



Message from the Executive Director

Jan Engle, PharmD, PhD (Hon), FAPhA, FCCP, FNAP

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he ACPE Board of Directors had their regular meeting at the end of January. New officers were elected at this meeting and include the following:



PRESIDENT:
Amy Seybert



VICE PRESIDENT:
LuGina Mendez-Harper



TREASURER:
Cindy Stowe

The Board discussed several topics including clarification of expectations for admissions interviews, experiential education requirements for nontraditional PharmD programs, the effect of the end of the public health emergency on distance education and online learning accreditation requirements, and the job placement survey results. More information about all of these topics can be found in the [letter](http://www.acpe-accredit.org/pdf/DearDean_January_2023BoardMeetingUpdateFinal_letterhead.pdf) that was sent to all Deans of accredited programs in early February. (www.acpe-accredit.org/pdf/DearDean_January_2023BoardMeetingUpdateFinal_letterhead.pdf)

Commission liaisons were also selected at this meeting and they include:



CPE COMMISSION:
Kim Croley



INTERNATIONAL COMMISSION:
Sharon Youmans



PHARMACY TECHNICIAN ACCREDITATION COMMISSION:
John Kirtley

The Board has discussed requests from programs to form a formal “extended pathway.” An extended pathway is a mechanism whereby the timeframe students are given to complete the academic pharmacy program is extended to a maximum of 1.5 times the standard 4 academic years. Reasons for desiring an extended pathway vary among programs. An extended pathway could be an admission option at the beginning of a program or it can be an option or track that a student could pursue at another point such as after completion of the first semester or year.

(continued)



ACPE Board of Directors

PRESIDENT

**Amy L. Seybert, BS, PharmD,
FASHP, FCCP, CHSE**

*Dean and Professor
University of Pittsburgh School of
Pharmacy*

VICE PRESIDENT

LuGina Mendez-Harper, PharmD

*Government Affairs Principal
Prime Therapeutics*

TREASURER

Cindy D. Stowe, BS, PharmD

*Dean and Professor
University of Arkansas for Medical
Sciences College of Pharmacy*

**Susan E. Buechele, DNP, APRN,
CPNP-PC, IBCLC**

*Assistant Dean of Graduate Clinical
Programs
Marcella Niehoff School of Nursing,
Loyola University Chicago*

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Pharmacist, Laurel Senior Living
Communities*

Reza Karimi, RPh, PhD

*Professor
Pacific University School of Pharmacy*

John Clay Kirtley, PharmD

*Executive Director
Arkansas State Board of Pharmacy*

**Winnie A. Landis, BS Pharm,
CDE, FAPhA**

Community Pharmacy Practitioner

Michael A. Moné, RPh, JD, FAPhA

*Senior Legal Counsel
CVS Health*

**Sharon L. Youmans, PharmD,
MPH, FAPhA**

*Executive Vice Dean and
Professor of Clinical Pharmacy
University of California, San Francisco*



ACPE January Board of Directors meeting in Chicago

Should a program wish to adopt a formalized extended pathway, the ACPE Board of Directors will require a substantive change notification as well as the submission of a comprehensive academic plan (as described in ACPE's policies and procedures) that demonstrates how the program will remain in compliance with all of ACPE's accreditation standards. The Board will require a focused visit to vet the program's readiness to deliver the extended pathway and care for students. An extended pathway would require an added increase in the program's annual assessment fee. As a reminder, all pathways would fall under ACPE's philosophy of "one accreditation, multiple pathways" meaning that issues in any pathway will affect the program's accreditation in its entirety.

A primary goal of the "extended pathway" comprehensive academic plan would be to demonstrate equivalency to the standard that states the length of the PharmD program as being of 4 academic years or equivalent (key element 10.1 of Standards 2016). Please note, an extended pathway must be less than or equal to 1.5 times the standard 4 academic years. No extended pathway can exceed 6 years. The extended pathway must be compliant with university policies on program length where applicable and state licensing laws.

Programs are cautioned that entry into an extended pathway must be a deliberate and informed decision on the part of the student and the program. Admission to any pathway must be based upon faculty-endorsed admissions criteria applied by an admission committee after considering the applicant's likelihood of success in advancing through the Doctor of Pharmacy curriculum. Admission to the extended pathway would occur at faculty approved pre-determined points in the program.

The Board will require a focused visit to vet the program's readiness to deliver the extended pathway and care for students.

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The National Association of Boards of Pharmacy (NABP) has posted the North American Pharmacist Licensure Examination (NAPLEX) Passing Rates for 2020-2022 Graduates (<https://nabp.pharmacy/wp-content/uploads/2021/03/NAPLEX-Pass-Rates-2022.pdf>). As a reminder, a program accredited by ACPE is required to post on its website the most recent year's NAPLEX results for first-time takers as found on the NABP website. All programs should have the 2022 data posted on their website at this time.



The Board is continuing to review and discuss the annual monitoring policies in place for Doctor of Pharmacy programs in the U.S. Data is being collected to assist in the review including the practices of other programmatic accreditors. The Board is considering methods to make reporting more accurate. They are also discussing whether there should be a required permanent benchmark pass rate or bright line for NAPLEX versus using the current measure of 2 standard deviations below the average. ACPE received feedback from a recent networking session with the AACP Council of Deans. This topic will be on the agenda for discussion by the Board at the June 2023 Board meeting.

ACPE was well represented at the AACP Interim Meeting in February with several Board members, officers and staff attending the meeting. The ACPE Colleges/Schools staff provided a new Dean's orientation session that was very well attended followed by a reception. A session updating participants on ACPE activities was also held. The slides for that presentation can be found on our website at: www.acpe-accredit.org/communications under the "presentations" tab.



*AACP Interim Meeting in February
New Dean's Orientation*

Staff currently has a very heavy travel schedule for spring 2023. We continue to complete comprehensive evaluation site visits live and on-site. Where appropriate, we will continue to hold focused evaluation visits virtually. In order to meet USDA regulations, we are also continuing to conduct on-site verification visits that are required for all comprehensive evaluation visits that were held virtually.

