

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION



Accreditation Action and Recommendations

JANUARY 16-20, 2013

**Professional Program Leading to the
Doctor of Pharmacy**

UNIVERSITY OF MARYLAND

SCHOOL OF PHARMACY

BALTIMORE AND SHADY GROVE, MARYLAND

UNIVERSITY OF MARYLAND
SCHOOL OF PHARMACY

Doctor of Pharmacy Program

January 16-20, 2013

I. Introduction

The Accreditation Council for Pharmacy Education (ACPE) Board of Directors reviewed the Doctor of Pharmacy program of the University of Maryland School of Pharmacy for purposes of continued accreditation at its January 16-20, 2013, meeting. This review was based upon due consideration of the Evaluation Team Report from the on-site evaluation dated November 27-29, 2012, the School's self-study, and other communications received from the institution.

II. Accreditation Action

Following discussion of the program, it was the decision of the Board that **accreditation of the Doctor of Pharmacy program be continued**. The professional program of the School and its accreditation status will be designated on ACPE's web site, www.acpe-accredit.org. Notice of the accreditation status of the program will also appear in the ACPE Report of the Proceedings, to be distributed during February 2013.

III. Accreditation Terms and Conditions

A. Accreditation Term The accreditation term granted for the Doctor of Pharmacy program extends until **June 30, 2021**, which represents the customary eight-year cycle between self-studies. The academic year for the next currently scheduled review of the Doctor of Pharmacy program for purposes of continued accreditation is **2020-2021**, likely fall 2020. This schedule is contingent upon

**UNIVERSITY OF MARYLAND
SCHOOL OF PHARMACY**

maintenance of the presently observed quality during the stated accreditation term. *The ACPE Board of Directors reserves the right to revise its accreditation action or to alter these dates based upon monitoring, such as written reports and/or focused on-site reviews as may be scheduled during the accreditation term stated above.*

B. Monitoring During the Accreditation Term A **written interim report** should be submitted to the ACPE office no later than **April 1, 2015**, that addresses the issues identified in the Evaluation Team Report of November 27-29, 2012, and detailed below.

C. Comments and Recommendations This accreditation action was taken in recognition of the progress made since the last accreditation review and with confidence that existing School and programmatic needs will continue to be addressed in a timely manner and to the satisfaction of the ACPE Board of Directors. The Evaluation Team Report of November 27-29, 2012, presents important needs and developmental issues in keeping with Standards 2007. It should be noted that this Accreditation Action and Recommendations document and the Evaluation Team Report are companion pieces and should be used together to guide the School's continuing developmental efforts.

The Board references specific issues below that should be included in the requested report and appends the *ACPE Guidelines for Interim Reports during the Accreditation Term* for guidance in preparing the submission.

**UNIVERSITY OF MARYLAND
SCHOOL OF PHARMACY**

Summary of the Evaluation of All ACPE Standards

The evaluation of the program on each of the ACPE accreditation standards (Standards 2007) is noted below.

Standards	Compliant	Partially Compliant	Non-Compliant
<i>MISSION, PLANNING, AND EVALUATION</i>			
	monitor		
1. College or School Mission and Goals	<input checked="" type="checkbox"/>		
2. Strategic Plan	<input checked="" type="checkbox"/>		
3. Evaluation of Achievement of Mission and Goals	<input checked="" type="checkbox"/>		
<i>ORGANIZATION AND ADMINISTRATION</i>			
4. Institutional Accreditation	<input checked="" type="checkbox"/>		
5. College or School and University Relationship	<input checked="" type="checkbox"/>		
6. College or School and other Administrative Relationships	<input checked="" type="checkbox"/>		
7. College or School Organization and Governance	<input checked="" type="checkbox"/>		
8. Qualifications and Responsibilities of the Dean	<input checked="" type="checkbox"/>		
<i>CURRICULUM</i>			
9. The Goal of the Curriculum	<input checked="" type="checkbox"/>		
10. Curricular Development, Delivery, and Improvement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
11. Teaching and Learning Methods	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
12. Professional Competencies and Outcome Expectations	<input checked="" type="checkbox"/>		
13. Curricular Core—Knowledge, Skills, Attitudes, and Values	<input checked="" type="checkbox"/>		
14. Curricular Core—Pharmacy Practice Experiences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
15. Assessment and Evaluation of Student Learning and Curricular Effectiveness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<i>STUDENTS</i>			
16. Organization of Student Services	<input checked="" type="checkbox"/>		
17. Admission Criteria, Policies, and Procedures	<input checked="" type="checkbox"/>		
18. Transfer of Credits and Waiver of Requisites for Admission with Advanced Standing	<input checked="" type="checkbox"/>		
19. Progression of Students	<input checked="" type="checkbox"/>		
20. Student Complaints Policy	<input checked="" type="checkbox"/>		
21. Program Information	<input checked="" type="checkbox"/>		
22. Student Representation and Perspectives	<input checked="" type="checkbox"/>		
23. Professional Behavior and Harmonious Relationships	<input checked="" type="checkbox"/>		
<i>FACULTY AND STAFF</i>			
24. Faculty and Staff—Quantitative Factors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
25. Faculty and Staff—Qualitative Factors	<input checked="" type="checkbox"/>		
26. Faculty and Staff Continuing Professional Development and Performance Review	<input checked="" type="checkbox"/>		
<i>FACILITIES AND RESOURCES</i>			
27. Physical Facilities	<input checked="" type="checkbox"/>		
28. Practice Facilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
29. Library and Educational Resources	<input checked="" type="checkbox"/>		
30. Financial Resources	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

