

**ACCREDITATION STANDARDS AND GUIDELINES FOR THE
PROFESSIONAL PROGRAM IN PHARMACY LEADING TO THE DOCTOR
OF PHARMACY DEGREE
ADOPTED: JANUARY 15, 2006**

STANDARDS FOR FACILITIES AND RESOURCES

The purpose of the standards in this section is to ensure that the college or school has adequate and appropriate physical, library, educational, practice site, and financial resources to offer a high-quality professional degree program in pharmacy and meet its mission and goals and the accreditation standards.

Standard No. 27: Physical Facilities

Standard No. 28: Practice Facilities

Standard No. 29: Library and Educational Resources

Standard No. 30: Financial Resources

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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.

Guideline 27.1

Physical facilities must provide a desirable, comfortable, and safe environment for teaching and learning and, in general, should include:

- offices for administrators and core faculty that provide privacy for study and for counseling and advising students
- accommodations for staff, commensurate with their responsibilities
- lecture rooms, small classrooms, and conference rooms to accommodate curricular and other programmatic needs
- facilities for individual and small group study by students
- information and communication technologies to support the mission, including faculty and staff development, with appropriate data security and recovery systems
- laboratories dedicated to professional curriculum instruction and practice simulation that are reflective of contemporary pharmacy practice and standards, including facilities for extemporaneous preparation of intravenous and other medications
- laboratories and other resources, such as instrumentation, to support research and other scholarly activities
- student activity areas, including space for professional organization materials and meetings, to support a favorable environment for student life
- appropriate equipment to support the needs of administration, faculty, preceptors, and students that is up-to-date and well maintained

Guideline 27.2

For colleges and schools that use animals in their professional course work or research, proper and adequate animal facilities must be maintained in accordance with acceptable standards for animal facilities. Animal use must conform to Institutional Animal Care and Use Committee (or equivalent) requirements. Accreditation of the laboratory animal care and use program is encouraged.

Guideline 27.3

Space within colleges and schools dedicated for human investigation must comply with state and federal statutes and regulations. All human investigations performed by college or school faculty, whether performed at the college or school or elsewhere, must be approved by the appropriate Institutional Review Board(s) and meet state and federal research standards.

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Guideline 27.4

Students, faculty, preceptors, instructors, and teaching assistants should 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. The selection of educational resources and technologies should be based on appropriateness to the curriculum and students. Restorable backups of critical systems and data should be kept, preferably at locations away from the original systems and data. Alternate means of communication and information delivery should be accessible when needed.

Guideline 27.5*

Commensurate with the numbers of students, faculty and staff, and the activities and services provided, branch or distance campuses should have or have access to physical facilities of comparable quality and functionality as those of the main campus.

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.

Guideline 28.1

Before assigning students to a practice site, the college or school must screen potential sites and preceptors to ensure that the educational experience would afford students the opportunity to achieve the required competencies.

Guideline 28.2

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 must be executed. The agreement should clearly define the responsibilities, commitments, and expectations of each of the parties regarding the education of students. Agreements should provide for sufficient advance notification of termination in order to permit development of alternate affiliations should this become necessary. Agreements should also address student-related matters such as health services, malpractice provisions, criminal background checks, student disclosures, immunization policies, and professional conduct expectations.

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Guideline 28.3

The college or school must identify a diverse mixture of sites for required and elective pharmacy practice experiences. In general, each site used for required pharmacy practice experiences should have the following characteristics:

- meets or exceeds all legal and professional standards required to provide patient care
- has a patient population that exhibits diversity in culture, medical conditions, gender, and age, where appropriate
- has an adequate patient population based on the learning objectives for the rotation
- has access to learning and information resources
- has a commitment to the education of pharmacy students
- has management that is supportive of professional staff involvement in the education of pharmacy students
- has a practice environment that nurtures and supports pharmacist and student interactions with patients
- provides daily contact with the preceptor or a qualified designee to ensure that students receive feedback and have opportunities to ask questions
- is adequately equipped with the technology needed to support student training and to reflect contemporary practice
- provides medication therapy management and patient care services for diverse populations
- has adequate professional staff and supportive technical and clerical staff to meet the learning objectives and to provide for optimum time for preceptor and student interaction
- provides educational workshops for patients and other health care providers
- serves as an accredited site for training of pharmacy residents
- has collaborative professional and/or training relationships with other health care providers

