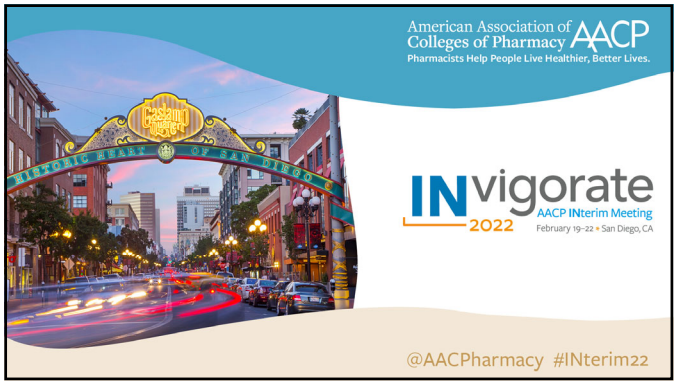

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ACPE Organizational Update

Jan Engle, PharmD, Ph.D. (Hon), FAPhA, FCCP, FNAP
Executive Director
Accreditation Council for Pharmacy Education
Chicago, Illinois

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Today's Agenda

- ACPE Updates
  - Salient outcomes of the January ACPE Board Meeting
  - Updates from ACPE Divisions
    - Colleges/Schools
    - CE
    - International
    - Technician
- Response to questions generated from the request posted on AACP Connect
- Open discussion

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ACPE Board of Directors

- Reza Karimi, President (AACP, 2018-2024)
- Amy Seybert, Vice President (APhA, 2019-2025)
- LuGina Mendez-Harper, Treasurer (NABP, 2016-2025)
- Marie Chisholm-Burns (AACP, 2016-2022)
- Kimberly Croley (APhA, 2020-2026)
- Gregory Gruener (ACE, 2019-2022)
- John Kirtley (NABP, 2014-2026)
- Winnie Landis (APhA, 2020-2024)
- Michael A. Moné (NABP, 2006-2024)
- Sharon Youmans (AACP, 2020-2026)

- Cindy Stowe (AACP, 2022-2025) Board member designate

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Outcomes of the January 2022 Board Meeting

ACPE

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Outcomes of the January 2022 Board Meeting

- PCOA is now optional – no mandatory requirement to administer the test

ACPE

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Outcomes of the January 2022 Board Meeting

- ACPE DEI Task Force
  - Task Force asked staff to collect additional data from accredited colleges and schools of pharmacy in an effort to understand the current policies or practices concerning DEI at Colleges and Schools of Pharmacy
    - 100% response
    - Steps the majority of programs have taken to advance DEI include:
      - 68% established a task force or committee to advance DEI initiatives in your program
      - 55% provided faculty development in fostering an inclusive classroom
      - 53% added curricular content on DEI when providing patient care
      - 58% engaged student leaders in DEI discussion
    - One hundred and two programs (71.8%) have a formal statement that appears on the University's website
    - Results shared with AACP
  - The Task Force did not recommend a change to current Standards but strongly recommends that DEI be more fully addressed in the next version

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Diversity, Equity and Inclusion

- Additional training on DEI issues implemented for staff and volunteers
- Continue to promote "ACPE Guidance to ACPE-accredited CE Providers to Incorporate Diversity, Equity and Inclusion in CE Activities"
  - Providers send examples of how they incorporated principles of DEI in their CE activities; these examples are posted to ACPE's website with the goal of sharing practices with ACPE accredited providers
  - https://www.acpe-accredit.org/continue-education-diversity-equity-inclusion/

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Outcomes of the January 2022 Board Meeting

- Discussed job placement data

	AY 2020	AY 2019	AY 2018
Response Rate	100%	100%	100%
# Graduates	14,411	14,805	14,879
Engaged in the profession (employed or post-grad educ/training)	76.42%	79.33%	80.96%
Lost to follow-up	21.91%	19.79%	18.3%

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ACPE Policy Change

- Student Charges
  - As may be required by institutional accreditors, ACPE requires programs to notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.
- As this may not be part of your regular notifications to students, we wanted to alert you to this policy change
- It is a change that was required but the US Department of Education therefore ACPE had to comply
- ACPE has included a question related to this policy as part of the "blue book" questions that are serve to guide discussions during the comprehensive review process
- Responses will be documented as part of the evaluation team report (ETR)

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Standards Revision Update

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

ACCREDITATION STANDARDS AND KEY ELEMENTS FOR THE PROFESSIONAL PROGRAM IN PHARMACY LEADING TO THE DOCTOR OF PHARMACY DEGREE