**UNIVERSITY OF MARYLAND
SCHOOL OF PHARMACY**

Monitoring requested by the ACPE Board for the Interim Report, by Standard:

Standard No. 10: Curricular Development, Delivery, and Improvement

- A **brief description** of key changes, if any, in courses or sequencing resulting from assessment findings or triggered by external factors.

Standard No. 11: Teaching and Learning Methods

- A **brief description** of steps to advance active learning in the didactic courses.

Standard No. 14: Curricular Core—Pharmacy Practice Experiences

- A **brief description** of steps taken to advance the experiential program, with particular attention being given to efforts to enhance consistency across the IPPE program, to changes in preceptor training, and to improvements made in quality assurance procedures for monitoring sites and students' learning experiences.

Standard No. 15: Assessment and Evaluation of Student Learning and Curricular Effectiveness

- A **brief description** of steps taken to improve how assessment findings are shared with faculty and how faculty value and use such findings.

Standard No. 24: Faculty and Staff—Quantitative Factors

- A **brief description** of faculty strength, noting the number and reasons for any departures and new hires since the November 2012 on-site evaluation and relevant information for each.
- A **brief description** of the outcome of the evaluation of professional personnel needs in the Office of Experiential Education.

**UNIVERSITY OF MARYLAND
SCHOOL OF PHARMACY**

Standard No. 28: Practice Facilities

- A **brief description** of the adequacy of experiential site capacity to meet programmatic needs, particularly in regards to institutional/health system and ambulatory care sites.

Standard No. 30: Financial Resources

- A **brief description** of the School's financial health, giving particular attention to the issue of faculty salary compression.

Additionally, ACPE may at any time during the awarded accreditation term request additional information. Once the requested issues have been addressed and the necessary information is submitted in the form of a requested interim report or on-site evaluation, review by the ACPE Board of Directors could result in the following outcomes:

- affirmation of the accreditation action, terms, and conditions with no additional reporting required;
- additional reporting could be requested to address issues that could not be addressed within the stated reporting timeframe, or to monitor issues requiring further attention; or
- additional on-site review by ACPE to permit observation of progress regarding issues requiring attention.

In accord with ACPE policy, if additional reporting and/or on-site review is not satisfactory in any area, the Board could then act to reduce a previously awarded accreditation term, award a probationary accreditation status, or take an adverse accreditation action (**cf. Policies and Procedures for ACPE Accreditation of Professional Degree Programs, January 2013**).

The Evaluation Team Report and the Accreditation Action and Recommendations are confidential documents and are considered to be the

**UNIVERSITY OF MARYLAND
SCHOOL OF PHARMACY**

property of the institution. These documents will not be released to third parties without the authorization of the chief executive officer of the institution. Without such authorization, the sole information available to the public consists of that information contained in the Directory and in the Report of Proceedings from the meeting at which the accreditation action was taken. If the institution releases any portion of the Evaluation Team Report or the Accreditation Action and Recommendations, or releases any statement concerning such documents that ACPE believes requires public clarification or presents a misleading impression, ACPE may make an appropriate response or cause the release of such documents in their entirety.

Additionally, in accord with ACPE policy, the School is reminded that ACPE should be notified of any substantive change prior to its implementation to allow ACPE adequate time to consider the impact of the proposed change on programmatic quality. The ACPE substantive change policy provides details as to what constitutes such a change.

D. Public Disclosure It is expected that the accreditation status of the program will be fully disclosed. ACPE requires that all Colleges and Schools of Pharmacy with Full accreditation status utilize the following language when referring to the accreditation status of the program in any publication, both in print and on the program's web site:

“The University of Maryland’s Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312/664-3575; FAX 312/664-4652, web site www.acpe-accredit.org.”