implemented. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• A high volume of complaints is sent to ACPE indicating that issues are not being addressed or the on-site evaluation reveals problems not addressed in the self-study or interim reports. • Students state that they do not know how to voice complaints or that an appeal process exists. • Students routinely go outside the complaints process to resolve problems (e.g. bypass prescribed channels or go to litigation). • No complaints policy exists.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
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.	○	○
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. N/A (no distance pathways) ☐	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[28]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• Comprehensive and accurate program information is made available to current and prospective students. • The accreditation status of the college or school is accurately represented.	• Information is adequate and well-communicated, but minor elements are missing, not current or inaccurate. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• Basic information is missing, misleading or out of date. • Evidence exists that students are not fully informed about the program.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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[28] Examples of Noteworthy Areas: A) Students are well informed about the program.   B) The college or school has a process for continually updating students through face-to-face meetings and in print. C) Information is relevant and easy to access.

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
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.	○	○
The college or school involves student representatives on appropriate program committees, as well as in accreditation self-studies and strategic planning activities.	○	○
The pharmacy students feel their perspectives are heard, respected, and acted upon in a fair and just manner.	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[29]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• Students are appointed to appropriate committees. • Mechanisms are in place and efforts are made to solicit student opinions. • Students at any distance campuses feel integrated into the program and are equitably represented. • Students indicate that the program is responsive to their needs. • An effective student government is in place.	• Students are appointed to committees, but they do not attend in spite of the college or school's efforts. • The college or school is in the process of revising or developing its system of student government and there is evidence that it will be implemented. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• Students are not appointed to committees. • No effort is made to solicit student opinions. • Students indicate the college or school is unresponsive to their issues. • No system of student government is present.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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[29] Examples of Noteworthy Areas: A) Students perspectives are a major driver of policy assessment activities. B) Multiple approaches (e.g., meetings, focus groups, surveys) are used to gather student perspectives. C) The college or school responds to student issues and provides feedback regardless of whether changes are enacted.

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The college or school provides an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff.	○	○
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.	○	○
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.	○	○
The activities undertaken by the college or school to promote professional behavior are effective.	○	○
The activities undertaken by the college or school to promote harmonious relationships are effective.	○	○
The activities undertaken by the college or school to promote student mentoring and leadership development are effective.	○	○
Faculty receive adequate support from peers.	○	○
The college or school supports students, faculty, administrators, preceptors, and staff participation, where appropriate, in pharmacy, scientific and other professional organizations.	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[30]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here □) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[30] Examples of Noteworthy Areas: A) Faculty are willing to go above and beyond the call of duty to facilitate student learning.   B) Faculty and administrators participate in student activities as advisors or participants.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The college or school supports students, faculty, administrators, preceptors, and staff participation, where appropriate, in pharmacy, scientific and other professional organizations. • The college or school has a code of expected behaviors and professionalism. • Professional standards are being upheld. • Faculty, administrators, preceptors, staff and students model professional behavior.	• The college or school is in the process of developing student groups and activities. • The college or school is in the process of revising or developing its code of expected behaviors and professionalism and there is evidence that it will be implemented. • The college or school is in the process of addressing concerns regarding faculty or student professional behavior.	• Faculty, administrators, preceptors, staff and students complain about each other's behavior. • The college or school offers little or no financial support for students, faculty, administrators, preceptors, and staff to participate in pharmacy, scientific and other professional organizations.. • The college or school has no code of expected behaviors and professionalism or they are not being upheld. • Faculty, administrators, preceptors, staff and students are not modeling professional behavior.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

Faculty and Staff

For Standards 24-26:

Use a check ☑ to indicate the information evaluated to assess the standards in this section:

- ☐ List of full time tenure-track faculty members, including a summary of their academic title, credentials, post-graduate training, and experience. (24)
- ☐ List of full time non-tenure track faculty members, including a summary of their academic title, credentials, post-graduate training, and experience. (24)
- ☐ List of faculty turn-over for the last 5 years and reasons for leaving and timing of replacements. (24)
- ☐ Number of part time, paid faculty and staff. (24)
- ☐ Number of voluntary faculty, with academic title/status and practice site. (24)
- ☐ Number of full time staff members and their areas of responsibility (e.g. administrative support, telecommunication, audiovisual, and computer personnel). (24)
- ☐ List of staff turn-over for the last 5 years and reasons for leaving and timing of replacements. (24)
- ☐ Calculation of student-to-faculty ratio (including students in all program pathways). (24)
- ☐ Teaching load of faculty members, including commitments outside the professional degree program. (24)
- ☐ Evidence of faculty and staff capacity planning and succession planning. (24)

