

**Accreditation Council for Pharmacy Education  
International Services Program**



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

**Quality Criteria Version 1.1 (2016)  
Effective: January 1, 2017**

**Version for Teams (March 2021)**



# Evaluation Instrument for Precertification of Professional Degree Program of Colleges and 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 Precertification 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 compliance or progress towards 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: \_\_\_\_\_

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\_\_\_\_\_

## 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, please 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 (for inclusion in the Self-Study Report)
- Required Documentation for On-Site Review only (may not apply to all Criteria)
- Optional Documentation and Data (included in the Self-Study Report at the discretion of the school)

A full list of the required documentation and data for the self-study report or to be available on-site 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 Quality Criterion using the following scale:
  - The program is in **full or substantial compliance** with the Criterion **(FSC) for its stage of development**
  - The program needs **minimal improvement** to achieve compliance with the Criterion **(MI) for its stage of development**
  - The program needs **substantial improvement** to achieve compliance with the Criterion **(SI) for its stage of development**
- 3) **School's Comments on the Quality Criterion:** For all focused questions, the responses to "describe how" should have been given in the context of the **stage of development** for the program; i.e., how it is currently being done and/or how it is planned to be done in the future.

The school's descriptive 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 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 have provided evidence that the plan is working. Specific areas that should have been addressed by the school are noted for each Criterion.

- 4) **Final Team/Member Evaluation:** Rate “compliance” of the program on the Criterion using the following classifications:

**Meets Expectations for Stage of Development:**

Implementation of the plans presented in the school’s application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.

**Focused Attention Required:**

Implementation of the plans presented in the school’s application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.

**Less than Expected:**

Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.

**Much Improvement Needed:**

Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school’s likelihood of achieving full compliance with this Criterion.

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

## **Overview of the School and Program**

The school was invited to provide an overview of the school and program.

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 and their title/position/role) 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 will provide feedback to assist the school to improve the quality of future reports. The school is not required to complete this table.

	<b>Commendable</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
<b>Participation in the Self-Study Process</b>	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>
<b>Knowledge of the Self-Study Report</b>	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>
<b>Completeness and Transparency of the Self-Study Report</b>	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>
<b>Organization of the Self-Study Report</b>	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>
<b>Relevance of Supporting Documentation</b>	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>
<b>Evidence of Continuous-Quality Improvement</b>	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:



## **Contingency Plans**

The school should have outlined what its plan would be to protect students in the event that the program cannot be fully implemented as planned. The plan should include arrangements for a teach-out program and/or to relocate students who are already enrolled in the program in other schools of pharmacy.

Team Member's Comments on the Contingency Plans:



## Summary of Evaluation of All Criteria

Please complete this table (☒) **after** evaluating compliance (**for this stage of development**) with the individual Quality 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 Criterion	Meets Expectations	Focused Attention Needed	Less than Expected	Much Improvement Needed
<b>MISSION, PLANNING, AND EVALUATION</b>				
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"/>
<b>ORGANIZATION AND ADMINISTRATION</b>				
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"/>
<b>CURRICULUM</b>				
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"/>
<b>STUDENTS AND ACADEMIC POLICIES</b>				
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"/>
<b>STAFF RESOURCES</b>				
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"/>
<b>FACILITIES AND RESOURCES</b>				
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. If documentation is not provided, **leave the check-box empty and provide a brief explanation**. If applicable, **indicate the date on which it is anticipated that the document will be available**.

**Required Documentation and Data:**

- The mission, goals and values of the school
- 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 evaluate the program's compliance with the requirements of the Criterion; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
The school operates under a defined mission.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
The school's mission is developed with broad input from school stakeholders.	<input type="checkbox"/>	<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"/>	<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"/>	<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 school's mission and associated goals address or support:
  - the university's mission and goals
  - student-centered pedagogy