ACPE staff continue to be very involved in the Association of Specialized and Professional Accreditors (ASPA). Greg Boyer, Mary Kiersma and myself recently attended the spring conference. Mary Kiersma served as chair of the program committee for this meeting.

The Standards revision process is well underway. The Board subcommittee tasked with this project began work on the revised Standards in late September 2022, and will continue to work on the revisions until the end of this year. Draft Standards 2025 will be released in early 2024 for comment from our constituents.

The meeting concluded by hearing reports from the Continuing Pharmacy Education Commission, International Commission and the Pharmacy Technician Accreditation Commission. ■



If you have any questions about this information or anything in this edition of the ACPE Update, please don't hesitate to contact us at info@acpe-accredit.org or send a note to our individual emails.

PharmD Program Accreditation



ACPE Colleges/Schools Staff: Greg Boyer, Mary Kiersma, Jacob Gettig, Dawn Zarembski, Joanna Holub

Spring and Fall 23 Visits Update

ACPE will be conducting 16 evaluations in Spring 2023 and 20 evaluations in Fall 2023. The Spring 2023 evaluations engage ACPE's four staff supporting the Colleges and Schools Division, its one staff consultant, the Executive Director and 43 trained members of the Academy. Evaluations in Spring 2023 will be completed onsite and in person. ■

Summary of AACP New Deans Orientation Meeting

On February 17, 2023, ACPE staff hosted a New Deans Workshop at the AACP Interim Meeting in Orland. Sixteen (16) Deans and Interim Deans appointed since the 2022 AACP Interim Meeting attended the two-hour workshop. ACPE staff reviewed various ACPE policies and procedures to ensure new deans are aware of the reporting expectations concerning substantive changes and compliance with the accreditation standards. A reception followed the workshop and offered an opportunity for new deans to interact with ACPE staff and board members, the AACP Board of Directors and other new CEO and Interim Deans. ■



Workshop Dates

ACPE will again offer its popular self-study workshop in August 2023. One workshop will be offered on **Tuesday/Wednesday, August 8–9, 2023**. The two-day workshop is designed for self-study chairs and program deans whose programs are actively engaged or soon will be engaged in self-study preparation for a comprehensive evaluation during 2024 or 2025. Consult the training and workshops tab in the colleges and schools section on ACPE's website for more information and to register for a workshop: www.acpe-accredit.org/pharmd-program-accreditation/#tab-TrainingandWorkshops

ACPE will host a training workshop for site team evaluators on **Tuesday/Wednesday, August 29–30, 2023**. This workshop is already fully subscribed from those previously waitlisted for this workshop. If you are interested in being added to this waitlist, please contact any member of the ACPE colleges and schools staff. You will be notified of the next training opportunity via email and encouraged to register for the next class.

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

PharmD Program Accreditation

Standards Revision Update

ACPE Board’s sub-team has been working diligently to draft the next version of ACPE’s Accreditation Standards for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. The sub-team focused on standards related to mission/strategic plan and curriculum during the fall 2022 period and will be focusing on standards related to students, faculty, and staff during the spring 2023 period. The process will culminate in the release of new draft standards in January 2024 and the final version in July 2024 that will become effective July 1, 2025. ■



PharmD Program Accreditation	
140	PharmD Programs hold full Accredited Status
1	PharmD Program holds Accredited with Probation Status
1	PharmD Programs holds Candidate Status
0	PharmD Programs hold Pre-Candidate Status
6	Comprehensive Evaluations during Spring 2023
10	Focused Evaluations during Spring 2023
16	Verification Visits during Spring 2023
43	Trained Site Evaluators on visits in Spring 2023, supported by 5 ACPE staff and 1 ACPE staff consultants
8	PharmD Programs authorized for Online/Distance Learning Pathway, defined as delivering 50% or more of the didactic content via distance learning
23	PharmD Programs offering an accelerated three-year curriculum

BY THE NUMBERS

ACPE staff and site team members will conduct a total of 6 comprehensive, 10 focused evaluations and 16 verification visits during the spring 2023 cycle.



ACPE staff and site team members will conduct a total of 21 comprehensive and 15 focused evaluations across the spring and fall 2023 cycles. Additionally, verification visits will be conducted in the spring and fall of 2023. Verification visits are required for any comprehensive evaluation conducted virtually since March 2020. ■

Continuing Pharmacy Education Program

We listened to your feedback!

ACTIVITY TYPES –

Update to Application-based CE Activities and Certificate Programs

Application-based CPE activity. These CPE activities are primarily constructed to apply the information learned in the time frame allotted. Transmission of knowledge will serve as the foundation for the CE activity; however, if the emphasis of the CE activity is application of the knowledge (facts, content) and assessment of the learner to meet the learning objectives then the activity can be considered application. The information must be based on evidence as

accepted in the literature by the health care professions. *Beginning July 2023, the minimum amount of credit for these activities is 30 minutes.*

Certificate Programs. These CPE activities are primarily constructed to instill, expand, or enhance practice competencies through the systematic achievement of specified knowledge, skills, attitudes, and performance behaviors. The information within the certificate program must be based on evidence as accepted in the literature by the health care professions. The formats of these CPE activities should

include a didactic component (live and/or home study) and a practice experience component (designed to evaluate the skill or application). The provider should employ an instructional design that is rationally sequenced, curricular based, and supportive of achievement of the stated professional competencies. *Beginning July 2023, the minimum amount of credit for these activities is 8 contact hours. The length of the Certificate Program should be determined on the level of skill required to achieve.*

Changes were not made to Knowledge-based CPE Activities. As a reminder, these CPE activities are primarily constructed to transmit knowledge (i.e., facts). The facts must be based on evidence as accepted in the literature by the health care professions. The minimum amount of credit for these activities is 15 minutes or 0.25 contact hour. ■