("STANDARDS 2016")

APPROVED January 25, 2015

RELEASED February 2, 2015

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"ACPE Standards"

Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree

- Central to accreditation
- Define minimum levels of quality
- Basis of all decisions by site teams and ACPE Board of Directors
- Created by educators, regulators, practitioners, students, & general public
- Revised on a routine basis

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Accreditation Council for Pharmacy Education – Standards 2016

- ACPE professional degree program (PharmD) standards effective July 2016
- Goal is to assure students are ready to:
  - Enter advanced pharmacy practice experiences (APPE-ready)
  - Provide direct patient care in a variety of healthcare settings (Practice-ready)
  - Contribute as a member of an interprofessional collaborative patient care team (Team-ready)

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Standards Revision Process

- Generally update our Standards every 8-10 years unless there is an earlier need due to a change in the profession
- Process takes several years
- Process is widely announced and many opportunities are provided for comment
- There is ample notice to the academy and a transition period is provided before the new Standards are enforced

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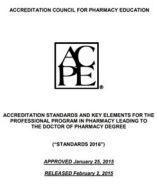
Standards Revision 2025


ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

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("STANDARDS 2016")

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Standards Revision 2025

- January 2021: Announcement of the plan to revise the Standards
- March 2021- Dec 2021: Survey of key constituencies
  - Located on website
  - emails to constituencies
  - ACPE Update

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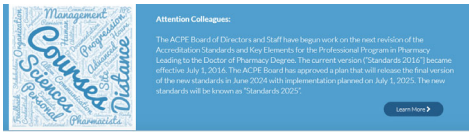
ACPE webpage (acpe-accredit.org)



Dear Colleagues:

As in prior iterations of the Standards for the Professional Degree Program, ACPE issued a "Call for Comments" to all stakeholders during 2021. ACPE received many written comments. In addition, ACPE held several town hall meetings with various constituencies to further solicit input. The ACPE Board of Directors will consider all comments to guide the process of developing Standards 2025. If you missed the opportunity to comment in 2021, send an email with your comments to cohfs@acpe-accredit.org by **May 1, 2022**.

Thank you for your participation in this important task.

ACPE Board of Directors

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Revision Survey Results

- 137 submissions on survey plus email messages
- Being reviewed and categorized now
- Lots of suggestions for additions to the curriculum
- No comments on what to delete from curriculum so far….
  - A few suggestions for Standards that should be deleted
- Also solicited feedback from live sessions

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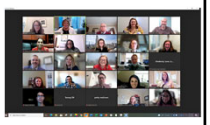
Standards Revision 2025 (continued)

- July 2021
  - Held virtual public hearing at Annual AACP Annual Meeting
  - Virtual meeting with State Board of Pharmacy Executives during monthly NABP call
- September 2021: Met with APhA Board of Trustees
- November 2021: Town Hall meetings with ACCP, AMCP, APhA, ASCP, ASHP, BPS, NABP, NCPA



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Standards Revision 2025 (continued)

- June 2022: Brief ACPE Board on Key Findings from the Public Comments and Hearings
  - Review key changes in new AACP Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes document (if released as planned in June 2022; 4 versions have been released, the last was in 2013)
  - Seek Board's guidance on any key directions emerging from the public comments and revised CAPE educational outcomes

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Standards Revision 2025 (continued)

- July 2022-December 2023
  - Prepare revised Standards and Guidance for all sections
  - Rubric revised

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Standards Revision 2025

- January 2024
  - RELEASE OF DRAFT "STANDARDS 2025" FOR PUBLIC COMMENT

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Standards Revision 2025

- June 2024:
  - Board reviews feedback, makes necessary changes and approves complete volume of new standards & guidance, to be known as "Standards 2025"
  - *"Standards 2025" released following Board Meeting in July 2024 with implementation July 1, 2025*
    Allows 12 months between release of new standards and their implementation
  - New Rubrics to support "Standards 2025"

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Standards Revision 2025

- July 1, 2025: Implementation of new standards, known as "Standards 2025"
  - ACPE will request from each accredited program a *Readiness Response* to "Standards 2025" – the four or five most significant changes between "Standards 2016" and "Standards 2025"
  - Exempt: those with visits in Fall 2025 as new standards will be addressed in the self-study
- January 2026: Board reviews all Readiness Responses and takes appropriate actions on each