- research and scholarly activity and contributions by the academic staff to the development and transmission of knowledge
  - the intellectual growth of students through scholarly activity
  - inter-professional collaboration in education and practice of health professionals
  - leadership development
  - any unique aspects of the school's mission or goals, including characteristics of students it seeks to recruit or attributes of graduates it wishes to produce
  - postgraduate education and training of pharmacists (such as, postgraduate degree programs, residencies, and continuing education/continuing professional development activities)
  - community engagement and service
  - professional behavior and harmonious relationships among administrators, staff, and students
  - cultural and educational diversity in the academic staff and student body
  - 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
  - Achievement of the school's mission and goals is reflected and supported by the physical, financial and human resources; organizational structure and governance; policies and procedures; programs, activities, and services
  - 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:** Evaluate how well the program is in compliance with the Criterion by putting a check in the appropriate box ☒:

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

- 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. If documentation is not provided, **leave the check-box empty and provide a brief explanation**. If applicable, **indicate the date on which it is anticipated that the document will be available**.

**Required Documentation and Data:**

- The school's code(s) of ethics and/or code(s) of conduct for students, academic and other staff, and the conduct of research

**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 evaluate the program's compliance with the requirements of the Criterion; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<input type="checkbox"/>
The school values and provides an environment that promotes effective communication.	<input type="checkbox"/>	<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"/>	<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 values and provides an environment, structures, and processes that promote professional and ethical behavior and effective communication among administrators, academic and other staff, preceptors, and students.
- The school values and provides an environment, structures, and processes that promote professional and ethical behavior when engaged in teaching, research, professional development, and service activities.
- The mission, goals, structure and governance of the school promote and foster harmonious relationships among administrators, academic and other staff, preceptors, and students
- The school provides an environment that contributes to students' academic, cultural, social, moral, intellectual, and physical development
- If applicable, the school includes and integrates administrators, academic and other staff, and students from different locations or sections, or programs within the school (other than the pharmacy professional degree program), into all aspects of the school with integrity, fairness, and equity
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

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

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation.** If applicable, **indicate the date on which it is anticipated that the document will be available.**

**Required Documentation and Data:**

- The school's strategic plan (current or latest available)
- The policy that addresses strategic plan development, approval, monitoring, and evaluation
- The strategic plan of the university (current or latest available)
- The school's action plan (or equivalent document) for the current academic year

**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 evaluate the program's compliance with the requirements of the Criterion; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<input type="checkbox"/>
Strategic planning involves input from the stakeholders of the school.	<input type="checkbox"/>	<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"/>	<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 and the strategic plan advances the mission and goals of the school and university
- The school develops, implements, monitors progress and achievement of goals and objectives that are specific, measurable (e.g., using Key Performance Indicators, KPIs), and achievable, and revises its strategic plan
- The strategic planning process involves key internal and external stakeholders, including academic and other staff, students, preceptors, alumni, employers, and other advisors
- The plan is aligned with the strategic plan of the university, and has the support of the university's administration with respect to programmatic development and the allocation of the necessary budget and resources
- The strategic plan supports the advancement of education and training of students and pharmacists for expanded roles to meet national health care needs
- The strategic plan is communicated to key stakeholders
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

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

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation**. If applicable, **indicate the date on which it is anticipated that the document will be available**.

**Required Documentation and Data:**

- A list of objective or subjective measures (including, for example, Key Performance Indicators and targets) 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)
- The quality assurance manual (or the school's document that serves a similar purpose)

**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 evaluate the program's compliance with the requirements of the Criterion; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
The school establishes and uses measures to evaluate the achievement of the mission and goals.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
Assessment involves input from stakeholders of the school.	<input type="checkbox"/>	<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.

- Measures, performance indicators, and targets are identified or developed and used in evaluation activities
- National and international benchmarking opportunities are identified or developed and used in evaluation activities
- Evaluation activities are coordinated and overseen, including the timing and schedules followed
- Quality improvement opportunities are identified using assessment data, implemented, monitored, evaluated, and the outcomes and impact of quality improvements made are communicated to key stakeholders
- Input into evaluation activities of the school is provided by internal and external stakeholders (including academic and other staff, students, preceptors, alumni, employers, and other external advisors)
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

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

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation.** If applicable, **indicate the date on which it is anticipated that the document will be available.**

**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
  - the process by which decisions related to the school are made
- 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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
The school and its leadership are defined within the university structure.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
The school contributes to the activities and governance of the university.	<input type="checkbox"/>	<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"/>	<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"/>	<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 work together to ensure effective communication
- Clear lines of authority, responsibility, and accountability are ensured.
- 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, evaluation, and promotion
  - management of conflict of interest
- The school collaborates with other units of the university to achieve the mission and goals of the school and 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 Evaluation:** Evaluate how well the program is in compliance with the Criterion by putting a check in the appropriate box ☒:

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation**. If applicable, **indicate the date on which it is anticipated that the document will be available**.

