

Accreditation Council for Pharmacy Education International Services Program



Evaluation Instrument for Certification of Professional Degree Program of Schools of Pharmacy based outside the United States of America

**Version 2.0 (Team)
Quality Criteria 2016**

Effective: January 1, 2017

Evaluation Instrument for Certification of Professional Degree Programs of Schools of Pharmacy based outside the United States of America

(Version for Members of On-Site Evaluation Teams)

Program Reviewed: _____

Reviewer's Name: _____

Dates of Site Visit: _____

Introduction: The *Evaluation Instrument for Certification of Professional Degree Programs of Schools of Pharmacy based outside the United States of America* is designed for evaluation team members to review and document how a pharmacy degree program is addressing ACPE's International Quality Criteria. The instrument identifies the documents, data and descriptive text that need to be provided by the school for evaluation during the on-site visit in order to determine how the program is addressing each of the Quality Criteria.

The instrument (commonly referred to as the "Rubric") is used by members of the on-site evaluation team to validate the school's Self-Study Report and as the basis for the *Evaluation Team Report (ETR)* sent to the school, the ACPE International Commission, and the ACPE Board of Directors. The findings of the evaluation team are used to advise ACPE's International Commission (IC) and Board of Directors. The ACPE Board of Directors will consider the *ETR*, other supplementary information, and the recommendation of the IC in order to determine the pharmacy degree program's overall compliance with ACPE's International Quality Criteria and to prepare the ACPE *Action and Recommendations (A&R)* document, which is the official certification action.

Note: To preserve confidentiality, team members should destroy copies of their evaluation forms and any notes or documents related to evaluation of the program once the *Evaluation Team Report* has been finalized.

This section should only be completed by ACPE staff.

- Consensus Rubric: To be completed by the Evaluation Team Leader (ACPE Staff Member) if this document is used as a consensus rubric.

Evaluation Team Leader: _____

Team Members: _____

Directions for Completing the Evaluation Instrument

Review the self-study report provided by the school and other background material supplied by ACPE. **You may modify your responses during the evaluation team visit based on new information and clarifications during the interview process.** For each Quality Criterion, do the following:

- 1) **Documentation and Data:** Use a check to indicate documents and data provided by the school that have been submitted in advance or made available on site.

For each Quality Criterion, the following documentation and data sections are included:

- Required Documentation and Data
- Required Documentation for On-Site Review (may not apply to all Criteria)
- Optional Documentation and Data

A full list of the required documentation and data for the self-study report or to be available on-site, as well as optional documentation and data that can be submitted by the school, can be accessed at <https://www.acpe-accredit.org/international-services-program/>. If a school cannot provide certain required data or documentation, they have been requested to provide an explanatory note.

- 2) **Program Evaluation:** Rate the program on aspects of the Criterion using the following scale:
 - The program is in **full or substantial compliance** with the criterion (**FSC**)
 - The program needs **minimal improvement** to achieve compliance with the criterion (**MI**)
 - The program needs **substantial improvement** to achieve compliance with the criterion (**SI**)
- 3) **School's Comments on the Quality Criterion:** The school's text should have described: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the school's self-assessment of its issues and 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 school should have provided evidence that the plan is working. Specific areas that should have been addressed by the school are noted for each criterion.

Suggested page limits have been provided for each criterion to comply with ACPE's **overall limit of 90 – 100 pages for all 26 criteria** used by schools in their self-study reports for the descriptive text used to address this element of the self-study report. Appendices, tables and figures included in the text, do not count towards the page limit. Most criteria have been assigned 2 - 4 pages; exceptions are: Criterion 11 (4 - 6 pages), Criterion 13 (4 - 6 pages), Criterion 18 (4 - 6 pages), and Criteria 23 - 26 (4 - 6 pages each). Schools are free to choose how they allocate the 90 – 100 page limit among the 26 criteria, but the individual page limits suggested for each criterion give an indication of the level of detail expected by ACPE.

- 4) **Final Team/Member Evaluation:** Assess compliance of the program on the criterion using the following classifications:

Compliant:¹

No factors exist that compromise current compliance; no factors² exist that, if not addressed, may compromise future compliance.

Compliant with Monitoring:

- No factors exist that compromise current compliance; factors² exist that, if not addressed, may compromise future compliance **/or**
- Factors exist that compromise current compliance; an appropriate plan³ exists to address the factors that compromise compliance; the plan has been fully implemented;⁴ sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.

Partially Compliant:

Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated;⁵ the plan has not been fully implemented⁴ and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.

Non Compliant:

- Factors exist that compromise current compliance; an appropriate plan³ to address the factors that compromise compliance does not exist or has not yet been initiated **/or**
- Adequate information was not provided to assess compliance⁶

Notes:

1. Compliant means *meets, substantially meets, or exceeds* the requirements and expectations of the criterion. A program may have elements of a Quality Criterion that are assessed as needing improvement, but overall the Quality Criterion may be rated as Compliant.
 2. Factors could include innovations and planned or unplanned substantive changes to the program.
 3. A plan is appropriate (acceptable to ACPE) if it meets the following criteria: is likely to succeed, is feasible, has been approved by the university or applicable authority (if necessary), has an acceptable timeline, and is adequately resourced.
 4. Fully implemented means that all components of the plan have been implemented and are proceeding to completion; no additional steps need to be taken; all that is required is continued monitoring and collection of assessment data to provide further evidence that the plan is succeeding as intended.
 5. Initiated means that some of the first steps of the plan have been started.
 6. Other than for the first bullet point under Non Compliant, the above classifications assume that the information provided was adequate to assess compliance. Information to assess compliance may come from a self-study report, an on-site evaluation, a post-visit supplementary report, or an interim report.
- 5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

ACPE Annual Monitoring Policies

ACPE's Annual Monitoring Policies can be found on the ACPE website (see Policies and Procedures Paragraph 12.6). The criteria specified in the policies, such as, passing rate of graduates on national licensure examinations are not incorporated in ACPE Quality Criteria and in and of themselves are not used as a direct determinant of compliance or non-compliance. The criteria are used as the basis for ongoing monitoring of programs and, when applicable, requests for additional information from a school of pharmacy. The policies provide an indication of what data would trigger additional monitoring by ACPE in accordance with the policy. Programmatic data that fall outside of the monitoring parameters may be indicative of underlying issues that could impact compliance with certification quality criteria.