- ☐ Description of faculty development programs and opportunities. (25)
- ☐ Description of staff development programs and opportunities. (25)
- ☐ Copy of the faculty handbook section relevant to policies and procedures for faculty recruitment, promotion, tenure (if applicable), and retention. (25)
- ☐ Copy of the faculty handbook **(to be made available on site).** (25)
- ☐ Description of the process used to assess and confirm the credentials of faculty and staff. (25)
- ☐ Description of 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. (25)
- ☐ Description of activities undertaken to ensure that faculty members, regardless of their discipline, have developed a conceptual understanding of contemporary pharmacy practice and future trends in a variety of settings. (25)
- ☐ Description of activities undertaken to ensure that faculty members, regardless of their discipline, have developed a conceptual understanding of current and future trends in the scientific basis of the biomedical, pharmaceutical social/administrative and clinical sciences. (25)
- ☐ Summarized list of faculty productivity in research and other scholarly activities, publications, service as an officer or committee member of school or college and external organizations, and other endeavors that promote the profession of pharmacy to society. (25)
- ☐ A list of faculty teaching responsibilities correlated with faculty professional and academic expertise. (25)
- ☐ Description of strategic planning for research productivity in line with the college or school's mission and goals. (25)
- ☐ Timeframe for research productivity. (25)
- ☐ Summarized evidence of faculty and administrators' participation in pharmacy professional and scientific organizations. (25)
- ☐ 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. (25)
- ☐ 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. (25)

- ☐ Description of the performance review process for full-time, part-time and voluntary faculty (including preceptors) and staff. (26)
- ☐ Description of the relationship between faculty, preceptor, and staff continuing professional development activities and their performance review. (26)
- ☐ If utilized, examples of faculty portfolios, documenting teaching, research and service activities **(to be made available on site).** (26)
- ☐ Examples of faculty and staff development programs offered or supported by the college or school. (26)

- ☐ Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- ☐ Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- ☐ Other documentation or data that provides evidence of meeting the standard.

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
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 for faculty development, research and other scholarly activities, service, and pharmacy practice.	○	○
The college or school has a sufficient number of qualified full-time staff to effectively deliver and evaluate the professional degree program.	○	○
Faculty receive adequate support staff resources.	○	○
Faculty have time for the following:		
• effective organization and delivery of the curriculum through classroom, small group, laboratory, practice simulation, and oversight and provision of experiential education	○	○
• faculty mentoring	○	○
• student advising and mentoring	○	○
• research and other scholarly activities	○	○
• faculty development as educators and scholars	○	○
• service and pharmacy practice (where indicated by their position)	○	○
• participation in college or school and university committees	○	○
• assessment and evaluation activities	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[31]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[31] Examples of Noteworthy Areas: A) The college or school does capacity planning in advance.   B) Illness or the retirement of a faculty member does not create gaps in teaching or research programs.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

6) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• Faculty have enough time to consider new methods of instruction. • Practice faculty have enough time to develop their practice sites before getting their student assignments. • The college has low rates of faculty turnover, and faculty vacancies are filled quickly. • Only qualified individuals are being given teaching responsibilities, and students consistently report that teaching is good. • The college or school encourages research and other scholarly activity and service without creating undue stress on the faculty. • The proportion of inexperienced to experienced faculty is balanced. • Faculty are able to schedule time to meet with students when needed and are available to students for advising. • Preceptors are able to spend time with students to meet the requirements of experiential education. • Faculty can find mentors if desired. • Faculty rarely complain about having enough support. • Faculty frequently participate in professional or social events.	• The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard. • The college or school experiences lengthy delays in filling open positions. • The college or school has a high turnover of faculty or staff. • The mix of junior to senior faculty and representation of faculty across disciplines is unbalanced. • There is evidence of some stress among faculty, preceptors, or staff due to workload. • Research or other scholarly activity is being limited because of inadequate numbers of faculty and staff.	• Faculty members don't have enough time to consider new methods of instruction. • Practice faculty members don't have enough time to develop their practice sites before getting their assignments. • The college or school has excessive rates of faculty or staff turnover, or there are routinely long delays in filling of faculty or staff vacancies. • Poorly qualified individuals are being given teaching responsibilities, or students have evidence or consistently report that teaching is poor. • Faculty show a drop in performance, research or professional activity in order to meet basic teaching responsibilities. • Faculty are routinely not available to students for advising or are unable to schedule time to meet with students. • There is evidence of insufficient support, such as, faculty or staff resigning due to workload. • Faculty rarely participate in professional or social events. • The college of school is not conducting capacity or succession planning. • Key disciplines are not adequately represented or accommodated in the faculty mix.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The college or school has qualified faculty and staff who, individually and collectively, are committed to its mission and goals and respect their colleagues and students.	O	O
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.	O	O
Faculty whose responsibilities include the practice of pharmacy satisfy all professional licensure requirements that apply to their practice.	O	O
The college or school fosters the development of its faculty and staff, commensurate with their responsibilities in the program.	O	O
The college or school ensures that policies and procedures for faculty recruitment, promotion, tenure (if applicable), and retention are established and applied in a consistent manner.	O	O
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.	O	O
Faculty, regardless of their discipline, have or are developing a conceptual understanding of current and proposed future pharmacy practice in a variety of settings.	O	O
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.	O	O
The college or school fosters an environment that encourages contributions by the faculty to the development and transmission of knowledge.	O	O
The college or school has addressed the guidelines for this standard.	O	O

2) **Comments:** Describe a) areas of the program that are noteworthy[32]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[32] Examples of Noteworthy Areas: A) Faculty development emphasizes growth as effective instructors.   B) The administration supports faculty in new initiatives.   C) Faculty and administrators have a passionate commitment to excellence and to students. D) The college encourages interdisciplinary communication and helps keep non-pharmacist faculty from working in silos.   E) Faculty stay up-to-date and are innovative in educational methods and their fields of expertise.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• Faculty have appropriate credentials and experience for their positions. • All disciplines are represented or accommodated. • Faculty and staff demonstrate a commitment of the mission and goals of the college or school. • The university or college or school has a commitment to faculty development. • Faculty development programs have documented, high levels of faculty participation. • Faculty understand the ways that they need to improve and are improving. • Faculty responsibilities are commensurate with their abilities. (The right people teaching the right courses) • Practice faculty are all licensed by the state. • Staff have development activities. • The college or school has evidence of scholarly activity and grants. • Educational support systems are being provided to voluntary faculty.	• The university or college or school has provided development activities, but faculty and staff are not taking advantage of them. • Practice faculty are in the process of becoming licensed by the state. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard. • A small number of faculty or staff lack required qualifications or experience. • The faculty and staff are not diverse.	• Little or no faculty or staff development is occurring. • Educational support systems are not being provided to voluntary faculty. • Faculty report that they are not growing professionally or do not see how they can improve. • Faculty report that they have no support for professional activities. • Practice faculty members are not licensed by the state. • A large number of faculty or staff lack required qualifications or experience. • Policies and procedures for faculty recruitment, promotion, tenure and retention are not established or not applied in a consistent manner. • Unlawful discrimination is evident in the selection of staff and faculty. • There is evidence of ineffective teaching. • There is little or no evidence of research or other scholarly activity.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The college or school has an effective continuing professional development program for full-time, part-time, and voluntary faculty and staff consistent with their responsibilities.	○	○
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 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 balanced.	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[33]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[33] Examples of Noteworthy Areas: A) The college or school uses peer review of teaching. B) Each faculty member's professional development is integrated and accounted for in the professional-development plan. C) The college or school has a formal system for mentoring faculty.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The college or school has a formal program of professional-development and offers a coordinated series of professional-development programs throughout the academic year for faculty and staff. • The college or school has an informal process for mentoring new faculty. • The system of evaluation is comprehensive, broad-based and includes self, peer, student, and supervisor assessments. • The dean and other administrators are reviewed periodically and that review includes input from other administrators, faculty, students, staff, and preceptors.	• The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard. • A systematic and periodic evaluation exists, but it is either not comprehensive or not broad-based.	• The college or school has no professional-development plan or it does not address certain categories of employee. • No professional development programs are supported or offered. • There is no evidence of continuing professional development of faculty or staff. • Faculty and staff evaluation procedures are neither comprehensive nor broad-based.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