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<input type="checkbox"/>
research and other scholarly activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
community service	<input type="checkbox"/>	<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.

- Institutional, programmatic, community, national, and international needs are identified, which result in the establishment of external collaborative relationships
- Written agreements for collaboration are originated, approved, maintained, evaluated, and renewed in accordance with institutional regulations

- External collaborations are operated in accordance with professional and ethical standards
- 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 programmatic quality and advancing the school's mission
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

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

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation**. If applicable, **indicate the date on which it is anticipated that the document will be available**.

**Required Documentation and Data:**

- Résumés and job descriptions for the dean and other administrative leaders
- Written bylaws and policies of the school
- List of school executive and standing councils/committees with their members, terms of reference, and designated charges
- Examples of minutes from recent council/committee meetings
- Examples of documents that provide evidence of effective communication, decision-making, and adherence to governance documents, policies and procedures within the school
- Evaluation rubric/form used to evaluate the dean and other administrative leaders

**Required Documentation for On-Site Review:**

- Bylaws and policies and procedures of the school
- Faculty Member Handbook (or the equivalent guidance document for academic staff)
- Staff Member Handbook (or the equivalent guidance document for non-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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
The dean of the school and other administrative leaders are qualified.	<input type="checkbox"/>	<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"/>	<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"/>	<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"/>	<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
  - set and maintain high academic, scientific, and ethical standards for the administrative, educational, research, and service activities of the school
  - assure compliance with all applicable institutional, local/state, and national policies, procedures, systems, regulations, and accreditation standards
  - obtain the necessary resources
  - are evaluated
  - are supported for their individual and collective professional development
- The dean and other administrative leaders of the school have sufficient autonomy and flexibility – within university policies – to make decisions about the organization and management of the school
  - The bylaws and policies/procedures are developed, evaluated for effectiveness, reviewed and updated, with input from academic staff
  - The organizational structure and governance of the school support the implementation of all bylaws, policies and procedures
  - The governance documents of the school clarify: the organizational structure; lines of communication; decision-making roles and responsibilities of different categories of staff; responsibility for human, physical, technological, educational, and financial resources; and the functions and responsibilities of committees and meetings of academic staff
  - Policies and procedures support the recruitment and retention of academic and other staff with diverse educational and cultural backgrounds
  - Policies and procedures address misconduct, grievances, and complaints
  - 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 Evaluation:** Evaluate how well the program is in compliance with the Criterion by putting a check in the appropriate box ☒:

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation**. If applicable, **indicate the date on which it is anticipated that the document will be available**.

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
The school clearly identifies and publishes the competencies that graduates must achieve.	<input type="checkbox"/>	<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"/>	<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 (i.e., the rationale) and the role of the academic staff in the selection process
  - align with and contribute to current and projected national medication and health-related needs
  - align with the needs of the workforce and market
  - are mapped to course learning outcomes
  - are benchmarked
  - are consistent with and mapped against the National Qualifications Framework (if applicable)
  - are revised regularly in alignment with evolving pharmacy education and practice, societal needs, and national and international trends in the profession of pharmacy
- The school clearly differentiates the desired graduate competencies for different degree programs or tracks (if applicable)
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

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

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation**. If applicable, **indicate the date on which it is anticipated that the document will be available**.