The Annual Monitoring Policies are most relevant to:

- Criterion No. 3: Strategic Planning and Continuous Quality Improvement (changes and trends in enrollment)
- Criterion No. 5: School and University Internal Relationships (changes and trends in academic staff resources)
- Criterion No. 17: Enrollment Management (changes and trends in enrollment)
- Criterion No. 19: Academic and Other Staff Resources - Quantitative (changes and trends in staff resources)
- Criterion No. 20: Academic Staff Resources – Qualitative (changes and trends in staff resources)
- Criterion No. 26 : Physical Facilities (changes and trends in enrollment)
- Criterion No. 26: Financial Resources (changes and trends in enrollment)

Overview of the School and Program

The school was invited to provide an overview of changes and developments related to the program and the school since the last comprehensive on-site evaluation. The summary should have been organized by the six sections of the Quality Criteria.

Note: This is not a requirement for a school's first self-study report.

Team Member Comments (if applicable):

Summary of the School's Self-Study Process

The school should have provided a summary of the self-study process. ACPE does not require any supporting documentation for the Summary of the Self-Study Process; however, the school may provide supporting documentation (such as, a list of the members of the self-study committees) as an appendix in the self-study report. The members of the on-site evaluation team should use the following form to evaluate the school's self-study process and the clarity of the report, and provide feedback to assist the school to improve the quality of future reports.

	Commendable	Meets Expectations	Needs Improvement
Participation in the Self-Study Process	The self-study report was written and reviewed with broad-based input from students, academic and other staff, preceptors, administrators and a range of other stakeholders, such as, graduates, practitioners, employers of pharmacists, and representatives of pharmacy organizations and regulators. <div style="text-align: right;">Commend <input type="checkbox"/></div>	The self-study report was written and reviewed with broad-based input from students, academic and other staff, preceptors, and administrators. <div style="text-align: right;">Meets <input type="checkbox"/></div>	The self-study report was written by a select group of individuals in the school, who did not seek broad input from students, academic and other staff, preceptors, administrators, or other key stakeholders. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Knowledge of the Self-Study Report	Students, academic and other staff, and preceptors are conversant in the major findings and conclusions of the report and how the school intends to address any deficiencies in the program. <div style="text-align: right;">Commend <input type="checkbox"/></div>	Students, academic and other staff, and preceptors are aware of the report and its contents. <div style="text-align: right;">Meets <input type="checkbox"/></div>	Students, academic and other staff, and preceptors have little or no knowledge of the report and its contents or its impact on the program. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Completeness and Transparency of the Self-Study Report	All narratives and supporting documentation are complete, thorough, clear and concise. The content appears thoughtful and honest. Data presented is analyzed, conclusions made, and remedial action identified when necessary. Areas needing improvement are discussed openly and plans outlined for quality improvement. Interviews validate the self-study findings and conclusions. Data provided in different sections is consistent and no sections of the report contradict each other. <div style="text-align: right;">Commend <input type="checkbox"/></div>	All narratives and supporting documentation are present. Strengths and weaknesses of the program are presented. Interviews generally agree with the self-study findings and conclusions. <div style="text-align: right;">Meets <input type="checkbox"/></div>	Information is missing, inadequate, inconsistent, or contradictory. Portions of the content appear biased and/or evidence is not presented to support statements made in the text. Data is presented without adequate commentary. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Organization of the Self-Study Report	All sections of the report are complete and well organized. Indexes, bookmarks and hyperlinks are provided to facilitate finding information. Pages are numbered and sections are clearly labeled. The style and formatting of text is consistent throughout the report. Tables and figures are clear and easy to read and interpret. <div style="text-align: right;">Commend <input type="checkbox"/></div>	The content is organized and logical. The reviewer is able to locate a response for each criterion and the supporting documentation with minimal difficulty. <div style="text-align: right;">Meets <input type="checkbox"/></div>	Information appears to be missing or is difficult to find. Sections are not well labeled. Some links provided in the document do not work. Data tables and graphics are not easy to read and interpret. Different text formatting and fonts are used in the report. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Relevance of Supporting Documentation	Supporting documentation is informative, used judiciously, and linked to the main text. <div style="text-align: right;">Commend <input type="checkbox"/></div>	Supporting documentation is present when needed. <div style="text-align: right;">Meets <input type="checkbox"/></div>	Supporting documentation is missing, irrelevant, redundant, or uninformative. The relevant text is hard to find. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>
Evidence of Continuous-Quality Improvement	The school presents thoughtful, viable plans to address areas of deficiency and advance the quality of the program beyond the requirements of the Quality Criteria. When plans have already been implemented, evidence is provided to demonstrate that the plan is addressing the problem. <div style="text-align: right;">Commend <input type="checkbox"/></div>	The school proactively presents plans to address areas where the program is in need of improvement. <div style="text-align: right;">Meets <input type="checkbox"/></div>	No plans are presented or plans do not appear adequate or viable given the issues and the context of the program. Areas needing attention are not resolved in a timely fashion. <div style="text-align: right;">Needs Improvement <input type="checkbox"/></div>

Team Member's Comments on the Self-Study Process and Report:

Summary of the Evaluation of All Criteria

Please complete this summary (☒) **after** evaluating the individual criteria using the Evaluation Instrument. This summary will be helpful for creating the Consensus Evaluation which contains the on-site evaluation team's overall assessment of the program and for reporting the team's findings to program representatives at the conclusion of the visit.