ACPE CPE Staff: Kimberly Catledge, Logan Murry, Dimitra Travlos, Dawn Zarembski, Steve Janis

ACPE CPE In-person CPE Administrator Workshop

ACPE office in Chicago, Illinois

June 27–28, 2023

The workshop is designed to provide a working knowledge of the ACPE accreditation process as it relates to continuing pharmacy education, including training and group activities on the ACPE Standards for Continuing Pharmacy Education, Policies and Procedures, ACPE Technology Platforms, and aspects of CPD for providers and the learners they serve. The workshop strives to offer interactivity and networking opportunities with other ACPE-accredited providers via breakouts, chats, and polling. The workshop is aimed at recently accredited CPE providers, CE Administrators/staff new to their role, and providers preparing for comprehensive review for reaccreditation. Register for one of the Administrator Workshops here: https://acpe-accredit.formstack.com/forms/admin_workshops_2023. ■

Continuing Pharmacy Education Program

Accreditation with Commendation

Congratulations to the following ACPE-accredited CPE providers that earned Accreditation with Commendation:

American Society of Health-System Pharmacists

The University of Texas MD Anderson Cancer Center



Commendation will be noted on ACPE's website in the CPE Provider Directory. Providers must demonstrate compliance with all Standards for Continuing Pharmacy Education, Policies, and Procedures and two commendation criteria in two subcategories of their choice to earn Commendation status. ■

Joint Accreditation with Commendation

We are delighted to acknowledge these organizations that achieved Joint Accreditation with Commendation in 2022.

Joint Accreditation uses a menu structure for organizations seeking commendation in order to create flexibility, reflect the diversity of the IPCE community, and offer a pathway for all provider types to achieve commendation. To achieve commendation, providers need to demonstrate compliance with JAC 1–12 and any seven of the 13 commendation criteria. ■



JOINT ACCREDITATION™
INTERPROFESSIONAL CONTINUING EDUCATION

- ▶ Ascension
- ▶ Medscape, LLC
- ▶ Rutgers Biomedical and Health Sciences
- ▶ The Medical Educator Consortium
- ▶ Echo Institute
- ▶ Creative Education Concepts, Inc.
- ▶ Peerview Institute for Medical Education (PVI)
- ▶ University of Wisconsin-Madison Interprofessional CE Partnership
- ▶ Washington University School of Medicine in St. Louis
- ▶ The Robert Larner College of Medicine at the University of Vermont
- ▶ Harvard Medical School
- ▶ Boston University Chobanian & Avedisian School of Medicine
- ▶ University of Iowa Roy J. and Lucille A. Carver College of Medicine

COMING SOON

New Joint Accreditation Website

We're excited to share that we are in the process of redesigning our Joint Accreditation website to offer an improved user experience, enhance usability, and better serve our growing community. The new site will showcase improved navigation, a more modern design, and will include helpful resources like searchable FAQs and an enhanced Find a Provider directory. Preview the new look below and look out for the redesigned site this spring! ■



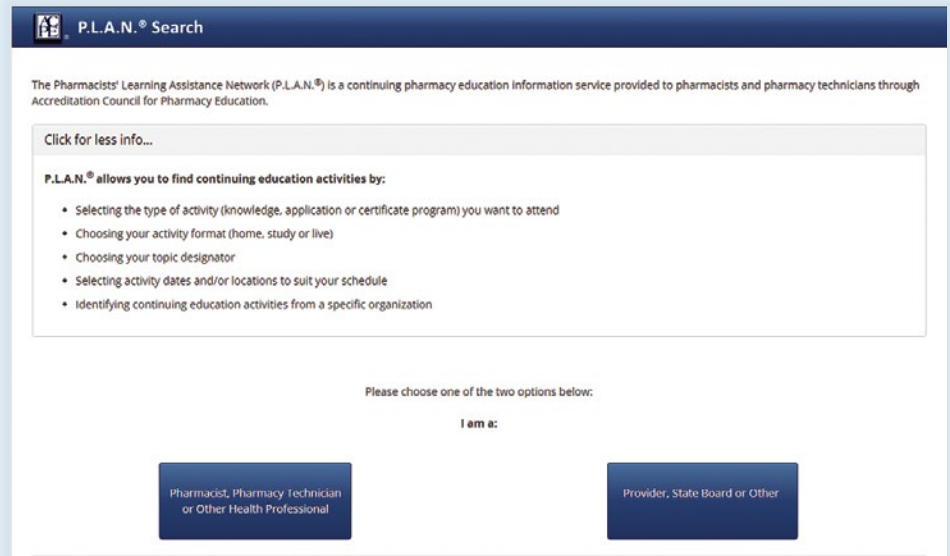
Continuing Pharmacy Education Program

ACPE P.L.A.N. Update

ACPE's **Pharmacists' Learning Assistance Network (P.L.A.N.®)** is a continuing pharmacy education information service provided to pharmacists and pharmacy technicians through Accreditation Council for Pharmacy Education. This collection of continuing pharmacy activities offered by ACPE-accredited providers created through ACPE's Provider Web Tool (PWT) serves as the continuing education activity catalog for this service.