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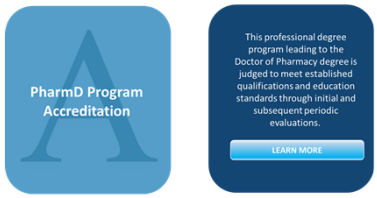
Current State of College/School Accreditation



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Accreditation Statistics

- 142 PharmD programs hold status with ACPE

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Statistics

Status	Number
Accredited	138
Accredited and on probation	1
Accreditation status withdrawn	2
Candidate status	2
Precandidate status	1

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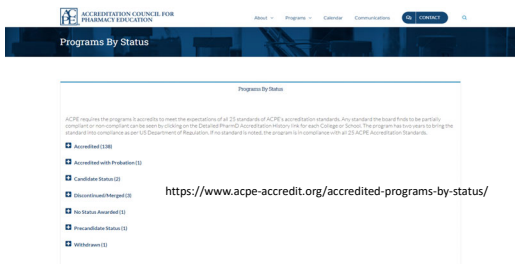
Information is available on the ACPE website



https://www.acpe-accredit.org/accredited-programs-by-status/

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Standards 2016 Monitoring - Comprehensive Visits

	Through Fall 2021 (92 visits)			
Standard	C	CWM	PC	NC
1: Foundational Knowledge	88	4	0	0
2: Essentials for Practice and Care	87	5	0	0
3: Approach to Practice and Care	83	8	1	0
4: Personal and Professional Development	78	11	3	0

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Standards 2016 Monitoring - Comprehensive Visits

	Through Fall 2021			
Standard	C	CWM	PC	NC
5: Eligibility and Reporting Requirements	86	4	2	0
6: College or School Vision, Mission, and Goals	91	1	0	0
7: Strategic Plan	46	44	2	0
8: Organization and Governance	48	41	3	0
9: Organizational Culture	79	12	1	0

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Standards 2016 Monitoring - Comprehensive Visits

	Through Fall 2021			
Standard	C	CWM	PC	NC
10: Curriculum Design, Delivery, and Oversight	48	40	4	0
11: Interprofessional Education (IPE)	48	41	3	0
12: Pre-APPE Curriculum	64	24	2	2
13: APPE Curriculum	80	10	1	1

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Standards 2016 Monitoring - Comprehensive Visits

	Through Fall 2021			
Standard	C	CWM	PC	NC
14: Student Services	71	21	0	0
15: Academic Environment	82	10	0	0
16: Admissions	68	24	0	0
17: Progression	49	42	1	0
18: Faculty and Staff - Quantitative Factors	25	64	3	0
19: Faculty and Staff - Qualitative Factors	59	32	1	0
20: Preceptors	80	12	0	0

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Standards 2016 Monitoring - Comprehensive Visits

	Through Fall 2021			
Standard	C	CWM	PC	NC
21: Physical Facilities and Educational Resources	60	31	1	0
22: Practice Facilities	72	17	2	1
23: Financial Resources	45	43	3	1
24: Assessment Elements for Section I: Educational Outcomes	35	49	8	0
25: Assessment Elements for Section II: Structure and Process	47	36	9	0

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Spring 2022 Site Visits

- ACPE will continue to conduct domestic and international site visits virtually in spring 2022
  - 9 comprehensive visits
  - 9 focused visits
  - 57 site team members
- Fall site visit methodology will be determined later

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COVID-19 and Colleges/Schools

- ACPE is recognized by the US Department of Education (USDE) for the accreditation and preaccreditation, within the United States, of professional degree programs in pharmacy leading to the Doctor of Pharmacy degree
- *All USDE guidance is valid for the duration of the national emergency declaration and 180 days following the date on which the COVID-19 national emergency declaration is rescinded*

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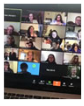
USDE Guidance

- Schools may continue to use distance education without the normal ACPE approval process throughout spring 2022 with fall 2022 to be determined but likely to be included
- Once the USDE waiver is lifted, distance education will need to go through the normal ACPE approval process



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Online Education

- Increase in number of proposed online pathways
  - Currently operating under the DOE waiver
  - Requires planning and notification to ACPE
  - 25-49% of didactic courses (do not include APPE credits): substantive change letter with course/credit list indicating what is being taught virtually
  - >50%: substantive change letter with comprehensive academic plan
  - Expectation of total program comparability (an issue in any pathway is an issue for the entire program)

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Online Education

- Continuing everything virtually (even in distance education programs is not feasible, nor desirable, post pandemic)
- Programs should be in regular communication with ACPE staff as they assess the continuation of virtual/distance education elements post pandemic