The college or school should ensure the availability of a broad array of quality-assured sites for elective pharmacy practice experiences (such as state or national pharmacy associations, state boards of pharmacy, pharmacy benefit managers, insurance companies, pharmaceutical manufacturers, drug information centers, and research laboratories) to support the achievement of curricular competencies and student interests.

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

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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.

Guideline 29.1

In general, the library and educational resources should:

- satisfy generally accepted standards and practices for library and educational resources and access
- include print holdings and access to online journals, databases, and other resources that support the teaching program and that are selected by using tools such as the *Basic Resources for Pharmacy Education* of the American Association of Colleges of Pharmacy and a written collection development policy that is aligned with the college or school's mission and goals
- be under the direction of qualified librarians and media professionals (e.g., master's prepared) who have good working relationships with the college or school
- provide sufficient study, reading, and computer space for students, faculty, and preceptors
- include a faculty liaison or committee to ensure the adequacy of the collection, educational technologies, and services and to ensure their appropriate integration into the teaching program
- include remote access technologies and mechanisms that promote use of library information from off-campus sites by faculty and students, as well as preceptors, where possible
- have search capabilities, interlibrary loan, and other methods for access to materials not in the collection

Guideline 29.2

The college or school should provide organized programs to teach faculty, preceptors, and students the effective and efficient use of the library and educational resources.

Guideline 29.3

To foster improvement, student, preceptor, and faculty opinions should be sought and evaluated regarding the adequacy of and access to library and educational resources, and estimates of utilization should be obtained.

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.

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Guideline 30.1

The resources to deliver the program must be sufficient to allow the college or school to achieve its stated mission and make reasonable progress toward its goals. An uncommitted reserve of resources should be available to address unexpected issues.

Guideline 30.2

The college or school must operate with a budget that is planned, developed, and managed in accordance with sound and accepted business practices. Financial resources must be deployed efficiently and effectively 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

Guideline 30.3

Enrollment must be planned and managed in line with resource capabilities, including tuition and professional fees. Programs experiencing substantive changes in scope or student numbers should develop business plans, including revenue and expense *pro forma* for the time period over which the change will occur and beyond. The *pro forma* should demonstrate where resources are being added and how they will meet the program requirements caused by the change(s) over time. In general, tuition and professional fee increases specific to the pharmacy program should be returned in large measure to the college or school for quality assurance and continuous quality improvement. Tuition for pharmacy students must not be increased primarily to support unrelated educational programs.

Guideline 30.4

The college or school, with the support of the university, should develop and maintain a broad base of financial support, including a program to acquire extramural funds through private giving, endowment income, grants, contracts, and other fund-raising mechanisms. The university administrators responsible for the pharmacy program should have a clear understanding of the resource needs of the professional degree program, such as the need to support scholarship and research and the requirements of library and educational resources and experiential education. Resources obtained from extramural sources should be free of restrictions that may interfere with sound educational and ethical policies, and

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such resources should be used in a manner that maintains the integrity of and supports the mission.

Guideline 30.5

The dean must report 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.

Guideline 30.6*

The college or school must ensure that funds are sufficient to maintain equivalent facilities (commensurate with services and activities) across all program pathways. Such funding should include regular technological updates. The college or school's initiatives should not adversely affect its administrative effectiveness, result in faculty overload, or cause undue financial stress or instability. New methods of educational delivery should be cost-effective; however, financial considerations such as developing economies of scale should not overshadow the requirement to develop academically effective educational experiences.