We are pleased to announce the release of the enhanced P.L.A.N.® platform. We now allow for multiple search options depending on your ACPE constituent role. The tool can be accessed here: <https://plan.acpe-accredit.org/Home/Role>

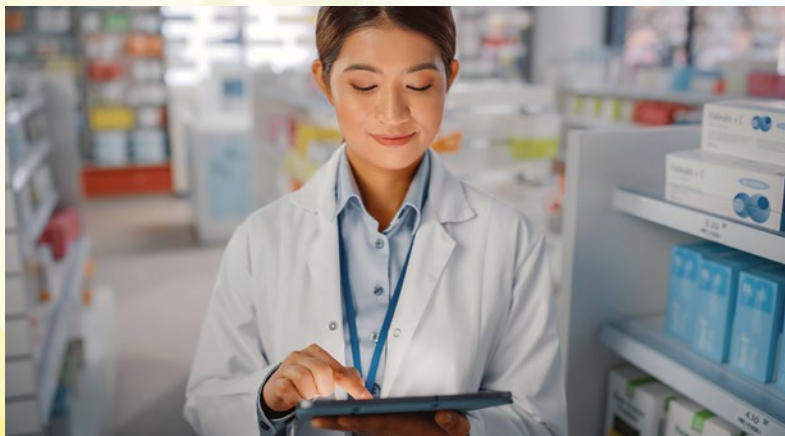
We are pleased to announce the release of the enhanced P.L.A.N.® platform.



If the individual is a pharmacist, pharmacy technician, or other health professional, the path best chosen is the one on the left—as that will take you to the learner-specific search page.

If the constituent user is a Provider, State Board, or other Entity, they should choose the path on the right side when one is on the initial home page.

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Continuing Pharmacy Education Program

You are now allowed to search by Universal Activity Number (UAN) components or by full or partial UAN

P.L.A.N.® Search

* Please choose either **Standard Search** or **Search By UAN or Title**

Standard Search Search By UAN or Title

Enter your search criteria:

Provider Number: -- Select -- Providership: -- Select -- Year: 23 Seq #: Format: * Topic Designator: -- Select -- Audience: All

Select a release date range (OPTIONAL):

From: To:

Only RSS Activities (OPTIONAL): No

If you require an activity designed to meet a re-certification requirement, select a certification from the list (OPTIONAL): Select a Certification

If you require an activity designed to meet a state regulatory requirement, select a state from the list (OPTIONAL): Select a State

If you require an activity designed to meet a state specific requirement, select a requirement from the list (OPTIONAL): Select a Requirement

Submit Clear Change Role

OR

P.L.A.N.® Search

* Please choose either **Standard Search** or **Search By UAN or Title**

Standard Search Search By UAN or Title

Enter a full or partial CE Activity title:

-- OR --

**** Use the Standard Search for a partial Universal Activity Number (UAN) search. ****

Enter a full Universal Activity Number (ex. 0197-0000-22-001-H01-P or JA0000001-0000-22-001-L01-T):

Submit Clear Change Role

All search results can be saved in a PDF format. You may also view and print the details of a specific CE Activity.

For additional information about P.L.A.N.®, visit www.acpe-accredit.org/p-l-a-n.

For additional information about Universal Activity Numbers (UANs), visit www.acpe-accredit.org/universal-activity-numbers ■

ATTENTION: CPE Providers and State Boards of Pharmacy:

Please share with your learners!

Post to your website the

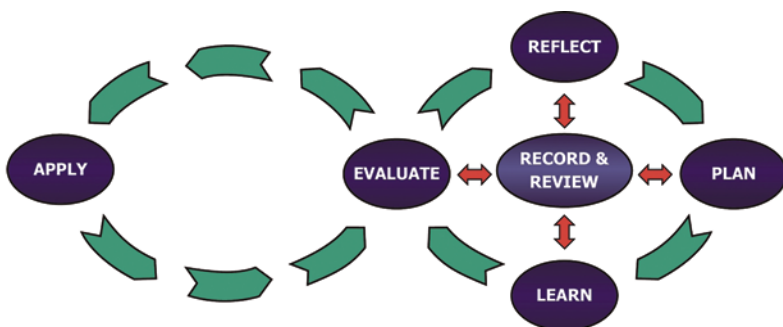
P.L.A.N. YOUR CE' FLYER!

[www.acpe-accredit.org/pdf/
PLANFlyerUPDATEDJAN24.pdf](http://www.acpe-accredit.org/pdf/PLANFlyerUPDATEDJAN24.pdf)

Continuing Pharmacy Education Program

Continuing Professional Development: Principles and Guidance for Programs

ACPE defines CPD as, “a self-directed, ongoing, systematic and outcomes-focused approach to lifelong learning that is applied into practice.” As a cyclical process and approach to learning, CPD is comprised of several stages or components which include: *Reflect, Plan, Learn, Evaluate, Record & Review, and Apply*. A depiction of the CPD cycle is included in the figure* at left.



* Copyright © 2005–2014 Accreditation Council for Pharmacy Education. Used with permission.

The ACPE Board of Directors approved criteria for organizations to develop Continuing Professional Development (CPD) programs and a Model for Continuing Professional Development Credit during the January 2023 Board meeting. Since this time, ACPE staff have been working with the CPD advisory committee to draft policies, procedures, and accreditation pathways for CPD programs. Educational webinars and workshops will be

conducted in Summer and Fall 2023. Implementation of principles for CPD programs and CPD program accreditation is planned for January 2024. While additional details regarding program accreditation will be coming later this year, the CPD Principles and Guidance for CPD Programs can be found in the table that follows. These principles and guidance will be essential for providers interested in CPD program accreditation and should be considered in the design and implementation of the CPD program.