**Required Documentation and Data:**

- Summarized Study Plan/Curriculum by Academic Year (organized by year of study)
- 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 from general education courses and courses in each of the biomedical, pharmaceutical, social/behavioral/administrative and clinical sciences, including stated student learning outcomes related to desired competencies for graduates of the program

**Required Documentation for On-Site Review:**

- All course syllabi and course files for didactic and experiential courses (or school's documents that serve a similar purpose)

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<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, how they reflect contemporary international pharmacy education models, and the role of the academic staff in the process
- Completion requirements are clearly identified and the curriculum meets the requirements of the university for the granting of a degree
- Curricular development, revision, and adoption are undertaken in compliance with school and institutional policies and regulations
- The entire curriculum is developed, mapped to desired program learning outcomes, and implemented to ensure optimal sequencing, alignment, reinforcement, coordination of content across disciplines, and progressive development of competencies in students
- General education courses are included in the curriculum and/or program prerequisites to add breadth to students' academic experience and develop useful life skills, and (if applicable) comply with national regulations
- Delivery of the program is coordinated across different sections or locations (if applicable) to ensure comparability of structure, resources, process, and outcomes
- The curriculum includes and integrates co-curricular and extracurricular activities to support the achievement of the desired graduate competencies
- The curriculum addresses multiple exit points (if applicable)
- The curriculum addresses multiple tracks (if applicable)

- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

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

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

- 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. If documentation is not provided, **leave the check-box empty and provide a brief explanation.** If applicable, **indicate the date on which it is anticipated that the document will be available.**

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<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
- The school uses online learning and other distance learning technologies, including the measures taken to assure the quality, integrity and outcomes of learning (if applicable)
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:



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

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation.** If applicable, **indicate the date on which it is anticipated that the document will be available.**

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<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"/>	<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 Evaluation:** Evaluate how well the program is in compliance with the Criterion by putting a check in the appropriate box ☒:

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation.** If applicable, **indicate the date on which it is anticipated that the document will be available.**

**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
- A list of equipment used in simulation activities (description, model, manufacturer, year of manufacture)

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<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"/>	<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 sufficient opportunities for communication and collaboration with other actual or simulated healthcare professionals and comply with any national expectations for the volume and scope of practice learning opportunities.
- The school coordinates and collaborates with other entities responsible for postgraduate, 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 (describe the various resources used, such as computer-based technology, practice labs, etc.)
- 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 Evaluation:** Evaluate how well the program is in compliance with the Criterion by putting a check in the appropriate box ☒:

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation**. If applicable, **indicate the date on which it is anticipated that the document will be available**.

**Required Documentation and Data:**

- Examples of instruments used in measurement and evaluation of student learning (identifying formative and summative measures); for each instrument, actual assessment data should be provided (in raw and analyzed formats)
- A sample report of the analysis of the assessment data obtained from measures used by the school to evaluate student learning
- Examples of written feedback from assessment of learning provided to students
- The exam blueprint of the school's terminal/exit exam for graduating students (if applicable), and the raw and summarized data for the last three cohorts of graduating students
- A list of curricular improvements made as a result of evaluation of student learning
- An analysis of graduates for the past three graduating classes (including an analysis of:
  - what percentage of graduates were employed in the country as pharmacists within 12 months of graduation, with a breakdown by practice sector
  - what percentage of graduates were employed as pharmacists in another country, with a breakdown by practice sector; etc.)

**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) Program Assessment:** Use the checklist below to evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
Assessment methods for student learning are valid and reliable to evaluate the desired curricular outcomes.	<input type="checkbox"/>	<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"/>	<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"/>	<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 contemporary methods and measures, systematically and sequentially, throughout the professional degree program
- Formative and summative measures are used in the school's evaluation activities
- Student learning in simulated and actual practice experiences is assessed
- Fairness, standardization, consistency, and integrity (including the detection of plagiarism and other forms of dishonesty) in assessment activities are assured.
- Feedback from assessment data is provided to students to support and facilitate improvement in their performance and achievement of desired outcomes
- Achievement of desired competencies and fulfillment of graduation requirements for all graduates are verified
- The school provides transparent information to stakeholders on how students will be assessed and graded, in advance of grading/assessment
- The school uses the assessment data to systematically evaluate and improve the curricular design and delivery, including the process and the individuals involved
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

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

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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

## Section 4 Student 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. If documentation is not provided, **leave the check-box empty and provide a brief explanation.** If applicable, **indicate the date on which it is anticipated that the document will be available.**

**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
- Examples of instruments (e.g., surveys) used to evaluate student satisfaction and the effectiveness of student services. Data from the last two evaluations should be provided (raw and analyzed data).