Quality Criteria	Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
<i>MISSION, PLANNING, AND EVALUATION</i>				
1. Mission, Goals, and Values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Professional, Ethical and Harmonious Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Strategic Planning and Continuous Quality Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assessment of Achievement of Mission and Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>ORGANIZATION AND ADMINISTRATION</i>				
5. School and University Internal Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. External Collaborative Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Organizational Structure and Governance of the School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>CURRICULUM</i>				
8. Competencies of Graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Development and Delivery of the Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Teaching and Learning Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Curricular Foundation in the Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Simulation and Practice Experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assessment of Student Learning and Curricular Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>STUDENTS AND ACADEMIC POLICIES</i>				
14. Student Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Program Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Academic Policies and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Enrollment Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Student Representation, Perspectives, and Grievances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>STAFF RESOURCES</i>				
19. Academic and Other Staff Resources - Quantitative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Academic Staff Resources - Qualitative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Continuing Professional Development of the Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Performance Evaluation of the Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>FACILITIES AND RESOURCES</i>				
23. Physical Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Library and Educational Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Pharmacy Practice Sites and Preceptors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Financial Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 1 Mission, Planning, and Evaluation

Criterion No. 1: Mission, Goals, and Values: The school operates under a defined mission, which is compatible with the mission of the university and is developed with broad input from school stakeholders. The mission, goals and values reflect a commitment to continuous quality improvement in education, research, scholarship, and community service, and to being socially accountable in its activities.

1) Documentation and Data:

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- The mission, goals and values of the university
- The annual report of the school
- The annual report of the university
- A description of current pharmacy practice in the country, in all of its manifestations and practice sites

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) Program Assessment: Use the checklist below to assess the program's compliance with the requirements of the criterion:

	FSC	MI	SI
The school operates under a defined mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school's mission is compatible with the mission of the university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school's mission is developed with broad input from school stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The mission, goals and values of the school reflect a commitment to continuous quality improvement in education, research and scholarship, and community service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The mission, goals and values of the school reflect a commitment to being socially accountable in its activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) School's Comments on the Criterion: The school's descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- The mission is aligned with national needs and the profession-wide vision for pharmacy practice, the pharmaceutical sciences, and education
- The mission and associated goals address or support:
 - student-centered pedagogy
 - contributions by the academic staff to the development and transmission of knowledge
 - the intellectual growth of students through scholarship
 - inter-professional collaboration in education and practice of health professionals
 - leadership development
 - postgraduate education and training of pharmacists
 - professional behavior and harmonious relationships among administrators, staff, and students
 - social accountability

- collaborations that advance the mission
 - any specific goals that are a focus or priority of the school
- The school collaborates with all areas of the profession and is involved in the development of the national, profession-wide vision for pharmacy practice, science, and education
- The mission is developed, adopted, reviewed and updated on a regular basis
- The mission is communicated to stakeholders
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box :

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> • Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or • Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 2: Professional, Ethical and Harmonious Environment: The school values and provides an environment that promotes professional and ethical behavior, effective communication, and harmonious and productive relationships among administrators, academic and other staff, preceptors, and students.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- The school's code of ethics and/or code of conduct

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program's compliance with the requirements of the criterion:

	FSC	MI	SI
The school values and provides an environment that promotes professional and ethical behavior by administrators, academic and other staff, preceptors, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school values and provides an environment that promotes effective communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school values and provides an environment that promotes harmonious and productive relationships among administrators, academic and other staff, preceptors, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School's Comments on the Criterion:** The school's descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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, school should provide evidence that the plan is working.

- The school values and provides an environment that promotes professional and ethical behavior and effective communication
- The mission, goals, structure and governance of the school promote and foster harmonious relationships among administrators, academic and other staff, preceptors, and students
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> • Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or • Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 3: Strategic Planning and Continuous Quality Improvement: The school has a systematic process of planning, implementation, and monitoring to support the achievement and advancement of its mission and values. Strategic planning involves input from the stakeholders of the school. Administrators identify and allocate the necessary resources to implement and achieve desired improvements.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- The school's strategic plan (current or latest available)
- The strategic plan of the university (current or latest available)

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program's compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school has a systematic process of planning, implementation, and monitoring to support the achievement and advancement of its mission and values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic planning involves input from the stakeholders of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrators identify and allocate the necessary resources to implement and achieve desired improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School's Comments on the Criterion:** The school's descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- The mission serves as the basis for strategic planning
- The school develops, implements, monitors progress of, and revises its strategic plan
- The strategic planning process involves key stakeholders
- The plan is aligned with the strategic plan of the university, and has the support, both programmatic and resources, of the university's administration
- The strategic plan is communicated to key stakeholders
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> • Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or • Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 4: Assessment of Achievement of Mission and Goals: The school establishes and uses measures to evaluate the achievement of the mission and goals. Assessment data are used to identify opportunities for quality improvement and shape future goals and planning. Assessment involves input from stakeholders of the school.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- A list of objective or subjective measures used in the assessment and evaluation of achievement mission-related goals
- Examples of data-gathering instruments used in evaluation, such as surveys
- Documents that provide evidence of quality improvements made as a result of evaluation activities
- Documents that provide evidence of input from stakeholders into assessment activities

Required Documentation for On-Site Review:

- Complete institutional accreditation report (if an accreditation/quality assurance system exists and the university is accredited)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program's compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school establishes and uses measures to evaluate the achievement of the mission and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment data are used to identify opportunities for quality improvement and shape future goals and planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment involves input from stakeholders of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School's Comments on the Criterion:** The school's descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; 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 school should also have provided evidence that the plan is working.