CPD Principles and Guidance for CPD Programs

CPD Principle	Description	Guidance
<p>Principle 1. Systematic Planning of the CPD Program</p>	<p>Providers of CPD programs should establish and employ a systematic planning process for the development and implementation of a CPD process for learners. The program should include the following core elements:</p> <ul style="list-style-type: none"> I. requisites for learner engagement in the CPD program, e.g. “learning contract” (incorporate educating the learner of CPD as a foundational knowledge to effectively engage with the programming); II. resources required by the provider for development, facilitation, implementation, and evaluation of the CPD program; III. means by which learner CPD will be assessed and minimum level of achievement required; IV. means by which the CPD program will be evaluated; and V. process for awarding CPD value-based credit upon learner completion of the CPD program. 	<p>Providers of CPD programs should plan for the development, facilitation, implementation, and evaluation of the CPD program, outlining methods and resources to be used. The plan should also define the expectations and timeline for the learner’s involvement in the program where the learner accepts responsibility to fully engage in and document their CPD through reflecting on their practice, assessing and identifying professional learning needs and opportunities, developing and implementing a personal development plan, and evaluating learning outcomes with the goal of enhancing the knowledge, skills, attitudes and values required for practice.</p>

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Continuing Pharmacy Education Program

CPD Principles and Guidance for CPD Programs *(continued)*

CPD Principle	Description	Guidance
Principle 2. CPD Program Design	<p>The CPD Program should employ a design or process based on the tenets of a CPD cycle: Reflect, Plan, Learn, Evaluate, Apply, Record/Review), where learners:</p> <ol style="list-style-type: none"> I. Reflect: Complete a structured self-assessment and identify competencies for development. II. Plan: Create a personal development plan to address identified learning needs, which includes Specific, Measurable, Achievable, Relevant, Time-bound (SMART) learning objectives and identification of activities and resources to meet goals. III. Learn: Implement the plan using a range of learning activities and methods, and document all learning (CE and non-CE) that occurred to meet goals and objectives. IV. Evaluate: Evaluate learning outcomes from participation in CPD activities to meet stated CPD goals. V. Apply: Assess application of acquired knowledge, skills, attitudes, and values into practice and associated impact of application. VI. Record/Review: Review CPD documentation to measure progress over time. 	<p>The CPD program design should aim to meet the specific professional development goals and objectives of learners by facilitating practice assessment and self-appraisal, intentional and purposeful action, and application of learning for improvement. The content of CPD should be based on valid, evidence-based practice. Providers of CPD programs should employ mechanisms to allow for learner documentation of all aspects of CPD and systematic review to measure progress over time and demonstrate achievement of goals, e.g. ACPE's CPD Platform, CPD Worksheet, CPD portfolio, human resources talent tracking software, etc.</p>
Principle 3. Assessment of Learner CPD	<p>The provider of the CPD program employs a process to validate learner engagement and performance, with focus on learning outcomes and impact on professional practice, patient/population health, and/or organizational/system outcomes. Assessment elements include:</p> <ol style="list-style-type: none"> I. Identification of specific learning needs and goals through reflection with consideration of alignment with organizational goals. II. Creation of (SMART) learning objective(s). III. Congruency between completed CPD activities and identified needs/goals. <p style="text-align: center;"><i>continued</i></p>	<p>The provider should develop a process for assessing the learner's CPD and associated outcomes to aid in development of self-directed lifelong learning skills and behaviors. Assessment approaches may include peer assessment, mentor assessment, and/or self-assessment with associated feedback. Instruments such as checklists, rating scales, and/or rubrics can aid in performing and documenting assessment.</p>

These principles and guidance will be essential for providers interested in CPD program accreditation and should be considered in the design and implementation of the CPD program.

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Continuing Pharmacy Education Program


CPD Principles and Guidance for CPD Programs *(continued)*

CPD Principle	Description	Guidance
Principle 3. Assessment of Learner CPD <i>(continued)</i>	IV. Evidence that learning needs/goals have been addressed through achievement of SMART learning objective(s). V. Evaluation of achievement of professional development outcomes. VI. Evaluation and verification of learning application/practice changes. Assessment feedback is to be provided to the learner in a constructive and timely manner through each step of the CPD cycle (formative) and upon completion of the program (summative).	
Principle 4. CPD Program Evaluation	The provider of the CPD program conducts or facilitates a structured evaluation of the CPD program for determining its effectiveness in supporting and promoting self-directed lifelong learning. Information gathered should be used in a systematic fashion for the purpose of ongoing improvement of the provider's CPD program.	The provider should use a system of evaluation that includes measures and input from learners and other stakeholders to aid the provider in evaluating the effectiveness and impact of the CPD program and provide direction for ongoing improvement.

Additionally, there are several resources available on the ACPE website to support CPD programs and initiatives. Current literature related to CPD, CPD process and documentation materials, support materials for pharmacy learners interested in CPD, and additional CPD resources and materials can be found on the CPD information page: www.acpe-accredit.org/continuing-professional-development).

For comments, questions, and feedback related to CPD initiatives at ACPE, please contact CPDinfo@acpe-accredit.org. ■

BY THE NUMBERS		Continuing Pharmacy Education Program
265	ACPE-accredited CE providers	
4	Accredited with Commendation	
2	Inactive Status	
0	Probation	
149	Joint Accredited Providers for Interprofessional CE	
20	Accredited with Commendation	
1	Probation	



Technology and Tools Corner

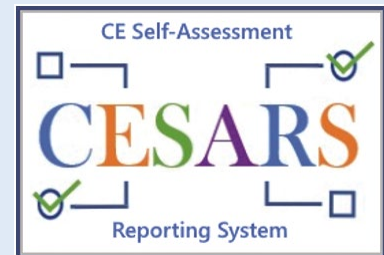
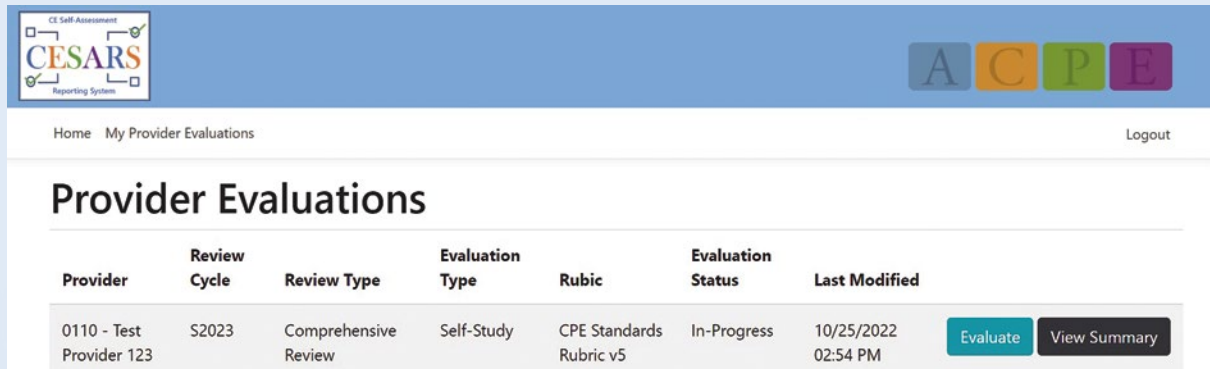
This section of the newsletter is dedicated to providing insight into tools and technology available to ACPE constituents. The goal is to provide tools and tips to the user community as well as provide knowledge and direction on how to best use the technology available to us.

