



ACCREDITATION COUNCIL
FOR PHARMACY EDUCATION



Academic Dishonesty California State Board of Pharmacy

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Objectives

- Discuss relevant accreditation standards with respect to academic dishonesty
- Discuss methodology used by ACPE to assess compliance with the standards



ACPE – What do we do?



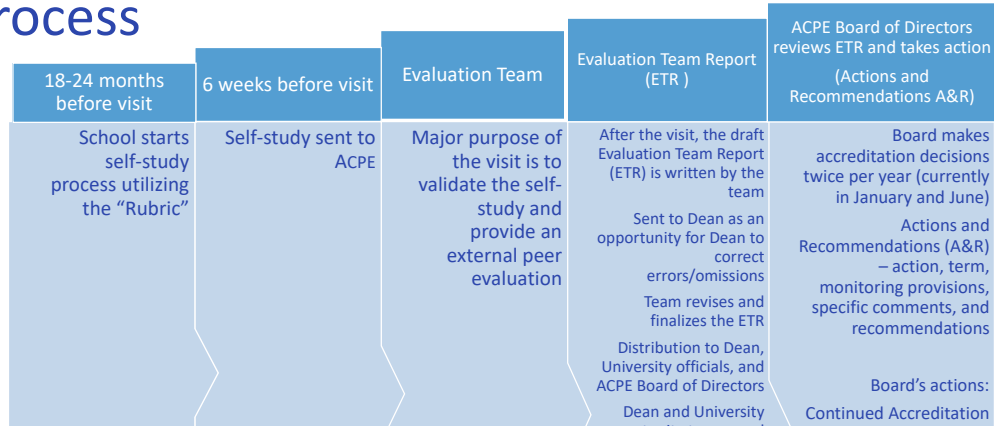
- **ACPE Accredits:**
 - **Professional degree programs (1932)**
 - US Department of Education recognition, since 1952
 - Council on Higher Education Accreditation (CHEA) recognition, since 2004
 - Founding member (2014) of Health Professions Accreditors Collaborative (HPAC)
 - **Providers of continuing pharmacy education (1975)**
 - Joint Accreditation for Interprofessional Continuing Education™ (founded with Accreditation Council for Continuing Medical Education [ACCME] and American Nurses Credentialing Center [ANCC]) (2009)
 - **Pharmacy technician programs (2015)**
 - Collaboration with the American Society of Health-System Pharmacists
- **ACPE Certifies:**
 - **Professional degree programs** outside the USA and its territories (2011)

“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 Board of Directors
- Created by educators, regulators, practitioners, students, & general public
- Revised on a routine basis

Summary of College/School Accreditation Process



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- Standards related to academic dishonesty and professionalism

Standard 9: Organizational Culture

- The college or school provides an environment and culture that promotes self-directed lifelong learning, professional behavior, leadership, collegial relationships, and collaboration within and across academic units, disciplines, and professions.

Key Elements:

- **9.1. Leadership and professionalism** – The college or school demonstrates a commitment to developing professionalism and to fostering leadership in administrators, faculty, preceptors, staff, and students. Faculty and preceptors serve as mentors and positive role models for students.
- **9.2 Behaviors** – The college or school has policies that define expected



Required documentation: Standard 9 Appendix 3

- Policies describing expectations of faculty, administrators, students, and staff behaviors



Rubric requirements: Standard 9

- 2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
9.1. Leadership and professionalism – The college or school demonstrates a commitment to developing professionalism and to fostering leadership in administrators, faculty, preceptors, staff, and students. Faculty and preceptors serve as mentors and positive role models for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.2. Behaviors – The college or school has policies that define expected behaviors for administrators, faculty, preceptors, staff, and students, along with consequences for deviation from those behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.3. Culture of collaboration – The college or school develops and fosters a culture of collaboration within subunits of the college or school, as well as within and outside the university, to advance its vision, mission, and goals, and to support the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 3) **College or School's Comments on the Standard:** The college or school's descriptive text and supporting evidence should specifically address the following. Use a check to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

- Strategies that the college or school has used to promote professional behavior and outcomes

Required Documentation and Data:

- College, school, or university policies describing expectations of faculty, administrators, students and staff behaviors
- AACP Standardized Survey: Faculty – Questions 3, 4, 6, 35, 37
- AACP Standardized Survey: Student - Questions 46, 51-53, 55



Standards 2016 Monitoring - Comprehensive Visits

Standard	Through Fall 2020			
	C	CWM	PC	NC
9: Organizational Culture	57	11	0	0



Standard 10: Curriculum Design, Delivery, and Oversight

- The curriculum is designed, delivered, and monitored by faculty to ensure breadth and depth of requisite knowledge and skills, the maturation of professional attitudes and behaviors, and the opportunity to explore professional areas of interest. The curriculum also emphasizes active learning pedagogy, content integration, knowledge acquisition, skill development, and the application of knowledge and skills to therapeutic decision-making.
 - **10.17 Academic integrity** – To ensure the credibility of the degree awarded, the validity of individual student assessments, and the integrity of student work, the college or school ensures that assignments and examinations take place under circumstances that minimize opportunities for academic misconduct. The college or school ensures the