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Annual Monitoring

- Doctor of Pharmacy programs are monitoring annually:
  - Changes and trends in NAPLEX® Outcomes
  - Changes and Trends in Enrollment
  - On-Time Graduation Rate Monitoring including academic dismissals, withdrawals and delayed progression
  - Financial Resources
  - Pharmacists Curriculum Outcomes Assessment (PCOA) (information only – optional 2020-21 and 2021-22 and going forward)
  - Job Placement/Gainful Employment (information only – USDE expectation)
  - Other outcome parameters of program choosing (information only)

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Annual Monitoring

Criterion	Benchmark	National Average 2020
Total Attrition	≥ 24%	12.5%
Academic Dismissals	≥ 6%	2.9%
Withdrawals*	≥ 6%	3.2%
Delayed Graduations	≥ 15%	6.4%

Note: ACPE's progression benchmarks have historically been 2x the national average.
Based on national average data from 2020 the benchmarks continue at roughly twice the national average.
*"Withdrawal" includes any reason (other than academic dismissal or delayed graduation) for removal from the program, including disability or death

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What happens if a program falls outside of a benchmark?

- A letter will be sent from ACPE to a program requesting that they identify the cause of and provide an action plan for correcting any negative changes or trends
- Such a letter **may not be required** if the ACPE Board has received prior information provided by the program that adequately addresses the matter (e.g. delayed graduation because unvaccinated students can't be placed on rotation)
- If a program has been sent an annual monitoring letter by ACPE in *three or more years within any five-year period*, the Board may invite representatives of the program to meet with the Board

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Future – Annual Monitoring

- Board is reviewing all annual monitoring criteria
  - Reviewing practices of other programmatic accreditors
  - How defined, prolonged pathways would fit into annual monitoring criteria
- Looking at methods to make reporting more accurate
- *Should ACPE define a bright line or benchmark for NAPLEX versus using the 2SD cutoff?*
- *Develop clearly defined consequences for multiple years of poor performance (i.e., probation or loss of accreditation)?*
  - Will be reaching out to the academy for feedback to share with the ACPE Board

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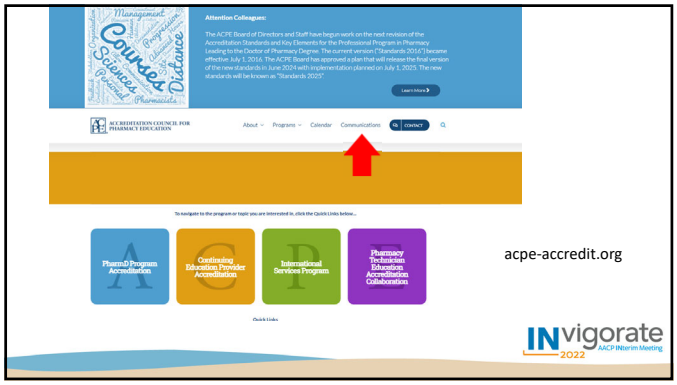
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PharmD Program Accreditation
Continuing Education Provider Accreditation
International Services Program
Pharmacy Technician Education Accreditation Collaboration
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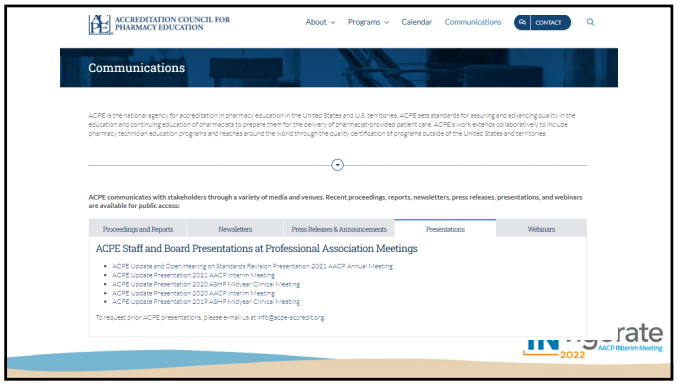
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Communications
ACPE communicates with stakeholders through a variety of media and venues. Recent proceedings, reports, newsletters, press releases, presentations, and webinars are available for public access:
Proceedings and Reports
Newsletters
Press Releases & Announcements
Presentations
Webinars
ACPE Staff and Board Presentations at Professional Association Meetings
ACPE Update and Open Hearing on Standards Revision Presentation 2021 AACP Annual Meeting
ACPE Update Presentation 2021 AACP Interim Meeting
ACPE Update Presentation 2020 ASHP Midyear Clinical Meeting
ACPE Update Presentation 2020 AACP Interim Meeting
ACPE Update Presentation 2019 ASHP Midyear Clinical Meeting
To request prior ACPE presentations, please e-mail us at info@acpe-accredit.org.
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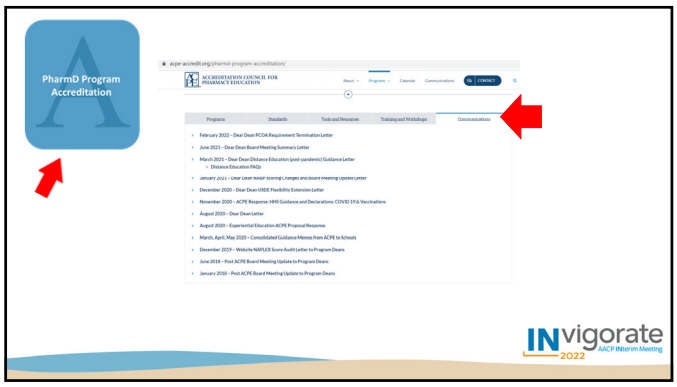
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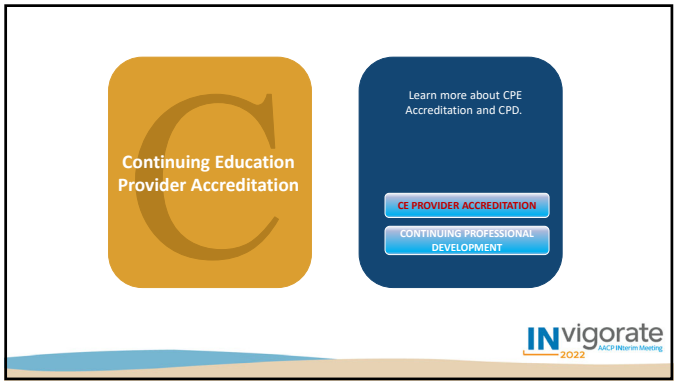

