

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

STANDARDS FOR ORGANIZATION AND ADMINISTRATION

The purpose of the standards in this section is to ensure that the college or school's organization and support within the university structure, its relationships with other university and external practice and research entities, and its internal organization, leadership, and governance are developed and functioning in a manner that fosters the college or school's mission and goals.

Standard No. 4: Institutional Accreditation

Standard No. 5: College or School and University Relationship

Standard No. 6: College or School and other Administrative Relationships

Standard No. 7: College or School Organization and Governance

Standard No. 8: Qualifications and Responsibilities of the Dean

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Standard No. 4: Institutional Accreditation

The institution housing the college or school, or the independent college or school, must have or, in the case of new programs, achieve full accreditation by a regional/institutional accreditation agency recognized by the U.S. Department of Education.

Guideline 4.1

A college or school that is not a component of a regionally accredited institution or is not regionally accredited itself must promptly seek and achieve institutional accreditation from the appropriate regional accrediting body within the prescribed timeframe.⁶

Guideline 4.2

The college or school must report to ACPE, as soon as possible, any issue identified in regional/institutional accreditation actions that may have a negative impact on the quality of the professional degree program and compliance with ACPE standards.

Guideline 4.3

In matters of substantive change that affect both regional and programmatic accreditation (e.g., the development of a new pharmacy program in a regionally accredited institution), the college or school should ensure joint notification of both accrediting bodies.

Standard No. 5: College or School and University Relationship

The college or school must be an autonomous unit within the university structure and must be led by a dean. To maintain and advance the professional degree program, the university president (or other university officials charged with final responsibility for the college or school) and the dean must collaborate to secure adequate financial, physical (teaching and research), faculty, staff, student, practice site, preceptor, library, technology, and administrative resources to meet all of the ACPE accreditation standards.

Guideline 5.1

The college or school must participate in the governance of the university, in accordance with its policies and procedures.

Guideline 5.2

The college or school must have autonomy, within university policies and procedures and state and federal regulations, in the following areas:

- programmatic evaluation

⁶ Some regional accrediting bodies grant "pre-accreditation" as a first step to achieving full accreditation. In such circumstances, the attainment of pre-accreditation status would meet the requirements of this standard. Subsequently, in such cases, achievement and maintenance of full accreditation status would be required in order to continue to meet the requirements of this standard.

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- definition and delivery of the curriculum
- development of bylaws, policies, and procedures
- student admission and progression policies
- faculty and staff recruitment, development, evaluation, and retention

Guideline 5.3

The college or school's reporting relationship(s) must be depicted in the university's organizational chart.

Standard No. 6: College or School and other Administrative Relationships

The college or school, with the full support of the university, must develop suitable academic, research, and other scholarly activity; practice and service relationships; collaborations; and partnerships, within and outside the university, to support and advance its mission and goals.

Guideline 6.1

The relationships, collaborations, and partnerships should advance the desired outcomes of the professional degree program, research and other scholarly activities, service, and pharmacy practice programs.

Guideline 6.2

In general, the relationships, collaborations, and partnerships collectively should:

- promote integrated and synergistic interprofessional and interdisciplinary activities
- define the interface between the service and educational components
- provide the necessary blend of educational and patient care activities in a variety of practice settings
- strive to meet community needs
- support the development and enhancement of postgraduate education, postgraduate accredited residency and fellowship training, and combined degree options
- ensure that appropriate control and supervision are vested in the college or school
- promote research advancement of the profession
- be developed and maintained with a spirit of mutual service and trust

Guideline 6.3

Formal agreements signed by authorized representatives of the parties should be developed to codify the nature and intent of the relationship, collaboration, or partnership; the legal liability of the parties; and the financial arrangements (if any). The agreements should provide for periodic collaborative review.

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Standard No. 7: College or School Organization and Governance

The college or school must be organized and staffed to facilitate the accomplishment of its mission and goals. The college or school administration must have defined lines of authority and responsibility, foster organizational unit development and collegiality, and allocate resources appropriately. The college or school must have published, updated governance documents, such as bylaws and policies and procedures, which have been generated by faculty consensus under the leadership of the dean in accordance with university regulations.

Guideline 7.1

The college or school's administrative leaders should function as a unified team and be responsible for accomplishing the mission and goals of the college or school. Staff support should be provided for the administrative leaders to ensure their effectiveness. Seminars, programs, mentors, and other activities designed to ensure the growth and development of the administrative capabilities of both the leaders and the team should be provided.

Guideline 7.2

In general, the responsibilities of the administrative leaders – individually or collectively – should include:

- advancing the pharmacy science and practice disciplines, as required by the curriculum and as organized within the college or school
- mentoring, developing, and evaluating the faculty
- ensuring effective development, delivery, and improvement of the curriculum, including oversight and quality assurance of course work and pharmacy practice experiences
- managing operations and budgetary affairs
- fostering research and other scholarly activities
- ensuring that comprehensive and effective systems for assessment and evaluation are in place
- setting, evaluating, and accomplishing goals and objectives consistent with the college or school's mission and goals and as a part of the college or school's systematic planning and evaluation

Guideline 7.3

Administrative leaders must have clearly defined responsibilities and the authority to discharge their responsibilities. If the college or school organizes its faculty into subunits, such as departments or divisions, subunit goals and objectives must be established that align with the mission and goals of the college or school. The effectiveness of each organizational unit must be evaluated on the basis of its goals and objectives and its contribution to the professional program.