Facilities and Resources

For Standards 27-30:

Use a check ☑ to indicate the information evaluated to assess the standards in this section:

- ☐ Description of available square footage for all areas outlined by research facilities, lecture halls, offices, laboratories, etc. (27)
- ☐ Description and, where feasible, plans/architectural drawings of the physical facilities. (27)
- ☐ Description of the equipment for the facilities for educational activities, including practice-simulation areas. (27)
- ☐ Description of the equipment for the facilities for research activities. (27)
- ☐ Evaluation of the adequacy and appropriateness of resources needed for assessment activities. (27)
- ☐ Description of facility resources available for student organizations. (27)
- ☐ Description of facilities available for student studying, including computer and printing capabilities. (27)
- ☐ A statement attesting that the facilities meet legal and other standards as appropriate (e.g., animal facilities), with documentation attached (e.g., OLAW, USDA and/or AAALAC). (27)
- ☐ Data backup and security policies and procedures. (27)

- ☐ List of practices sites (classified by type of practices) 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.) (28)
- ☐ Examples of agreements or statements of understanding with practice affiliates and the percent of all experiential sites with completed agreements. (28)
- ☐ Criteria used for selection of various types of practice facilities. (28)
- ☐ Capacity assessment (surplus or shortage) of the required and elective introductory pharmacy practice experiences (IPPEs) and advanced pharmacy practice experiences (APPEs) sites for present and, if applicable, for proposed future student enrollment. (28)

- ☐ Data on the use of library resources by pharmacy students and faculty. (29)
- ☐ Analysis of how well college or school holdings address the AACP *Basic Resources for Pharmacy Education*. (29)
- ☐ Library Collection Development Policy. (29)
- ☐ Description of the qualifications of the librarian(s) who act as primary contacts for the pharmacy program. (29)
- ☐ List of search databases available to faculty and students. (29)
- ☐ Description of computer technology available to faculty and students. (29)
- ☐ List of full text journals electronically available. (29)
- ☐ Description of courses/activities throughout the curriculum in which students learn about the educational resources. (29)
- ☐ Description of library orientation and consultation for faculty and preceptors. (29)
- ☐ 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. (29)

- ☐ A Financial Summary including an analysis of revenues and expenses for the past two and present academic year. (30)
- ☐ Five-year prospective financial *pro forma* for the program. (30)
- ☐ An analysis of federal government support, state government support, tuition, and private giving. (30)
- ☐ Description of how enrollment is planned and managed in line with resource capabilities, including tuition and professional fees. (30)
- ☐ An assessment of faculty contribution (%effort) to the program compared to financial support provided to the college or school of pharmacy for instruction. (30)

- ☐ Interpretation of the data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- ☐ Raw data from the AACP Surveys of Students, Faculty, Preceptors and Alumni.
- ☐ Other documentation or data that provides evidence of meeting the standard.

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The college or school has adequate and appropriate physical facilities to achieve its mission and goals.	O	O
The physical facilities facilitate interaction among administration, faculty, and students.	O	O
The physical facilities meet legal standards and are safe, well maintained, and adequately equipped.	O	O
Physical facilities provide a safe and comfortable environment for teaching and learning.	O	O
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. N/A (no animal use) ☐	O	O
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) ☐	O	O
Space within colleges and schools dedicated for human investigation comply with state and federal statutes and regulations. N/A (no human research) ☐	O	O
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) ☐	O	O
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.	O	O
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.	O	O
Faculty have adequate office space.	O	O
Faculty have adequate laboratory resources and space for their research and scholarship needs.	O	O
Computer resources are adequate.	O	O
Laboratories and simulated environments (e.g. model pharmacy) are adequate.	O	O
Access to study areas is adequate.	O	O
Common space for relaxation and/or socialization is adequate.	O	O
The college or school has addressed the guidelines for this standard.	O	O