- Measures and indicators are identified or developed for use in evaluation activities
- Evaluation activities are coordinated and overseen
- Quality improvement opportunities are identified using assessment data, implemented, monitored, and communicated to key stakeholders
- Stakeholders provide input into evaluation activities of the school
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box :

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Section 2 Organization and Administration

Criterion No. 5: School and University Internal Relationships: The school and its leadership are defined within the university structure. The university and school policies and procedures clearly define respective authority and responsibility. The school contributes to the activities and governance of the university. The school works effectively with other units within the university. The university and school leadership collaborate to secure adequate human, physical, technological, educational, and financial resources to maintain and advance the program.

1) Documentation and Data:

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- The school and university organizational charts
- Documents that provide evidence of:
 - the working relationship between the school and university
 - the authority and responsibility of the school's leadership
 - the process by which the school's resources are identified and allocated
- A list of university committees on which the school is represented

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) Program Assessment: Use the checklist below to assess the program's compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school and its leadership are defined within the university structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The university and school policies and procedures clearly define respective authority and responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school contributes to the activities and governance of the university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school works effectively with other units within the university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The university and school leadership collaborate to secure adequate human, physical, technological, educational, and financial resources to maintain and advance the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) School's Comments on the criterion: The school's descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- The university and school administrators collaborate to secure resources to meet the needs of the school
- The policies and procedures under which the school operates are developed including:
 - programmatic evaluation
 - development and delivery of the curriculum
 - academic and other staff recruitment, retention, development, and evaluation
 - management of conflict of interest
- The school collaborates with other units of the university

- The school participates in and contributes to the governance of the university
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box :

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> • Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or • Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 6: External Collaborative Relationships: To support and advance its mission, the school establishes and maintains, with the support of the university, collaborative relationships with organizations and entities outside the university that work in education, research and other scholarly activity, industry, practice, and community service.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- Examples of written agreements that codify the nature, intent, and obligations of the relationship are in place for partnerships and other forms of collaboration, such as agreements for:
 - academic or teaching collaboration
 - research collaboration
 - practice or service relationships (other than experiential education agreements; for the latter, refer to Criterion 25)
 - inter-professional collaboration
 - helping other countries with pharmacy education matters
 - working with pharmacy and education regulators and/or professional pharmacy organizations on matters of common interest

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program’s compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
With the support of the university, the school establishes and maintains collaborative relationships with organizations and entities outside the university that work in:			
education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
research and other scholarly activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- Written agreements for collaboration are originated, approved, and evaluated
- Collaborations are supported by the university
- The school collaborates with regulatory and professional bodies to ensure that graduates have the right competencies and practice experience before entry to practice
- The collaborative relationships have contributed to advancing the school’s mission

- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

- 4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box :

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

- 5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 7: Organizational Structure and Governance of the School: The dean of the school and other administrative leaders are qualified, have defined lines of responsibility and authority, and function in an organizational structure that assures the optimal use and development of academic and non-academic staff resources. The governance documents of the school (such as bylaws and policies) describe the organizational structure, the decision-making process, responsibility for human, physical, technological, educational, and financial resources, and the functions and responsibilities of committees and meetings of academic staff.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- Résumés and job descriptions for the dean and other administrative leaders
- Written bylaws and policies of the school
- List of committees with their members and designated charges
- Examples of minutes from recent Committee Meetings

Required Documentation for On-Site Review:

- Written bylaws and policies and procedures of the school
- Faculty Member Handbook (or the equivalent guidance document for academic staff)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program's compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The dean of the school and other administrative leaders are qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The dean of the school and other administrative leaders have defined lines of responsibility and authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The dean of the school and other administrative leaders function in an organizational structure that assures the optimal use and development of academic and non-academic staff resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The governance documents of the school (such as bylaws and policies) describe the organizational structure, the decision-making process, responsibility for human, physical, technological, educational, and financial resources, and the functions and responsibilities of committees and meetings of academic staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School's Comments on the Criterion:** The school's descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- The dean and other administrative leaders of the school:
 - are qualified and experienced individually and function collectively to address the school's mission
 - recruit and retain qualified academic staff
 - lead academic and other staff effectively
 - foster effective communication and collegiality with academic and other staff
 - obtain the necessary resources
 - are evaluated
 - are supported for their individual and collective professional development

- The bylaws and policies are developed, reviewed, and updated, and how the academic staff have input
- Committee reports are utilized in the management of the school and are disseminated throughout the school and university community
- Academic staff are involved in decision making
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box :

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> • Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or • Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Section 3 Curriculum

Criterion No. 8: Competencies of Graduates: The school clearly identifies and publishes the competencies that graduates must achieve to address current and future national medication and health-related needs and policies.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- List of the expected competencies for graduates of the program

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program's compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school clearly identifies and publishes the competencies that graduates must achieve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The competencies that graduates must achieve address current and future national medication and health-related needs and policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School's Comments on the Criterion:** The school's descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- The professional competencies for graduates of the program:
- were selected and the role of the academic staff in the selection process
 - contribute to current national medication and health-related needs
 - contribute to projected future national medication and health-related needs
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
☐ Compliant	☐ Compliant with Monitoring	☐ Partially Compliant	☐ Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 9: Development and Delivery of the Curriculum: The school, through a defined process, uses the desired graduate competencies to design and develop the curricular philosophy, structure, content, and instructional methods.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- A map/cross-walk of the courses in the curriculum to the expected competencies for graduates of the program
- A representative sampling of course syllabi, including stated student learning outcomes related to desired competencies for graduates of the program