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ACPE CPE Commission

- **Ginger Scott, RPh, MS, PhD,** *Professor, Department of Pharmaceutical Systems and Policy and Director of Continuing Education at the West Virginia University School of Pharmacy* – ***Chair***
- **Peter J. (P.J.) Hughes, PharmD, MSEd, BCPS,** Associate Professor of Pharmacy Practice and Director of Faculty Success and Continuing Professional Development, Samford University, Birmingham, Alabama – ***Vice-Chair***
- **Crystal Carter, MPA,** *Client Strategist, Louisiana Pharmacists Association; Vice President, Association Management Strategies*
- **Jacob P. Gettig, PharmD, MPH, MEd, BCPS, CHCP,** *Professor and Associate Dean of Assessment and Postgraduate Affairs at Midwestern University School of Pharmacy*
- **Lindsay Kaster, PharmD, BCOP,** *Associate Chief of Pharmacy for Inpatient Services, Boise VA Medical Center*
- **Nicholas Lehman, PharmD, BCACP,** *Associate Professor of Pharmacy Practice, Drake University College of Pharmacy and Health Sciences Clinical Pharmacist – UnityPoint West Des Moines Family Medicine & Internal Medicine Clinics*
- **Jodie V. Malhotra, PharmD,** *Director of Practitioner and International Development and an Associate Professor at the University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences*
- **Jennifer Pauley, PharmD, BCPS, BCOP,** *Clinical Coordinator, St. Jude Children's Research Hospital, Memphis, Tennessee*
- **Kathy Schott, PhD,** *Vice President, Operations for CEimpact, a pharmacy education company*
- **Rubina M. Singh, BS Pharm, PharmD, BCPS,** *Vice President, Education and Training, Academy of Managed Care Pharmacy (AMCP)*
- **Barbara Ellen Maguire Vick,** Associate Executive Director, North Carolina Board of Pharmacy, Chapel Hill, North Carolina
- **Diane Yoon, EdD,** *Associate Director, Office of Continuing Professional Development USC School of Pharmacy, Health Sciences Campus*
- **Board Liaison: Michael A. Moné, BS Pharm, JD, FAPhA,** *Senior Legal Counsel, CVS Health, Regulator*

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Fall 2021 Accreditation Cycle