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<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"/>	<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 and institution collaborate to provide a full range of student services, including recruitment, admission, orientation, career counseling, mentoring, healthcare services, and services for students with any special needs
- The human, physical, and technological resources provided by the school and institution to support student services meet student needs
- The school identifies and monitors students' academic performance, wellbeing, and any special needs, and provides the appropriate assistance and services to optimally support all students (including gifted students as well as students experiencing academic difficulty) in their academic and personal development
- The school maintains and assures the security of official student records
- The school and/or institution evaluates the quality and effectiveness of student services, identifies areas of quality improvement, and implements the needed changes



- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

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

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

- 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. If documentation is not provided, **leave the check-box empty and provide a brief explanation.** If applicable, **indicate the date on which it is anticipated that the document will be available.**

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<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 and or university provides students and prospective students with accurate and up-to-date information about issues such as:
  - academic policies and procedures, including academic prerequisites
  - code of conduct
  - grievances, complaints, and disciplinary policies and procedures
  - academic calendars
  - the program's name in the Native Language and in English, which matches the national nomenclature for attestation purposes
  - the curriculum and courses, including learning objectives and competencies to be achieved by graduates
  - experiential learning
  - academic advising
  - career-pathways
  - tuition and other fees, including the policy for changing fees
  - annual costs and financial aid
  - mentoring and other personal counseling
  - health care services
  - information about postgraduate education, training, and research opportunities
  - programmatic, school, and institutional performance and achievements
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

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

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation.** If applicable, **indicate the date on which it is anticipated that the document will be available.**

**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
- A cohort analysis, tracking the progression and on-time graduation rates and years for completion of the degree for three cohorts of admitted students

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<input type="checkbox"/>
These documents are made available to academic staff, students and prospective students.	<input type="checkbox"/>	<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"/>	<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 and procedures are determined and consistently applied that address student admission (including recognition of prior didactic and non-classroom learning (e.g., experiential) and admission with advanced standing), academic progression, independent study, graduation, academic honesty, academic probation, remediation, missed course work or credit, dismissal, readmission, transfers and transfer credit, attendance and participation, conduct and discipline, complaints and grievances, due process, and appeals
- Admission policies comply with national and/or institutional admission criteria
- Policies and procedures documents are made available to academic staff, students, prospective students, and other applicable stakeholders
- Academic policies and procedures reflect the school's mission and goals

- Academic policies and procedures support the selection of students who are able to succeed in the program, and the data from the assessment of student learning have been used to evaluate the effectiveness of the policies and 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 Evaluation:** Evaluate how well the program is in compliance with the Criterion by putting a check in the appropriate box :

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation**. If applicable, **indicate the date on which it is anticipated that the document will be available**.

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
The school plans, manages, and aligns the number of students enrolled with available resources.	<input type="checkbox"/>	<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"/>	<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 Evaluation:** Evaluate how well the program is in compliance with the Criterion by putting a check in the appropriate box ☒:

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> Meets Expectations for Stage of Development	<input type="checkbox"/> Focused Attention Required	<input type="checkbox"/> Less than Expected for Stage of Development	<input type="checkbox"/> Much Improvement Needed

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation**. If applicable, **indicate the date on which it is anticipated that the document will be available**.