Required Documentation for On-Site Review:

- All course syllabi (didactic and experiential)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program’s compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school, through a defined process, uses the desired graduate competencies to design and develop the curricular philosophy, structure, content, and instructional methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- The curricular philosophy and model were selected and the role of the academic staff in the process
- The curriculum meets the requirements of the university for the granting of a degree
- The entire curriculum is developed and implemented to ensure optimal sequencing, alignment, reinforcement, coordination of content across disciplines, and progressive development of competencies in students
- Any other notable achievements, innovations or quality improvements

Team Member’s Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 10: Teaching and Learning Methods: The curricular teaching and learning methods ensure that students can develop the necessary knowledge, skills, attitudes, and values to enter practice (or the next stage of education and training) and be self-directed, lifelong learners.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- A table organized by academic year listing all required courses, and providing the title, brief description, teaching/learning methods used, and responsible member(s) of the academic staff

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program’s compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The curricular teaching and learning methods ensure that students can develop the necessary knowledge, skills, attitudes, and values to enter practice (or the next stage of education and training) and be self-directed, lifelong learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the 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 school should also have provided evidence that the plan is working.

- Members of the academic staff employ a range of teaching and learning methods, including active learning, to ensure that students develop the required competencies
- The teaching and learning methods used by academic teaching staff account for various learning styles of students and foster the development, stimulation, and maturation of:
 - critical thinking
 - scientific reasoning
 - digital literacy
 - communication skills
 - problem-solving skills
 - team and group working
 - self-directed learning skills
- Any other notable achievements, innovations or quality improvements

Team Member’s Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box :

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 11: Curricular Foundation in the Sciences: The curricular content provides students with the necessary foundation in the biomedical, pharmaceutical, social/behavioral/administrative and clinical sciences to achieve the desired graduate competencies. The science foundation courses are appropriately sequenced, and the desired knowledge and skills are introduced, reinforced, and advanced progressively throughout the curriculum.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- A list of courses and student learning objectives per course that address each of the following foundational sciences: biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program's compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The curricular content provides students with the necessary foundation in the biomedical, pharmaceutical, social/behavioral/administrative and clinical sciences to achieve the desired graduate competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The science foundation courses are appropriately sequenced, and the desired knowledge and skills are introduced, reinforced, and advanced progressively throughout the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School's Comments on the Criterion:** The school's descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- The foundation in the biomedical, pharmaceutical, social/behavioral/ administrative, and clinical sciences provided by the curriculum relates to the desired competencies for graduates of the program
- Instruction across departmental and scientific disciplines is coordinated and sequenced to ensure appropriate coverage of all foundational science areas and avoid unnecessary redundancy and overlap
- The foundational knowledge in the sciences is applied, reinforced, and advanced progressively throughout the curriculum
- The curriculum incorporates the principles of scientific method, scientific inquiry, quantitative reasoning, and evidence-based pharmacy
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 12: Simulation and Practice Experiences: The curriculum provides educational experiences in actual and simulated pharmacy practice settings to develop and demonstrate achievement of the desired competencies, under academic staff responsibility and practitioner guidance. The practice experiences and simulations integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed throughout the curriculum.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- A list of and the student learning objectives for each pharmacy practice simulation experience
- A list of and the student learning objectives for each actual pharmacy practice experience, noting the responsibilities of the person supervising the experience and the degree of contact with patients and other health professionals

Required Documentation for On-Site Review:

- Pharmacy practice experience manuals, including assessment forms

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program's compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The curriculum provides educational experiences in actual and simulated pharmacy practice settings to develop and demonstrate achievement of the desired competencies, under academic staff responsibility and practitioner guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practice experiences and simulations integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed throughout the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School's Comments on the Criterion:** The school's descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- The actual and simulated practice experiences provide opportunities for communication and collaboration with other actual or simulated healthcare professionals
- The school coordinates and collaborates with other entities responsible for post-graduate, pre-licensure practice experience to ensure achievement of desired entry-to-practice competencies
- The simulated pharmacy practice experiences prepare students for actual pharmacy practice experiences
- The actual practice experiences include direct interaction with diverse patient populations in a variety of practice settings
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 13: Assessment of Student Learning and Curricular Improvement: Assessment methods for student learning are valid and reliable to evaluate the desired curricular outcomes. Objective and subjective assessment data are used to evaluate and improve individual and collective student learning. The school analyzes, interprets, and uses these data to determine the level of attainment of the desired competencies and to continuously improve the content, organization, and delivery of the curriculum.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- Examples of instruments used in measurement and evaluation of student learning (identifying formative and summative measures)
- A sample report of the analysis of the assessment data obtained from measures used by the school to evaluate student learning
- A list of curricular improvements made as a result of evaluation of student learning

Required Documentation for On-Site Review:

- Examples of instructional tools, such as portfolios, used by students to assist them in assuming responsibility for their own learning and for measuring their achievement

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Self-Assessment:** Use the checklist below to assess the program's compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
Assessment methods for student learning are valid and reliable to evaluate the desired curricular outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objective and subjective assessment data are used to evaluate and improve individual and collective student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school analyzes, interprets, and uses these data to determine the level of attainment of the desired competencies and to continuously improve the content, organization, and delivery of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School's Comments on the criterion:** The school's descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- The student learning assessment activities employ a variety of valid and reliable measures systematically and sequentially throughout the professional degree program
- The school uses the assessment data to systematically evaluate and improve the curricular design and delivery, including the process and the individuals involved
- Formative and summative measures are used in the school's evaluation activities
- Student learning in didactic courses is assessed
- Student learning in simulated and/or actual practice experiences is assessed
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Section 4

Student Services and Academic Policies

Criterion No. 14: Student Services: The school and/or university provide student services, including recruitment, admission, orientation, career counseling, records maintenance, and access to healthcare services. The school and/or university provides tutoring, advising by academic staff, and remediation for students experiencing academic difficulty.