2) **Comments:** Describe a) areas of the program that are noteworthy[34]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[34] Examples of Noteworthy Areas: A) The college or school has dedicated space for student organizations. B) The college or school has a facilities plan to anticipate and meet future needs. C) The layout of the building encourages interdisciplinary cooperation. D) The layout of the building encourages inter-professional cooperation.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The physical facilities support the mission and goals of the program. • Teaching space supports the needs of the curriculum (e.g., small group learning rooms). • The student lounge and study space are adequate and readily accessible. • The facilities allow for good interaction among faculty, students, and administrators. • The college or school has approvals for animal and human research facilities (if applicable), • Full-time faculty each have designated space to work and off-site faculty have dedicated space to work and prepare. • Space is available for faculty and administrative meetings and private areas are available for closed conferences (e.g. with students). • The facilities are equipped to support contemporary educational technologies and educational methodologies used in the program. • Research facilities are equipped with appropriate technology.	• The facilities are generally satisfactory, but a few areas are in poor repair, inadequately equipped, or are furnished with outdated equipment or technology. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• Some facilities are unsafe for students, faculty and staff. • Classrooms or faculty areas are overcrowded. • The student lounge and study space are inadequate or not readily accessible. • The college or school has no approvals for animal facilities or human research (when required). • Full-time faculty have inadequate or no designated space to work or off-site faculty have no dedicated space to work and prepare. • No space is available for faculty and administrative meetings or no private areas are available for closed conferences (e.g. with students). • The facilities are not equipped to support contemporary educational technologies and educational methodologies used in the program. • In general, the research facilities are poorly or inappropriately equipped. • The college of school has no long-term plans to assess the requirements for physical facilities by the program.
☐ **Meets the Standard +**☐ **Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
The college or school collaboratively advances the patient-care services of its practice sites.	○	○
The college or school establishes and implements criteria for the selection of an adequate number and mix of practice facilities.	○	○
The college or school establishes and implements criteria to secure written agreements with the practice facilities.	○	○
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.	○	○
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.	○	○
The college or school identifies a diverse mixture of sites for required and elective pharmacy practice experiences.	○	○
The academic environment at practice sites is favorable for faculty service and teaching.	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[35]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

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[35] Examples of Noteworthy Areas: A) A college or school representative visits every rotation during each practice experience. B) Students are integrated into the daily activity of the practice sites. C) Support staff at the practice site (e.g., in retail) are involved and integrated into the education of the student. D) Students have dedicated space at the sites. E) The college or school provides a system for housing students during advanced-practice experiences.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• Practice sites have enough variety and scope to meet curricular needs. • The college or school has enough practice facilities to meet the required and elective advanced pharmacy practice experiences for all students. • The college or school has a plan for reviewing practice sites and an evaluation process exists to assure annual contact with every site. • The college has a procedure to investigate problems noted on student assessments of the site or the preceptor. • Students have opportunities to observe and learn regardless of the level of the practice experience. • Written affiliation agreements established between the institution and school are confirmed by the experiential director. • The preceptors are able to maintain control of their schedules. • Collectively, rotations occur in diverse practice settings (community. institutional, etc.), and cover diverse patient populations in terms of disease state, race, age, gender, cultural background. • College or school assessment tools and library facilities are accessible from the practice sites. • Collectively, the sites offer not only required, but also elective rotations. • The college or school actively collaborates with practice sites to advance patient-care services.	• The college or school has practice sites and is trying to develop or improve relationships. • Most, but not all of the practice sites have signed affiliation agreements. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• There are too few advanced practices rotations or preceptors to meet curricular needs (i.e., not enough sites for all students, too many students per rotation or preceptors have no periods of time without students on a rotation). • Collectively, the practice sites have insufficient variety and scope to meet curricular needs. • The college or school does not have enough practice facilities to meet the required and elective advanced pharmacy practice experiences for all students. • The college or school has no plan for reviewing practice sites or no evaluation process exists to assure annual contact with every site. • The college has no procedure to investigate problems noted on student assessments of the site or the preceptor. • Written affiliation agreements established between the institution and school are not confirmed by the experiential director. • The preceptors are unable to maintain control of their schedules. • Most rotations occur in uniform settings (e.g., all community, etc.) or cover similar patient populations in terms of disease state, race, age, gender, cultural background. • The site has no access to the college or school assessment tools or library facilities. • Collectively, the sites offer no elective rotations. • The practice site is not conducive or amenable to faculty service and teaching.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
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.	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[36]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• Students and faculty have access to hardcopy or on-line journals and references. • Preceptors and students on advanced-practice rotations have access to library resources. • Library skills are taught, and library use is integrated into teaching-and-learning processes. • Customary references used by practitioners are available to students on-site. • Technology is available to students. • Holdings are of sufficient breadth and depth to support teaching, learning, research and other scholarly activity.	• The holdings meet programmatic and scholarly needs, but are not always readily or easily accessible (e.g., the library has limited access hours). • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• Materials ordered through Inter-library loan arrive after they are needed. • Faculty report that journals for their discipline are not available or that they must purchase their own subscriptions. • Students have inadequate or no access to hardcopy or on-line journals and references. • Preceptors and students on advanced-practice rotations have no access to library resources. • Library skills are not taught or library use is not integrated into teaching-and-learning processes. • Technology is not available to students.
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**