Required documentation: Standard 10 Appendix 3

- Policies related to academic integrity



Rubric requirements – Standard 10

Standard No. 10: Curriculum Design, Delivery, and Oversight: The curriculum is designed, delivered, and monitored by faculty to ensure breadth and depth of requisite knowledge and skills, the maturation of professional attitudes and behaviors, and the opportunity to explore professional areas of interest. The curriculum also emphasizes active learning pedagogy, content integration, knowledge acquisition, skill development, and the application of knowledge and skills to therapeutic decision-making.

1) Documentation and Data:

Use a check to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:

- Policies related to academic integrity
- AACP Standardized Survey: Faculty – Questions –9, 32-36
- AACP Standardized Survey: Student – Questions 23-28, 55, 60

	S	N.I.	U
10.17. Academic integrity* – To ensure the credibility of the degree awarded, the validity of individual student assessments, and the integrity of student work, the college or school ensures that assignments and examinations take place under circumstances that minimize opportunities for academic misconduct. The college or school ensures the correct identity of all students (including distance students) completing proctored assessments.	○	○	○



Standards 2016 Monitoring - Comprehensive Visits

Standard	Through Fall 2020			
	C	CWM	PC	NC
10: Curriculum Design, Delivery, and Oversight	36	29	3	0



Standard 15: Academic Environment

- The college or school develops, implements, and assesses its policies and procedures that promote student success and well-being.
 - **15.3. Student misconduct** – The college or school develops and **implements policies regarding academic** and non-academic **misconduct** of students that clearly outline the rights and responsibilities of, and ensures due process for, all parties involved.



Required documentation: Standard 15 Appendix 3

- Student Handbook and/or Catalog (college, school, or university), and copies of additional information distributed to students regarding the academic environment
- Number and nature of student complaints related to college or school adherence to ACPE standards (inspection of the file by evaluation teams during site visits)
- College or school's code of conduct (or equivalent) addressing professional behavior



Rubric requirements – Standard 15

Standard No. 15: Academic Environment: The college or school develops, implements, and assesses its policies and procedures that promote student success and well-being.

1) **Documentation and Data:**

Required Documentation and Data:

College or school's code of conduct (or equivalent) addressing professional behavior

The Student Complaints File

AACP Standardized Survey: Faculty – Question 38, 39

2) **College or School's Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

	S	N.I.	U
15.3. Student misconduct – The college or school develops and implements policies regarding academic and non-academic misconduct of students that clearly outline the rights and responsibilities of, and ensures due process for, all parties involved.	○	○	○



Standards 2016 Monitoring - Comprehensive Visits

Standard	Through Fall 2020			
	C	CWM	PC	NC
15: Academic Environment	59	9	0	0



Student survey national results - 2020

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
55. I was aware of expected behaviors with respect to professional and academic conduct.	60.1% (5954)	38.6% (3825)	0.7% (65)	0.4% (38)	0.2% (20)
56. The college/school of pharmacy had an effective process to manage academic misconduct by students (e.g., plagiarism).	44.0% (4360)	40.8% (4040)	5.5% (549)	3.6% (354)	6.0% (599)

*School data is compared to the national data



Faculty survey national results - 2020

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Comment
37. The college/school provides an environment and culture that promote professional behavior among students, faculty, administrators, preceptors and staff.	43.0% (736)	47.2% (807)	6.5% (111)	2.1% (36)	1.2% (21)
38. The college/school has an effective process to manage academic misconduct by students (e.g., plagiarism).	36.6% (627)	47.3% (809)	10.1% (173)	3.3% (57)	2.6% (45)

*School data is compared to the national data



Site team visit (“Blue Book Questions”)

- Student Affairs: Describe the policies and procedures for handling student professionalism and academic misconduct issues.
- Students: What types of program recruitment materials did you receive? Were these materials accurate and not misleading regarding resources available, **academic policies**, progression policies, etc.?



Complaints related to academic dishonesty/cheating

- 5 years data
- 11 complaints
 - 4 anonymous
 - 4 from four different schools in CA
- Each program was contacted regarding the alleged incidents
- All complaints have been closed
- If a cheating incident was discovered, the program implemented additional policies to prevent reoccurrence (this was only discovered as true at one program)



Summary

- ACPE Standards address academic dishonesty
- Schools are required to report on their policies, etc.
- ACPE evaluates this through a number of mechanisms including the self-study, survey data, complaints and the site team visit