This article will focus on the **Continuing Education Self-Assessment Reporting System (CESARS)**.

Over the years, we have received feedback from providers regarding difficulties in formatting self-assessment reports as electronic submissions into one PDF format. We listened and created an electronic report submission tool for you! All providers will now submit their Self-Assessment report via ACPE's new online platform, CESARS: Continuing Education Self-Assessment Report System!

We are happy to report that CESARS has been piloted and used by over 30 providers since Fall of 2021.

CESARS login(s) will be provided to one or more individuals within a provider's organization one year prior to reaccreditation evaluation. Once a login has been created and shared, the provider will be able to access the self-study report assigned to the organization.

Provider	Review Cycle	Review Type	Evaluation Type	Rubic	Evaluation Status	Last Modified	
0110 - Test Provider 123	S2023	Comprehensive Review	Self-Study	CPE Standards Rubric v5	In-Progress	10/25/2022 02:54 PM	Evaluate View Summary

Providers also have the ability to review a high-level summary that is automatically updated to reflect the status of that section based on choices made in a particular standard or policy/procedure. The summary also includes the list of evidence that has been uploaded as part of that section which may be accessed/viewed by the user.

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For more information on the CESARS platform, including tips and videos, visit the [CESARS information page, www.acpe-accredit.org/cesarsplatform.](http://www.acpe-accredit.org/cesarsplatform)

Self-Assessment Report Summary

[Instructions \(click to show/hide\)](#)

To complete this self-evaluation - every section listed below must be completed. To begin a section, click on that section.

Provider

0110 - Test Provider 123

Review Cycle

Spring 2023

Status

In-Progress

Standard	Status	Noteworthy	Meets	Needs Improvement	Additional Docs Needed
Provider Summary Sheet	Submitted				
Policies and Procedures					
Section V – CPE Operations	Complete		✓		
Standards for Integrity and Independence	Not Started				
Activity Announcements Checklist	Not Started				
CPE Standards: Section I -- Content					
Standard 1: Achievement of Mission and Goals of the CPE Program Evidence: S1_CPE_Mission_And_Goals.pdf	Complete		✓		

Providers can still prepare their report in a word document and can copy and paste the information into the platform once access is granted. A sample of Standard 1 appears below:

CPE Standards: Section I -- Content		
Standard 1 : Achievement of Mission and Goals of the CPE Program		
Criteria and Evidence	Meets Criterion	Needs Improvement
Mission Statement	The provider has a CPE mission statement that defines the basis and intended outcomes for its CPE program, including the intended audience and the scope of activities. Meets <input checked="" type="radio"/>	The provider does not have a CPE mission statement that defines the basis and intended outcomes for its CPE program and/or does not indicate the intended audience and the scope of activities. Needs Improvements <input type="radio"/> Or Additional Docs Required <input type="radio"/>
Strategic Plans/Goals	The strategic plan/goals indicate how the mission will be achieved. CPE goals are concise and measurable statements. Meets <input checked="" type="radio"/>	The strategic plan/goals do not indicate how the mission will be achieved and/or are not concise and measurable statements. Needs Improvements <input type="radio"/> Or Additional Docs Required <input type="radio"/>
Assessment Plan	The provider has an assessment plan to evaluate achievement of its mission and goals. Meets <input checked="" type="radio"/>	The provider does not have an assessment plan to evaluate achievement of its mission and goals. Needs Improvements <input type="radio"/> Or Additional Docs Required <input type="radio"/>

(continued)

In the section below, you will see where you may designate your organization as “Noteworthy” for a particular standard. You are also able to do upload specific evidence required to meet the specified standard. Gone are the days of creating complicated linked PDFs—now you simply upload files and you are done.