1) Documentation and Data:

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- A chart depicting the organizational structure for the provision of student services, identifying respective responsibilities of the school and university
- The list of the individuals providing student services and their qualifications

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) Program Assessment: Use the checklist below to assess the program's compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school and/or university provide student services, including recruitment, admission, orientation, career counseling, records maintenance, and access to healthcare services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school and/or university provides tutoring, advising by academic staff, and remediation for students experiencing academic difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) School's Comments on the Criterion: The school's descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- The human, physical and technological resources provided by the school to support student services meet student needs
- The school maintains and assures the security of official student records
- The school identifies and monitors student academic difficulty and the process for remediation
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 15: Program Information: The school produces a complete and accurate description of the academic requirements and student services and makes this information available to students and prospective students.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- The school catalog, recruitment brochures and/or web site link

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program’s compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school produces a complete and accurate description of the academic requirements and student services and makes this information available to students and prospective students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- The school provides students and prospective students with information about issues such as:
 - academic policies and procedures, including academic prerequisites
 - academic calendars
 - the curriculum and courses, including learning objectives and competencies to be achieved by graduates
 - experiential learning
 - academic advising
 - career-pathways
 - tuition and other fees
 - annual costs and financial aid
 - mentoring and other personal counseling
 - health care services
 - information about post-graduate education and training opportunities
- Any other notable achievements, innovations or quality improvements

Team Member’s Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box :

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 16: Academic Policies and Procedures: The school publishes policies, procedures, and criteria related to admissions, academic progression, graduation, academic probation, remediation, missed course work or credit, dismissal, re-admission, and rights to due process. These documents are made available to academic staff, students and prospective students. The school regularly assesses student admission and progression criteria, policies, and procedures based on how successfully graduates attain the desired competencies.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- The policies that address student recruitment, admission, number of students enrolled, transfer policy, academic progression, graduation, academic probation, remediation, missed course work or credit, dismissal, readmission, due process and appeals
- The list of requirements for admission to the program

Required Documentation for On-Site Review:

- Student Handbook (or equivalent document that provides policies and procedures related to students)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program’s compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school publishes policies, procedures, and criteria related to admissions, academic progression, graduation, academic probation, remediation, missed course work or credit, dismissal, re-admission, and rights to due process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
These documents are made available to academic staff, students and prospective students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school regularly assesses student admission and progression criteria, policies, and procedures based on how successfully graduates attain the desired competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- Policies are determined and applied that address student admission, academic progression, graduation, academic probation, remediation, missed course work or credit, dismissal, readmission, due process and appeals
- Policies and procedures documents are made available to academic staff, students, prospective students, and other applicable stakeholders
- Evaluation of student learning has been used to revise the criteria, policies, and procedures for admission and/or progression in the program
- Any other notable achievements, innovations or quality improvements

Team Member’s Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box :

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 17: Enrollment Management: The school plans, manages, and aligns the number of students enrolled with available resources, and local and national needs and policies.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- Summarized enrollment data and the academic qualifications of students admitted to the program for the past five years
- Number of graduates of the professional degree program(s) in each of the past five years
- Data on on-time graduations, academic probations, academic dismissals, and withdrawals in the past five years

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program's compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school plans, manages, and aligns the number of students enrolled with available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school plans, manages, and aligns the number of students enrolled with local and national needs and policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School's Comments on the Criterion:** The school's descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- The school plans and manages the number of students enrolled in alignment with available resources and national needs
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box :

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 18: Student Representation, Perspectives, and Grievances: The school has clearly defined structures and mechanisms that provide a forum for student dialogue, facilitate student representation and input to the administrative leaders of the school, and foster the development of student leadership and professionalism. The administrative leaders of the school consider student input and respond within an appropriate time to problems and issues of concern. The school has a policy to be followed in the event of a formal student grievance related to the program or school.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- The list of school committees that include students, with the names and class/year of the students involved
- Examples of survey instruments used with students, and the results of any student surveys administered in the past three years]
- The policy that addresses student grievances
- Examples of changes or improvements in the program (such as in the curriculum) or school policies and procedures that have occurred in the past three years as a result of formal student representation and input

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program’s compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school has clearly defined structures and mechanisms that provide a forum for student dialogue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has clearly defined structures and mechanisms that facilitate student representation and input to the administrative leaders of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has clearly defined structures and mechanisms that foster the development of student leadership and professionalism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The administrative leaders of the school consider student input and respond within an appropriate time to problems and issues of concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has a policy to be followed in the event of a formal student grievance related to the program or school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; the 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 school should also have provided evidence that the plan is working.

- The school obtains student input (such as from representation on committees, focus groups, surveys, participation in assessment and evaluation activities, and other mechanisms) on issues such as curricular development and improvement, student services, the school’s policies and procedures
- The structures and mechanisms provide a forum for student dialogue and foster the development of student leadership and professionalism

- The school processes, analyzes, interprets, and uses student input to improve all aspects of the program and student-related services
- Student complaints are collected, recorded, processed and reconciled
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box :

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> • Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or • Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Section 5 Staff Resources

Criterion No. 19: Academic and Other Staff Resources - Quantitative: The school has a sufficient number of qualified full-time academic staff, other staff, and preceptors to effectively deliver and evaluate the degree program, while providing adequate time for academic staff development, research and other scholarly activities, student advising, service, and, where applicable, pharmacy practice.