	ACPE CPE Provider Accreditation	Joint Accreditation for Interprofessional Continuing Education
Accredited Providers	272	134
New Applications	1	6
Commendation	0	7
Probation	1	3
Discontinuations	5	2

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CPE Standards Compliance Trends, Fall 2019 – Spring 2021

	Providers rated as Meets per Cycle				% Meets, F19-S21 (n=66)
	Fall 2019 (n=25)	Spring 2020 (n=19)	Fall 2020 (n=26)	Spring 2021 (n=22)	
Standard 1 Achievement of Mission and Goals	13 (52%)	12 (63%)	8 (40%) Commendation x1	13 (59%) Commendation x1	53%
Standard 2 Gap Analysis	16 (64%)	13 (68%)	12 (60%) Commendation x1	15 (68%)	65%
Standard 3 CPE Activities	20 (80%)	18 (95%)	19 (95%)	18 (82%)*	87%
Standard 4 CPE Activity Objectives	15 (60%)	10 (53%)	15 (75%)	18 (82%)*	67%
Standard 5 Standards for Commercial Support	12 (48%)	14 (74%)	8 (40%)	12 (55%)	53%
Standard 6 Faculty	23 (92%)	16 (84%)	19 (95%)	20 (91%)	91%
Standard 7 Teaching and Learning Methods	19 (76%)	17 (89%)	19 (95%)	19 (86%)	86%
Standard 8 Educational Materials	25 (100%)	18 (95%)	20 (100%)	21 (95%)	98%
Standard 9 Assessment of Learning	18 (72%)	18 (95%)	18 (90%)	18 (82%)	84%
Standard 10 Assessment Feedback	14 (56%)	16 (84%)	15 (75%) Commendation x1	15 (68%)	70%
Standard 11 Evaluation of CPE Activity	20 (80%)	16 (84%)	15 (75%)	15 (68%)	77%

*Standard 3 and Standard 4 combined

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CPE Provider Education (all virtual)

- March
  - Self-Assessment Preparation/CESARS webinar
  - Hybrid Learning
- April
  - CE Professional Competencies – Adult Learning Theory
- May
  - Diversity Equity Inclusion in Continuing Education
  - Provider forum – Hospital/Health System
- June
  - CE Professional Competencies – Instructional Design

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Standards for Integrity and Independence
(previously Standards for Commercial Support)
Effective January 1, 2022

- **Elements**
  1. Ensuring content is valid
  2. Prevent commercial bias and marketing
  3. Identify, mitigate and disclose relevant financial relationships
  4. Manage commercial support appropriately
  5. Manage ancillary activities
- **PBMs**
  - PBMs are listed as ineligible companies in the Standards for Integrity and Independence
  - Problematic for many pharmacy providers
  - Working to develop guidance for CPE providers in navigating relationships with PBMs in accredited CE programs

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ACPE Universal Activity Number (UAN)
(0197-0000-22-001-L04-P/T)

- Unique identifier assigned to each CPE activity
- Composed of multiple elements that indicate specific information about the nature of the activity
  - Provider, activity format, target audience, topic
- The topic designator options in the UAN has been updated
  - Topic designator 04: Pharmacy Administration (formerly general pharmacy); used when covering economic, legal, social administrative or managerial aspects of pharmacy
  - Topic Designator 99 (coming this summer): used to capture topics that relate to the practice of pharmacy but don't fit into any of the 8 topic designator categories

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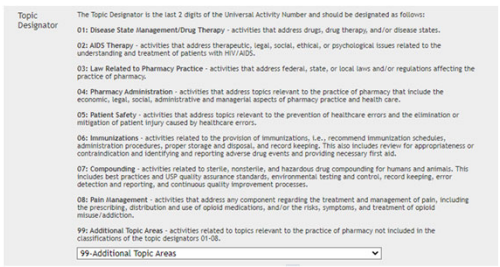

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Additions to the Provider Web Tool

PWT web tool

- Activities that meet certain re-licensure or certification requirements can be identified
  - Pharmacist (e.g., BPS) and technician (e.g., PTCB) requirements are listed
  - State regulatory requirements can also be designated
  - Specific tags will be added for providers to select activities that meet specific regulatory requirements (e.g., sexual harassment, implicit bias)
- Certificate Programs
  - Certificate Program Form
  - Once the activity is conducted and upon completion of the requirements for credit of the Certificate Program, the provider should:
    - Award ACPE CE credit to the pharmacist and/or pharmacy technician for the UANs (modules) completed via CPE Monitor®, **AND**, if applicable.
    - Award completion of the ACPE Certificate Program (CPN) via CPE Monitor®.