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[36] Examples of Noteworthy Areas: A) Recordings of all lectures are available to students. B) A master academic plan exists for the library. C) The University has personnel (e.g. instructional designers, web developers, etc.) to support faculty who wish to improve their teaching or instructional materials. D) The library has dedicated staff for pharmacy. E) Liaisons are assigned between the library and the college or school.

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) Use the checklist below to rate the program on the requirements of the standard and accompanying guidelines:

	Ok	N.I.
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.	○	○
The college or school operates with a budget that is planned, developed, and managed in accordance with sound and accepted business practices.	○	○
Financial resources are deployed <u>efficiently</u> and <u>effectively</u> to:		
• support all aspects of the mission, goals, and strategic plan	○	○
• ensure stability in the delivery of the program	○	○
• allow effective faculty, administrator, and staff recruitment, retention, and development	○	○
• maintain and improve physical facilities, equipment, and other educational and research resources	○	○
• enable innovation in education, research and other scholarly activities, and practice	○	○
• measure, record, analyze, document, and distribute assessment and evaluation activities	○	○
• ensure an adequate quantity and quality of practice sites and preceptors to support the curriculum	○	○
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) ☐	○	○
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) ☐	○	○
The college or school has addressed the guidelines for this standard.	○	○

2) **Comments:** Describe a) areas of the program that are noteworthy[37]; b) the program's assessment of its issues and its plans for addressing them with relevant timeframes; or c) findings that highlight areas of concern or grave concern (check here ☐) along with actions or recommendations to address them. (If information in support of this standard is missing, please explain):

• [37] Examples of Noteworthy Areas: Students are in control of the budget for their professional activities.

3) **Quality Improvements:** Write additional comments, suggested actions or recommendations, or areas for monitoring, as appropriate, to further advance the quality of the program:

4) **Final Evaluation:** Using your best professional judgment, evaluate how well the program meets the standard by putting a check in the appropriate box ☑:

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
• The Executive Committee or equivalent is conversant in all areas of the budget. • Department chairs are responsible for their own budgets. • The budgeting process has internal transparency and faculty understand it. • Financial resources are available in a manner that supports the growth and development of the program and addresses the accreditation standards. • Financial resources are sufficient to support and advance the mission and goals of the program.	• The college or school is overly dependent on insecure or temporary sources of revenue. • The college or school has a plan and is in the process of addressing all issues related to not meeting the requirements of this standard.	• The budgeting process lacks internal transparency consequently, faculty don't understand it. • An "excessive" number of faculty lines are supported by non-sustaining funds or foundation money. • The budget is created outside the college or school without input from the dean. • The college or school has insufficient financial resources to meet the mission and goals of the program. • Significant numbers of faculty resign because of low pay. • Student enrollment exceeds the capacity of physical, financial or educational resources (e.g., in order to bring additional funds into the college or school).
☐ **Meets the Standard +☐ Monitoring**	☐ **Partially Meets the Standard**	☐ **Does Not Meet the Standard**