1) Documentation and Data:

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- List of full-time academic staff, including a summary of their current academic rank, primary discipline, terminal degree, and other credentials/post-graduate training (using ACPE template available at: <https://www.acpe-accredit.org/international-services-program/#tab-ApplicationforCertification>)
- List of academic staff who are pharmacists, with details of their academic and practice experience
- List of academic staff from outside the school that teach in the curriculum, including a summary of their current academic rank, primary discipline, terminal degree, prior academic experience, and other credentials/post-graduate training
- List of full-time non-academic staff and their areas of responsibility (e.g. administrative support, research support, etc.)
- Faculty (Academic Staff) Resource Report (using ACPE template available at: <https://www.acpe-accredit.org/international-services-program/#tab-ApplicationforCertification>)
- List of academic and other staff turnover in the last three years, with reasons for leaving

Required Documentation for On-Site Review:

- Faculty (Academic Staff) Member Profiles (using ACPE template available at: <https://www.acpe-accredit.org/international-services-program/#tab-ApplicationforCertification>)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) Program Assessment: Use the checklist below to assess the program's compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school has a sufficient number of:			
qualified full-time academic staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and preceptors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
to effectively deliver and evaluate the degree program.			
The school has a sufficient number of staff resources to provide adequate time for academic staff development, research and other scholarly activities, student advising, service, and, where applicable, pharmacy practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) School's Comments on the Criterion: The school's descriptive text and supporting evidence should have specifically addressed the following. Use a check to indicate that the topic has been adequately addressed. The school was also asked to provide: areas of the program that are noteworthy, innovative, or exceed the expectation of the criterion; 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 school should also have provided evidence that the plan is working.

- The school ensures an adequate number of academic and other staff through capacity planning and effective recruitment and retention strategies
- The school ensures a balanced workload for academic staff, allowing all staff to undertake professional development, research and other scholarly activities, student advising, service, and, where applicable, pharmacy practice
- The non-academic staff resources are adequately addressing the needs of the school
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box :

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> • Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or • Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 20: Academic Staff Resources - Qualitative: The composition of the academic staff, including contributions from collaborative relationships and preceptors, encompasses the biomedical, pharmaceutical, social/behavioral/administrative, and clinical science disciplines, and meets the needs of the education, research, and service elements of the mission of the school.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- Tables summarizing academic rank, qualifications, number of years in academic rank, number of years employed at the school (using ACPE templates)

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

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

	FSC	MI	SI
The composition of the academic staff, including contributions from collaborative relationships and preceptors, encompasses the biomedical, pharmaceutical, social/behavioral/ administrative, and clinical science disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The composition of the academic staff, including contributions from collaborative relationships and preceptors, meets the needs of the education, research, and service elements of the mission of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School's Comments on the Criterion:** The 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 criterion; the 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 school should provide evidence that the plan is working. **Describe how:**

- The school ensures that all components of the curriculum are coordinated, taught, and evaluated by academic staff with the appropriate expertise, pedagogical and assessment competence, and experience
- The school validates the credentials and experience of the academic staff prior to employment
- The composition of the academic staff within the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences meets the education, research, and service needs of the school's mission
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 21: Continuing Professional Development of the Staff: The school promotes, facilitates and supports the training and ongoing development of its academic and other staff and preceptors, commensurate with their programmatic responsibilities.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- Examples of staff development programs and opportunities offered or supported by the school and/or university during the past 12 months

Required Documentation for On-Site Review:

- If utilized, examples of faculty member (academic staff) portfolios, documenting teaching, research and service activities

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

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

	FSC	MI	SI
The school promotes, facilitates and supports the training and ongoing development of its academic and other staff and preceptors, commensurate with their programmatic responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School's Comments on the Criterion:** The 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 criterion; the 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 school should provide evidence that the plan is working. **Describe how:**

- The school supports the continuing education, training, and ongoing development of its academic and other staff, commensurate with their responsibilities in the program
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> • No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> • Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or • Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 22: Performance Evaluation of the Staff: The school regularly evaluates the productivity, scholarship, and performance of its academic and other staff. The criteria for promotion (and tenure, if applicable) are articulated clearly to academic staff and consistently applied.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- Examples of Academic Staff Activity Report forms and portfolios (or equivalent) used in goal setting and performance evaluation
- The policies, procedures, and criteria for promotion (and tenure, if applicable)

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion *number*; e.g. 22.X]

2) **Program Assessment:** Use the checklist below to assess the program’s compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school regularly evaluates the productivity, scholarship, and performance of its academic and other staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The criteria for promotion (and tenure, if applicable) are articulated clearly to academic staff and consistently applied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School’s Comments on the Criterion:** The 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 criterion; the 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 school should provide evidence that the plan is working. **Describe how:**

- The school reviews and evaluates the performance of its academic staff on a regular basis
- Criteria for evaluation of academic staff performance are commensurate with their responsibilities in the degree program
- Criteria for promotion (and tenure, if applicable) are developed, adopted, communicated to academic staff, and applied
- Any other notable achievements, innovations or quality improvements

Team Member’s Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Section 6 Facilities and Resources

Criterion No. 23: Physical Facilities: The school has adequate physical facilities to achieve its mission. The facilities provide a comfortable, well-equipped, and safe environment for administration, teaching, learning, and research, and enable effective interaction between administrators, academic and other staff, and students. Facilities and resources for different groups of students, academic and other staff assure comparable experiences and opportunities, and comparable educational outcomes for all students.