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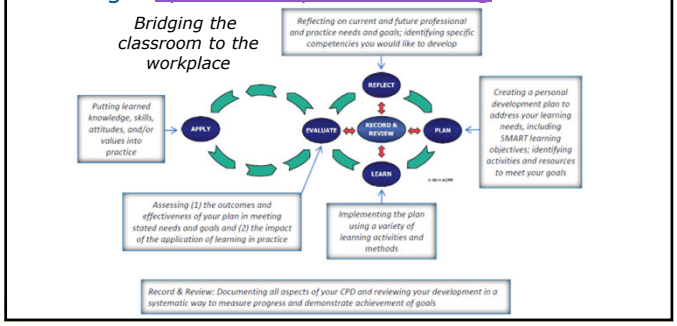
ACPE CPD Pilot: CPD Approach to Lifelong Learning – cpdinfo@acpe-accredit.org



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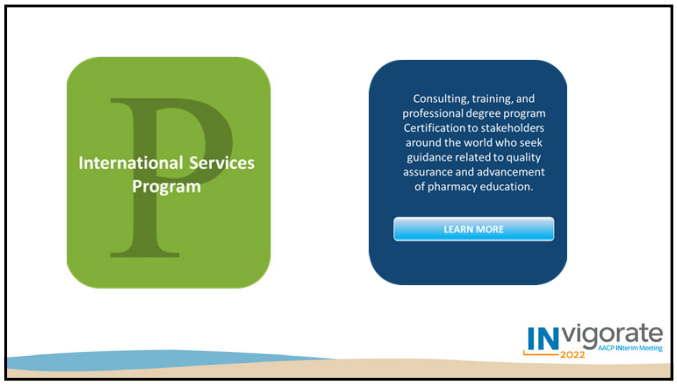

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Outcomes of the January 2022 Board Meeting

- International program terminology change
  - From "certification" to "international-accreditation" (International Pre-Accreditation," and "Provisional International-Accreditation")
  - All programs have been notified that the new designation does not imply or confer eligibility to graduates of a program with such status to apply directly to sit for the NAPLEX exam for licensure in the United States
  - Safeguards in place include website disclosure, student acknowledgment, etc.

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Terminology Change – Why?

- Accreditation is the term recognized and sought after by governments, institutions, students, parents, and other stakeholders
- Many universities that are otherwise interested to work with ACPE have stated that they will not apply solely because of the use of the current terminology, "certification".
- The final decision to apply to ACPE is made by university administrators and they only understand (and accept) the term "accreditation." The process is expensive and resource intensive; university administrators are not willing to pay for an outcome/product that they consider to be inferior and/or of lower value

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Terminology Change - Safeguards

- ACPE is providing clear disclaimers on its website and in all its materials, including its Policies and Procedures, and is requiring the following:
  - A **disclaimer** using wording specified by ACPE on the foreign school's website and other applicable media, publications, etc.
  - All **enrolled students** must sign an **acknowledgement** that graduation from the program with International-Accreditation Status does not confer eligibility to graduates to apply directly to sit for the North American Pharmacist Licensure Examination (NAPLEX) for licensure in the US
  - An agreement that schools with programs with [current] Certification Status will need to sign stating they will **comply with the new Policies and Procedures** before the status of the program is changed from "Certified" to "Internationally-Accredited" (or other status, as applicable); i.e., "grandfathering."
  - ACPE's Policies and Procedures will include **sanctions** for schools that provide false or misleading information about the benefits of International-Accreditation Status for graduates of a program with International-Accreditation Status, up to and including withdrawal of International-Accreditation Status for failure to comply in a timely manner with ACPE requests to remove or correct any false or misleading information.