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
The school has clearly defined structures and mechanisms that provide a forum for student dialogue.	<input type="checkbox"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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 Evaluation:** Evaluate how well the program is in compliance with the Criterion by putting a check in the appropriate box ☒:

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation.** If applicable, **indicate the date on which it is anticipated that the document will be available.**

**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/postgraduate 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 and practitioners from outside the school that teach in the curriculum, including a summary of their current academic rank and primary discipline (if applicable), terminal degree, prior academic experience, and other credentials/postgraduate 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
- The school's annual workload analysis report for the past two years

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
The school has a sufficient number of:				
qualified full-time academic staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and preceptors	<input type="checkbox"/>	<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"/>	<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 ensures an adequate number of academic and other staff through capacity planning and effective recruitment and retention strategies
- The school ensures a balanced and fair workload, thereby allowing all academic staff to undertake professional development, research and other scholarly activities, student advising, service, and, where applicable, pharmacy practice, including (if applicable) comparability and equity across different sections or locations
- The non-academic staff resources (administrative, technical, etc.) are adequately addressing the needs of the school
- If not addressed elsewhere in the Self-Study Report, please provide an explanation for any notable issues reflected in the Faculty Resource Report, such as high turnover of academic staff, a high number of academic positions lost, a high number of vacancies, any negative figures in the VACANT POSITIONS column, a significant change in the ratio of students to academic staff members, significant changes from one year to the next for the number of students enrolled (both for total numbers or for any specific class/cohort of students), etc.

[TEXT BOX]

- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

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

Meets Expectations for Stage of Development	Focused Attention Required	Less than Expected for Stage of Development	Much Improvement Needed
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation.** If applicable, **indicate the date on which it is anticipated that the document will be available.**

**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)
- Examples of official documentation to validate the credentials and experience of academic staff prior to employment at the school

**Required Documentation for On-Site Review:**

- Academic staff CVs (including detailed record of research and scholarly activities for past several years)

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<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"/>	<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 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 Evaluation:** Evaluate how well the program is in compliance with the Criterion by putting a check in the appropriate box ☒:

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation.** If applicable, **indicate the date on which it is anticipated that the document will be available.**

**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
- Details of budget allocations for research and professional development for academic and other staff for the current and the past academic year
- Examples of development plans for academic and other staff for the current academic year
- Evidence of participation in national and international conferences and workshops by members of the academic staff

**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) Program Assessment:** Use the checklist below to evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<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 supports the orientation, mentoring, continuing education, training, and ongoing development of its academic and other staff, commensurate with their responsibilities in the program, including (as applicable) developing and enhancing knowledge, skills and attitudes for teaching, research, assessment, innovation, and use of new technologies through participation in national and international conferences and workshops
- The schools supports academic and other staff and preceptors to identify professional development needs and goals; and develop, implement, and evaluate a personal plan to achieve the identified goals
- The school evaluates the effectiveness and impact of professional development activities and opportunities provided to academic and other staff, and preceptors
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

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

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation.** If applicable, **indicate the date on which it is anticipated that the document will be available.**

**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

**2) Program Assessment:** Use the checklist below to evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
The school regularly evaluates the productivity, scholarship, and performance of its academic and other staff.	<input type="checkbox"/>	<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"/>	<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, on a regular basis, reviews and evaluates the performance of its academic staff, including participation in activities that support continuing professional development, and their contribution to the achievement of the school's mission and goals in the areas of teaching, research, and service
- The school provides feedback to the academic and other staff, and preceptors on the results of the performance evaluation to achieve quality improvement
- Criteria, policies and procedures for the evaluation of academic staff performance are commensurate with their responsibilities in the degree program
- Criteria, and policies and procedures for promotion (and tenure, if applicable) are developed, adopted, communicated to academic staff, and applied transparently, consistently, and fairly
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:



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

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation**. If applicable, **indicate the date on which it is anticipated that the document will be available**.

**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 equipment used in simulation activities (description, model, manufacturer, year of manufacture)
- A list of research equipment available to academic staff (description, model, manufacturer, year of manufacture)
- The survey instrument or questions used to evaluate stakeholder satisfaction and effectiveness of physical facilities; with actual data (raw and analyzed) for the past two years