Noteworthy Comments:	<p>The provider shows a commitment to continuous quality improvement.</p> <p>The provider's organization fosters a culture of research by formally evaluating and disseminating their practices and experiences toward achievement of outcomes to improve the quality of adult education and/or patient care. Examples include: presentations, poster sessions, letters/newsletters in relevant publications, published papers, drafts or research proposals.</p> <p style="text-align: right;">Noteworthy <input type="checkbox"/></p>													
Describe the mission of your CPE program and how you assess achievement of the mission. Also, please describe how results are used to demonstrate continuous development and improvement of the CPE Program.	<div style="border: 1px solid #ccc; padding: 5px;"> <p>← → Paragraph System Font 12pt B I U [List Icons] [Link Icon] [Help Icon]</p> <p>My narrative</p> <p style="text-align: right;">2 WORDS POWERED BY TINY</p> </div>													
Evidence/Documentation Files (This is a list of all files uploaded):	<p>Choose Files No file chosen</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Attachment(s)</th> <th style="width: 15%;">Action</th> <th style="width: 25%;">Attached To</th> </tr> </thead> <tbody> <tr> <td>S1_CPE_Mission_And_Goals.pdf</td> <td></td> <td>Standard 1</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Only upload each document once. Evidence should be focused. File should not exceed 80MB in size. Do not use special characters in the filename. 		Attachment(s)	Action	Attached To	S1_CPE_Mission_And_Goals.pdf		Standard 1						
Attachment(s)	Action	Attached To												
S1_CPE_Mission_And_Goals.pdf		Standard 1												
Required Evidence: (Please choose a file after uploading evidence using section above. If evidence does not apply, please click 'Not Applicable'.)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">CPE mission and goals/strategic plan</td> <td style="width: 20%;"><input type="checkbox"/> Not Applicable</td> <td style="width: 20%;">S1_CPE_Mission_And_Goals.pdf</td> <td style="width: 20%; text-align: right;"></td> </tr> <tr> <td>Assessment plan to evaluate achievement of mission and goals</td> <td><input checked="" type="checkbox"/> Not Applicable</td> <td>< ** Choose a file ** ></td> <td></td> </tr> <tr> <td>Data collection and analysis to document achievement of mission and goals</td> <td><input checked="" type="checkbox"/> Not Applicable</td> <td>< ** Choose a file ** ></td> <td></td> </tr> </table>		CPE mission and goals/strategic plan	<input type="checkbox"/> Not Applicable	S1_CPE_Mission_And_Goals.pdf		Assessment plan to evaluate achievement of mission and goals	<input checked="" type="checkbox"/> Not Applicable	< ** Choose a file ** >		Data collection and analysis to document achievement of mission and goals	<input checked="" type="checkbox"/> Not Applicable	< ** Choose a file ** >	
CPE mission and goals/strategic plan	<input type="checkbox"/> Not Applicable	S1_CPE_Mission_And_Goals.pdf												
Assessment plan to evaluate achievement of mission and goals	<input checked="" type="checkbox"/> Not Applicable	< ** Choose a file ** >												
Data collection and analysis to document achievement of mission and goals	<input checked="" type="checkbox"/> Not Applicable	< ** Choose a file ** >												

As for the entry of narratives— we have included an editor that allows for additional formatting of your content in the platform.

Future plans for the platform include allowing provider reporting, i.e. interim and progress reports, being submitted through CESARS. We are continuing to enhance the evaluator portion of the platform and also plan to add functionality allowing our commissioners to generate the Action and Recommendation reports online.

For more information on the CESARS platform, please visit the CESARS Information page: www.acpe-accredit.org/cesarsplatform.) ■

International Services Program



ACPE ISP Staff: Dawn Zarembski, Jacob Gettig, Mike Rouse

Programmatic Update

ACPE’s International Services Program (ISP) is growing steadily and now has programs with status in nine countries (Egypt, India, Indonesia, Jordan, Lebanon, Mauritius, North Cyprus, Saudi Arabia, and United Arab Emirates). New applications have been initiated by schools in an additional four countries, namely Iraq, Pakistan, Oman, and Libya. As a result of actions taken at the January 2023 ACPE Board of Directors meeting, 28 pharmacy degree programs have been awarded International-Accreditation Status, and two pharmacy programs have been awarded International-Preaccreditation. The Board has authorized the initial evaluation visit for an additional 10 programs. For additional details, please refer to the Directory on the ACPE website at www.acpe-accredit.org/international-services-program/#tab-DirectoryofProgramswithStatus. ■

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International Services Program		
BY THE NUMBERS	International-Accreditation	22 degree programs
	International-Preaccreditation	2 degree programs
	Provisional International-Accreditation (Category 1 and 2)	1 degree program
	Provisional International-Accreditation (Category 2)	5 degree programs
	Initial Evaluation Visit Authorized	10 degree programs

New Terminology

As of January 1, 2023, ISP started offering “International-Accreditation” and “International-Preaccreditation” to qualifying pharmacy degree programs outside the United States of America and its Territories. If the initial evaluation is conducted online due to travel restrictions to the country in question, ACPE grants “Provisional International-Accreditation.” The new terms replaced ACPE’s “Certification,” “Precertification” and “Provisional Certification” statuses. The new designations do not imply or confer eligibility to graduates of a program with such status to apply directly to sit for the North American Pharmacist Licensure Examination (NAPLEX) for licensure in the United States. ■

International Services Program

International Commission (IC) Meeting

On November 14–16, 2022, the members of the ACPE International Commission met at the ACPE office in Chicago, Illinois, to discuss the activities and operations of ISP and made several recommendations to the ACPE Board of Directors. ■



Back row, left to right:

Jacob Gettig (Assistant Director, Accreditation Services, ACPE), Abdullah Alhammad (Commissioner-Elect, Saudi Arabia), Jannet M. Carmichael, (USA), Janet P. Engle (Executive Director, ACPE), Winnie Landis (Board Liaison, USA), Jenelle Sobotka (USA), Sherief Khalifa (Vice-Chair/Chair Elect, UAE), Michael Rouse (Director, International Services, ACPE),

Front row, left to right:

Abeer Alghananeem (USA), Michael Katz (Chair, USA), Shailendra Saraf (India), and Donald E. Letendre (USA).

Workshops and Webinars

“A Sneak Peek into the Revisions to the CAPE Outcomes and Entrustable Professional Activities (EPAs)” Online Webinar

In collaboration with Al Ain University, College of Pharmacy (UAE), Commission for Academic Accreditation, Ministry of Education (UAE), and the American Association of Colleges of Pharmacy (USA), ACPE’s International Services Program hosted a free webinar on January 17, 2023. The webinar was entitled “A Sneak Peek into the Revisions to the CAPE Outcomes and Entrustable Professional Activities (EPAs)” and the webinar speaker was Dr. Melissa S. Medina, Ed.D. There were 180 participants from various countries. After Dr. Medina presented, a Q&A session followed.