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Programs with Certification Status

SAUDI ARABIA
- King Saud University (KSU), College of Pharmacy: BPharm and PharmD Degree Programs
- King Faisal University (KFU), College of Clinical Pharmacy: PharmD Degree Program
- Qassim University (QU), College of Pharmacy: PharmD Degree Program
- Prince Sattam bin Abdulaziz University College of Pharmacy, Bachelor of Pharmaceutical Science
- Batterjee Medical College Pharmacy Program, PharmD Degree Program

INDIA
- JSS Academy of Higher Education and Research, College of Pharmacy (Mysuru and Ooty Campuses): PharmD Degree Program

INDONESIA
- University of Surabaya, Faculty of Pharmacy: Pharmacy Education Program

JORDAN
- The University of Jordan (UJ), School of Pharmacy: BSc and PharmD Degree Programs
- Applied Science Private University, Faculty of Pharmacy: BSc Degree Program
- Jordan University of Science and Technology, Faculty of Pharmacy: BSc and PharmD Degree Programs
- University of Petra, Faculty of Pharmacy: BSc Degree Program
- Al-Zaytoonah University of Jordan Faculty of Pharmacy, Bachelor of Science in Pharmacy (BSc)

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Programs with Certification Status

NORTHERN CYPRUS
- Near East University (NEU), Faculty of Pharmacy: MPharm Degree Program

UNITED ARAB EMIRATES
- Al Ain University (AAU) of Science and Technology, College of Pharmacy: BSc. (Pharm) Degree Program
- Ajman University, College of Pharmacy and Health Sciences: BPharm Degree Program
- Gulf Medical University, College of Pharmacy: PharmD Degree

LEBANON
- Lebanese International University School of Pharmacy, Bachelor of Pharmacy Degree Program

MAURITIUS (Precertification Status)
- JSS Academy of Higher Education and Research, Mauritius School of Pharmacy, Bachelor of Pharmacy Degree

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COVID-19 and International Services Program

- All fall 2021 and spring 2022 site visits are virtual
- In person fall 2022 visits for programs that do not qualify for a virtual visit are all tentative at this point

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Pharmacy Technician Education Accreditation Collaboration

A collaboration between ACPE and the American Society of Health-System Pharmacists (ASHP) to promote, assure, and advance the quality of pharmacy technician education and training programs.

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Pharmacy Technician Accreditation Commission (PTAC)

- Formed through ASHP/ACPE collaboration
- ACPE Board approved ASHP standards, guidelines, and procedures for PTAC
- PTAC recommendations require approval of both ASHP and ACPE Boards

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PTAC

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

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Response to submitted questions

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How will ACPE promote interprofessional training opportunities and collaborations that promote pharmacists' roles in healthcare teams working to create sustainable and resilient healthcare systems?

- ACPE standards currently require IPE training and collaborations, they do not require specific types of interactions nor curricular topics beyond developing teamworking skills and direct interactions with prescribers and their students in the care of patients.
- The Standards do promote IPE training and collaboration of the pharmacists' roles, although ACPE's primary objective in so doing is to ensure quality patient care, rather than creating sustainable and resilient healthcare systems

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Will ACPE take any specific steps to promote incorporation of topics related to global environmental change (including climate change and healthcare-associated pollution) and its impact on human health into pharmacy curricula? Likewise, will ACPE support further development of CE opportunities in this area?

What role will ACPE have in ensuring that future pharmacy graduates are prepared to be leaders in addressing health-related impacts of climate change?

- ACPE's current standards require that students be developed into leaders, advocates, and possess self-awareness
- ACPE is always receptive to considering new content and focus for its standards
- ACPE will consider all comments reviewed at this initial stage of developing new standards and later upon release of a draft of the revised standards

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What role will ACPE have in supporting the national and international education delivery systems needed to address challenges, like climate change, which require multi-regional collaboration?

- ACPE does not intentionally create or maintain barriers the prohibit cooperation among the programs it accredits
- ACPE, through its CE and ISP arms, encourage collaborations to advance a common cause and point to the current Joint Accreditation of CE providers that crosses program and institutional boundaries in pursuit of advancing quality continuing education across multiple professions

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How will CAPE outcomes and EPAs reflect pharmacists' current and future roles in promoting sustainable and resilient healthcare systems in the U.S. and globally?

- ACPE, like the rest of the Academy, anxiously awaits the release of the new CAPE document in June 2022. Once the content is known, ACPE will be in a better place to respond to this question.

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With each revision of the Standards, it feels like ACPE keeps adding requirements, documents, topics, etc. But nothing ever gets deleted. With the current emphasis on curricular hoarding and bloat … what efforts is ACPE making to delete every time they add? At the rate of addition, the degree will soon have to move to 5 years vs the traditional 4.

- ACPE will still gladly accept your emails and letters describing alterations needed to its accreditation standards
- The standards are a reflection of information gathered from across the profession and the general public
- To date, not aware of any input from our call for comments on content to be deleted
- We will look for such input regarding the current curricular content that should be deleted from the next version of Appendix 1 as part of Standards 2025

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Comments from the audience

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