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
The school has adequate physical facilities to achieve its mission.	<input type="checkbox"/>	<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"/>	<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"/>	<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"/>	<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 physical facilities support the achievement of all aspects of the school's mission
- The physical facilities support the curricular philosophy and model, and the different learning needs of students
- The lecture halls, classrooms, laboratories, simulation and study facilities – including their equipment and technology – effectively support and assure the quality and integrity of student learning, including, if applicable, distance or e-learning
- The research laboratories support the research and scholarly interests and activities of the academic staff
- The design, construction, use, maintenance, and updating of the physical facilities and equipment meet legal, ethical, health, disability and special needs, environmental, and safety standards
- Decisions on additional equipment, space needs, or space reallocation are made, and the measures taken to ensure transparency and fairness
- Any other notable achievements, innovations or quality improvements

Team Member's Comments:

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

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation**. If applicable, **indicate the date on which it is anticipated that the document will be available**.

**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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<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 library and other learning/educational resources provide adequate support for the degree program, research, and other scholarly activities of the school. (This may include access to learning/educational resources from outside the institution.)
- The school and/or university provides organized programs to orientate and train academic staff and students in the effective and efficient use of the library and other learning/educational resources
- The school and/or institution ensures adequate and comparable resources, services, and access for academic staff and students from different sections and locations (if applicable)
- 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
- The school and university collect and analyze data on the use of library facilities and holdings by students, academic staff, and other stakeholders, and uses the data to improve library holdings and the use of its facilities and 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 Evaluation:** Evaluate how well the program is in compliance with the Criterion by putting a check in the appropriate box ☒:

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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. If documentation is not provided, **leave the check-box empty and provide a brief explanation.** If applicable, **indicate the date on which it is anticipated that the document will be available.**

**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/postgraduate 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
- Examples of agreements between the school and sites used 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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<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"/>	<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"/>	<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"/>	<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.

- Experiential education practice sites and preceptors are identified, recruited, and selected, then provided

- orientation, development, and quality assurance training.
- The preceptors and sites are evaluated to ensure that experiential education supports the achievement of desired student competencies.
  - Adequate site and preceptor capacity and diversity are assured through capacity planning and effective recruitment and retention strategies
  - The school and practice site establish their respective roles and responsibilities (including with respect to safety, liability, and practice expectations) with regard to experiential education, and document the terms of their agreement/relationship
  - Students are evaluated during experiential education
  - Quality improvements are made based on student, preceptor, site coordinator/supervisor, and experiential education staff feedback
  - The school strengthens the relationships with its sites and preceptors, including ways in which sites and preceptors are supported, recognized, and appreciated by the school.
  - Any other notable achievements, innovations or quality improvements

Team Member's Comments:

- 4) **Final Evaluation:** Evaluate how well the program is in compliance with the Criterion by putting a check in the appropriate box ☑:

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

- 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. If documentation is not provided, **leave the check-box empty and provide a brief explanation**. If applicable, **indicate the date on which it is anticipated that the document will be available**.

**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 and other external sources 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 evaluate the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

	FSC	MI	SI	NA
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"/>	<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"/>	<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 budget is requested, developed, and managed, and describe the individuals involved
- The school financial resources, as well as policies and procedures (including but not limited to audit, insurance cover, and risk management) provide a stable and sustainable 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 Evaluation:** Evaluate how well the program is in compliance with the Criterion by putting a check in the appropriate box ☒:

<b>Meets Expectations for Stage of Development</b>	<b>Focused Attention Required</b>	<b>Less than Expected for Stage of Development</b>	<b>Much Improvement Needed</b>
Implementation of the plans presented in the school's application has occurred as expected and suggests the program is on target to achieve full compliance with the Criterion in the expected timeframe.	Implementation of the plans presented in the school's application has occurred largely as expected, but focused attention is needed to ensure development continues as expected.	Noticeable gaps in development exist; additional work is needed if the school is to achieve full compliance with the Criterion in the expected timeframe.	Significant deficiencies in planning and implementation exist that, if left unaddressed, threaten the school's likelihood of achieving full compliance with this Criterion.
<input type="checkbox"/> <b>Meets Expectations for Stage of Development</b>	<input type="checkbox"/> <b>Focused Attention Required</b>	<input type="checkbox"/> <b>Less than Expected for Stage of Development</b>	<input type="checkbox"/> <b>Much Improvement Needed</b>

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