1) Documentation and Data:

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- Architectural drawings or descriptions of the physical facilities, including the number and size of classrooms, practice/simulation laboratories, research facilities, staff offices, group meeting space, student relaxation space, and other facilities
- Evidence that the facilities meet legal and other safety standards
- A list of research equipment (with year of manufacture) available to academic staff (description, model, manufacturer, year of manufacture)

Required Documentation for On-Site Review:

- Plans/architectural drawings of the physical facilities (if not feasible to provide as part of Self-Study Report)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) Program Assessment: Use the checklist below to assess the program's compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school has adequate physical facilities to achieve its mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilities provide a comfortable, well-equipped, and safe environment for administration, teaching, learning, and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilities enable effective interaction between administrators, academic and other staff, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities and resources for different groups of students, academic and other staff assure comparable experiences and opportunities, and comparable educational outcomes for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) School's Comments on the Criterion: The 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 criterion; the 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 school should provide evidence that the plan is working. **Describe how:**

- The physical facilities support the curricular philosophy and different learning styles of students
- The lecture halls, classrooms, laboratories, study facilities – including their equipment and technology - support student learning
- The research laboratories are supporting the research and scholarly interests of the academic staff
- The facilities meet legal and safety criterion
- Decisions on additional space needs or space reallocation are made
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 24: Library and Educational Resources: The academic staff and students have access to library, learning and educational resources that are sufficient to support the degree program, research and other scholarly activities according to the mission and goals of the school.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- Library resources, including the list of search databases and full text journals available to academic staff, preceptors and students
- A list of the learning and educational resources, such as computers, educational software, and audio-visual classroom technology
- A list of the personnel (and their qualifications) who support the pharmacy school academic staff and students in utilizing the library, learning and educational resources

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program’s compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The academic staff and students have access to library, learning and educational resources that are sufficient to support the degree program, research and other scholarly activities according to the mission and goals of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School’s Comments on the Criterion:** The 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 criterion; the 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 school should provide evidence that the plan is working. **Describe how:**

- The library and other learning/educational resources provide adequate support for the degree program, research, and other scholarly activities of the school
- The school or university provides organized programs to teach academic staff and students the effective and efficient use of the library and other learning/educational resources
- The school or university solicits and evaluates the opinions of students and academic staff regarding the adequacy of and access to library and learning/educational resources, and uses data to improve the resources
- Library holdings (print and electronic) are kept up-to-date
- Any other notable achievements, innovations or quality improvements

Team Member’s Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 25: Pharmacy Practice Sites and Preceptors: The school has an adequate number, balance and mix of practice sites and preceptors in community, hospital, and other settings to support the curricular pharmacy practice experiences, taking into account any national regulations or expectations. The school has criteria to ensure that sites and preceptors are of high quality and committed to advancing practice in their respective settings. The school uses the established criteria to approve sites and preceptors prior to students undertaking their practice experience at the site. The school has an effective system for communicating with sites and preceptors, and evaluating the site, preceptor, and students' experiences and outcomes.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- Criteria used for the selection of practice sites and preceptors of experiential education
- List of practice sites, preceptors and their credentials (such as, licensure, academic qualifications, and certifications/post-graduate training)
- List of the academic and other staff involved in the oversight and quality assurance of the experiential component of the curriculum
- List of all materials provided to practice sites
- Examples of materials (such as manuals or instructions) provided to practice sites, preceptors, and students to prepare them for practice experiences

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program's compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school has an adequate number, balance and mix of practice sites and preceptors in community, hospital, and other settings to support the curricular pharmacy practice experiences, taking into account any national regulations or expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has criteria to ensure that sites and preceptors are of high quality and committed to advancing practice in their respective settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school uses the established criteria to approve sites and preceptors prior to students undertaking their practice experience at the site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has an effective system for communicating with sites and preceptors, and evaluating the site, preceptor, and students' experiences and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School's Comments on the Criterion:** The 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 criterion; 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 school should provide evidence that the plan is working. **Describe how:**

- Students are evaluated during experiential education
- Experiential education practice sites and preceptors are recruited, selected, and evaluated
- Experiential education practice sites and preceptors are recruited, selected, and evaluated
- The school and practice site establish their respective roles and responsibilities with regard to experiential education
- Quality improvement changes are made based on student and preceptor feedback

- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box :

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.

Criterion No. 26: Financial Resources: The school has the financial resources necessary to provide the human, physical, technological, and educational resources needed to accomplish its mission. The budget of the school is planned, developed, and managed according to university policies and sound management practices.

1) **Documentation and Data:**

Use a check to indicate that the information has been provided by the school and used to self-assess this criterion:

Required Documentation and Data:

- The budget that describes the sources of revenue for the school and the expenses for the past, current, and next three academic years
- Funding obtained from research grants in the past five years

Required Documentation for On-Site Review:

(None required for this Criterion)

Optional Documentation and Data:

- Other documentation or data that provides supporting evidence of compliance with the criterion

2) **Program Assessment:** Use the checklist below to assess the program’s compliance with the requirements of the criterion and accompanying guidelines:

	FSC	MI	SI
The school has the financial resources necessary to provide the human, physical, technological, and educational resources needed to accomplish its mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The budget of the school is planned, developed, and managed according to university policies and sound management practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **School’s Comments on the Criterion:** The 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 criterion; 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 school should provide evidence that the plan is working. **Describe how:**

- The school budget is requested, developed, and managed, and describe the individuals involved
- The school financial resources provide a stable environment in which the school and program can develop and accomplish the mission
- The school has autonomy to use and allocate financial resources, with appropriate oversight by the university
- Any other notable achievements, innovations or quality improvements

Team Member’s Comments:

4) **Final Team Evaluation:** Assess how well the program is in compliance with the criterion by putting a check in the appropriate box ☒:

Compliant	Compliant with Monitoring	Partially Compliant	Non Compliant
No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.	<ul style="list-style-type: none"> No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance. 	Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.	<ul style="list-style-type: none"> Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or Adequate information was not provided to assess compliance
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant with Monitoring	<input type="checkbox"/> Partially Compliant	<input type="checkbox"/> Non Compliant

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the criterion that may require further monitoring.