Award Ceremony for Egyptian Faculties of Pharmacy

ACPE’s International Services Program has continued its very successful collaboration with Knowledge E and the Egyptian Knowledge Bank (EKB) to deliver online faculty development workshops to Faculties of Pharmacy in Egypt in the series “Teaching Excellence in Pharmacy Education.” In 2022, a total of 22 activities were held in four training programs — Foundation, Advanced, and Specialized (Preceptor and Assessment). A total of 199 participants from 11 selected public and private Faculties of Pharmacy were involved. On March 1, an online ceremony was held to celebrate the success of the workshops and recognize all participants who had successfully completed the workshops. ■



Egyptian Faculties of Pharmacy Award Ceremony

International Services Program

ACPE's International Services Program (ISP) is growing steadily and now has programs with status in nine countries:

- Egypt
- India
- Indonesia
- Jordan
- Lebanon
- Mauritius
- North Cyprus
- Saudi Arabia
- United Arab Emirates

Recent Presentations

Pan American Conference on Pharmaceutical Education, November 29, 2022

Mike Rouse, Director, International Services, gave a presentation entitled: International Accreditation at the conference, which was jointly organized by RED Panamericana de Educación Farmacéutica and the Pan American Health Organization (PAHO).

Asia Quality Forum for Medical and Health Profession Education Bali, Indonesia, Meeting, December 9, 2022

Mike Rouse gave a presentation entitled: Quality Assurance in Pharmacy Education through the Accreditation Process. The Forum was hosted by the International Accreditation Agency for Higher Education in Health (IAAHEH) in collaboration with the South East Asia Regional Association for Medical Education (SEARAME). Forum participants came from several countries in the Southeast Asia region.

Philippine Association of Colleges of Pharmacy (PACOP) 3rd Summit on Internationalization, February 22–24, 2023

Mike Rouse gave a presentation entitled: International Accreditation and ACPE International Services Program. Several schools of pharmacy from The Philippines expressed interest in ACPE's International-Accreditation and posed questions during the Q&A session after the presentation. ■

Current Activities and Future Meetings, Projects, and Events

Revision of Quality Criteria

The ACPE Board of Directors, International Commission, and ISP Staff have begun work on the first major revision of the Quality Criteria (standards). All stakeholders were invited to submit comments, suggestions, and edits via a survey, which closed March 2023. A special committee of Staff, Commissioners, and Board Liaisons are reviewing submitted comments. There will be additional opportunities for stakeholder input on the next draft iterations of the Quality Criteria.

Next International Commission Meetings

- May 16–18, 2023 in Chicago, Illinois, USA
- November 14–16, 2023 in Chicago, Illinois, USA

Informational Webinar

Staff will host an informational webinar on May 22, 2023 at 9:00–10:30 a.m. Central USA time. The webinar will inform stakeholders of the purpose, activities, and initiatives of ACPE and its International Services Program. For those interested in attending, please register via the following link: <https://acpe-accredit-org.zoom.us/meeting/register/tJwtdaiuqT0iE9aN8B9iCW W4x6mbYfjOOUO9>. ■

International Services Program

Spring 2023 International-Accreditation Cycle

ISP conducted the following Spring 2023 evaluation visits:

Initial Comprehensive Evaluation for International-Accreditation:

- Future University in Egypt, Faculty of Pharmacy, Egypt: February 26–March 1, 2023 (three programs)
- Ain Shams University, Faculty of Pharmacy, Egypt: March 5–8, 2023 (two programs)
- Taif University, College of Pharmacy, Saudi Arabia: March 12–15, 2023 (one program)

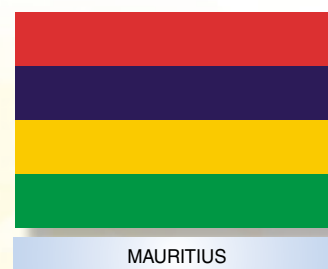
Focused Evaluations:

- Misr International University, Faculty of Pharmacy, Egypt: February 6, 2023 (for Substantive Change to two programs)
- Arab Academy for Science, Technology, and Maritime Transport, College of Pharmacy, Egypt: February 8, 2023 (for Substantive Change to two programs)
- JSS Academy of Higher Education and Research Mauritius, School of Pharmacy, Mauritius: February 7–9, 2023 (for continued International-Preaccreditation)

ISP is grateful for the volunteers, International Commissioners, and ACPE Board Members who served as members of the evaluation teams. ■



Meeting with Ain Shams University Student Services Staff



ISP Welcomes New Staff Member



Karen Reid

Karen Reid has joined ACPE and will serve as the International Services Program Coordinator. Karen has extensive experience in higher education. Having supported the development of two new schools of pharmacy, Karen appreciates the role that ACPE plays in the educational excellence of pharmacy students around the world. She has enjoyed using her experience to support Pharmacy faculty and staff with their accreditation journey and relishes the opportunity to continue working with Pharmacy professionals at ACPE. Karen has a Master of Science degree in Health Administration from Rosalind Franklin University of Medicine and Science in North Chicago. ■

ASHP/ACPE Pharmacy Technician Accreditation Commission

About PTAC

The ASHP/ACPE Pharmacy Technician Accreditation Commission (PTAC) meets twice yearly in May and October. Actions of the Commission are approved by both the ACPE and ASHP Boards in January and June. Each Commissioner, with the exception of public members, must have expertise and experience in quality assurance of pharmacy technician education and training and/or the contemporary education, training or practice of pharmacy technicians. ■



Members of the PTAC:

Mathew Rewald, Chair	Leah Matthews
Janet Kozakiewicz, Past Chair	Jeenu Philip
Tate Trujillo, Vice-Chair	Irene Villatoro
Amisha Arya	Kim Croley, ACPE Board Liaison
Nichole Foster	Nishanimy Kasbekar, ASHP Board Liaison
Melissa Heigham	
Matthew Kelm	Lisa Lifshin, Non-Voting Member

BY THE NUMBERS	ASHP/ACPE Accredited Pharmacy Technician Programs	JUNE 2022	JANUARY 2023
		Number of ASHP/ACPE Accredited Programs	234
	New Applications	2	12
	Voluntary Withdrawals	6	5
	Reaccreditation Reviews	13	19
	Midterm Progress and Special Case Reviews	20	17



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