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Guideline 7.4

Faculty and staff, where warranted, should be afforded the opportunity and encouraged to participate in the system of governance of the college or school.

Guideline 7.5

Faculty meetings and committees must be part of the system of governance of the college or school. Committees should be established to address key components of the mission and goals. Where appropriate, faculty committees should include staff, students, preceptors, alumni, and pharmacy practitioners. Minutes of faculty meetings and committee actions should be maintained and communicated to appropriate parties.

Guideline 7.6

The college or school should establish and maintain a system of communication with its stakeholders.

Guideline 7.7

In general, the college or school's bylaws, policies, and procedures should address organizational and administrative issues, such as:

- governance of the college or school
- conformity with university bylaws, policies, and procedures
- professional responsibilities
- academic freedom
- research and scholarship
- intellectual property
- employment contracts or letters of appointment and conditions of service
- faculty and staff recruitment, promotion, and, if applicable, tenure
- grievances
- membership responsibilities and voting rights of the faculty
- officers of the faculty
- faculty meetings and committees
- policy development and adoption
- suspension of rules and amendment of bylaws
- the timeframe for periodic review of the bylaws, policies, and procedures

Guideline 7.8

The college or school must have policies and procedures that address potential systems failures, whether such failures are technical, administrative, or curricular. Contingency planning must include creating secure backups of critical applications and systems data, providing mechanisms for making up lost course work and academic credit, securing alternate means for communication and information delivery, and creating exit strategies to protect students if part or all of a program loses viability.

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Guideline 7.9*

Alternate program pathways must be integrated into the college or school's regular administrative structures, policies, and procedures (including planning, oversight, and evaluation), and must be supervised by an administrator who is part of the college or school. The college or school must ensure that workflow and communication among administration, faculty, staff, preceptors, and students engaged in distance-learning activities are maintained. The college or school must retain ultimate responsibility for the academic quality and integrity of distance-learning activities and the achievement of expected and unexpected outcomes, regardless of any contractual arrangements, partnerships, or consortia for educational or technical services.

Standard No. 8: Qualifications and Responsibilities of the Dean

The dean must be qualified to provide leadership in pharmacy professional education and practice, including research, scholarly activities, and service. The dean must be the chief administrative and academic officer and have direct access to the university president or other university officials delegated with final responsibility for the college or school. The dean must unite and inspire administrators, faculty, staff, preceptors, and students toward achievement of the mission and goals. The dean is responsible for ensuring that all accreditation requirements of the ACPE are met, including the timely submission of all reports and notices of planning for substantive changes.

Guideline 8.1

To provide leadership in accomplishing the mission and goals of the college or school, the qualifications and characteristics of a dean must include:

- a degree in pharmacy or a strong understanding of contemporary pharmacy and health care systems
- a scholarly concern for the profession, generally, and for the diverse aspects of pharmacy practice, in particular
- publications in the pharmacy and biomedical literature in areas relevant to the mission and goals of the college or school
- appropriate leadership and managerial skills and experience in the academic (preferred) or health care sectors
- strong written and interpersonal communication skills
- a commitment to systematic planning, assessment, and continuous programmatic improvement
- a commitment to teaching and student learning, including pedagogy
- a commitment to the advancement of research and scholarship
- the ability and willingness to provide assertive advocacy on behalf of:
 - the college or school to the university administration
 - the college or school and the profession of pharmacy in community, state, and national health care initiatives

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- a record of and willingness to continue active participation in the affairs of pharmacy's professional and scientific societies

Guideline 8.2

The dean must be responsible for ensuring:

- development, articulation, and implementation of the mission and goals
- acceptance of the mission and goals by the stakeholders
- development, implementation, evaluation, and enhancement of the educational, research, service, and pharmacy practice programs
- development and progress of the strategic plan and the evaluation plan, including assessment of outcomes
- recruitment, development, and retention of competent faculty and staff
- initiation, implementation, and management of programs for the recruitment and admission of qualified students
- establishment and implementation of standards for academic performance and progression
- resource acquisition and mission-based allocation
- continuous enhancement of the visibility of the college or school on campus and to external stakeholders

Guideline 8.3

To accomplish these responsibilities, the dean must have the assistance and full support of the administrative leaders of the college or school's organizational units and adequate staff support. In instances where the dean is assigned other substantial administrative responsibilities within the university, arrangements for additional administrative support to the office of the dean must be made to ensure effective administration of the affairs of the college or school.

Guideline 8.4

The dean must be responsible for compliance with ACPE's accreditation standards, policies, and procedures. In the event that remedial action is required to bring the college or school into compliance, the dean must take the necessary steps to ensure compliance in a timely and efficient manner. In this regard, the dean should seek advice and consultation from ACPE, as needed.