



International-Accreditation and International-Preaccreditation Required Documentation and Data for Self-Study Reports and On-Site Evaluations

To enable all evaluators (team members, Commissioners and Board members) to fully evaluate the program, **all appendices should be provided in English.** Guidance on which documents are required to be submitted in English (fully translated = FT), and which documents may be submitted with a brief summary (BS) or executive summary (ES) are listed below. Please note that the full English translation is always preferred; thus, allowance for brief summaries or executive summaries should be considered the minimum acceptable translative effort permitted for each documentation request. Definitions are as follows:

- Full translation (FT) – The appendix/document is fully translated to English.
- Brief summary (BS) – The summary of the appendix/document is at least a paragraph to one page long.
- Executive summary (ES) – The summary of the appendix/document is approximately two pages in length.

Criterion 1: Organization and Governance – Required Documentation and Data		
Documentation and Data	Included in Self-Study	Provided On-Site
The vision, mission, goals, and values of the college and the university (parent institution).	✓ (FT)	
The college's strategic plan (or operational plan) and action plans (current or latest available).	✓ (FT)	
The strategic plan of the university (current or latest available).	✓ (FT)	
A list of university committees on which the college is represented.	✓ (FT)	
Examples of written agreements that codify the nature, intent, and obligations of the relationship in place for partnerships and other forms of collaboration (internal to and external to the university), such as agreements for: <ul style="list-style-type: none"> • academic or teaching collaboration • research collaboration • practice or service relationships • inter-professional collaboration • working with pharmacy and education regulators and/or professional pharmacy organizations on matters of common interest 	✓ (BS)	
Resumes and job descriptions for the dean and other college administrative leaders.	✓ (FT)	
Written bylaws and policies for the college.	✓ (FT)	
List of college executive and standing councils/committees with their members names, terms of appointment or reference and designated charges.	✓ (FT)	
The college's code(s) of ethics and/or code(s) of conduct for students, academic and non-academic staff, and the conduct of research (or link to location in the bylaws and policies).	✓ (FT)	
Academic Staff Member Handbook (or the equivalent guidance document for academic staff.		✓ (FT)

Non-Academic Staff Member Handbook (or the equivalent guidance document for non-academic staff).		✓ (FT)
--	--	--------

Criterion 2: Curriculum – Required Documentation and Data		
Documentation and Data	Included in Self-Study	Provided On-Site
A list of the program’s competency-based program outcomes that graduates of the program achieve for entry into practice.	✓ (FT)	
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.	✓ (FT)	
A map/cross-walk of the courses in the curriculum aligned to the expected competency-based program outcomes for graduates of the program.	✓ (FT)	
A representative sampling of course syllabi from the basic sciences, biomedical, pharmaceutical, social/behavioral/administrative and clinical sciences, including stated competency-based program outcomes addressed in the course.	✓ (FT)	
A copy of the Interprofessional Education Plan that documents the program’s efforts in relation to interprofessional education including, where applicable, student involvement, other health profession involvement, a timeline, activities, outcomes, assessment, resources, and tools utilized.	✓ (ES)	
All course syllabi and course files for didactic and experiential courses (or the college’s documents that serve a similar purpose).		✓ (FT)

Criterion 3: Experiential Education – Required Documentation and Data		
Documentation and Data	Included in Self-Study	Provided On-Site
Overview of the pharmacy practice (experiential) curriculum (duration, types of required and elective rotations, etc.).	✓ (ES)	
Criteria used for the selection of practice sites and preceptors of experiential education.	✓ (FT)	
List of practice sites, preceptors and their credentials (such as, licensure, academic qualifications, and certifications/postgraduate training).	✓ (FT)	
Practice site capacity that demonstrates the college can meet the experiential requirements outlined in the curriculum for all students enrolled in the program (documentation that the number of practice sites can accommodate the experiential needs of all students).	✓ (FT)	
Examples of materials (such as course syllabi, manuals or instructions) provided to practice sites, preceptors, and students to prepare them for practice experiences.	✓ (ES)	
Examples of agreements between the college and sites used for practice experiences.	✓ (BS)	
Student and preceptor evaluation tools.	✓ (FT)	
Policies and procedures related to preceptor recruitment, orientation, development, performance review, promotion, and retention.	✓ (ES, for each)	
Pharmacy practice experience manuals, including assessment forms.		✓ (FT)

Criterion 4: Student Services – Required Documentation and Data

Documentation and Data	Included in Self-Study	Provided On-Site
URL, link or copy of: <ul style="list-style-type: none"> ▪ the Student Handbook and/or Catalog (college or university) (BS or ES, for relevant sections) ▪ information distributed to students regarding student service elements (BS) ▪ program information on the college website (BS) ▪ distance learning policies (ES) ▪ admissions policies and procedures addressing recruitment, admission, number of students enrolled (ES) ▪ the student complaint policy related to college (ES) ▪ policies related to academic integrity (ES) ▪ policies and procedures regarding student progression, early intervention, probation, remediation, missed course work, leave of absence, withdrawal, dismissal, readmission, due process, and appeals (ES, for each) ▪ the college code of conduct (or equivalent) addressing professional behavior (ES) ▪ recruitment materials (BS) 	✓	
Summarized enrollment data by degree and year for the past five years.	✓ (FT)	
Data on on-time graduations, academic probations, academic dismissals, and withdrawals in the past five years.	✓ (FT)	
The list of college committees that include students, with the names and class/year of the students involved.	✓ (FT)	
Student Handbook (or equivalent document that provides policies and procedures related to students).		✓ (FT)

Criterion 5: Academic and Non-Academic Staff – Required Documentation and Data

Documentation and Data	Included in Self-Study	Provided On-Site
List of full-time academic staff, including a summary of their current academic rank, primary discipline, terminal degree, and other credentials/postgraduate training. This list should clearly identify academic staff that are pharmacists.	✓ (FT)	
List of academic staff and practitioners from outside the college 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.	✓ (FT)	
List of full-time non-academic staff and their areas of responsibility (e.g., administrative support, research support, etc.).	✓ (FT)	
List of academic and non-academic staff departures in the last three years, with details of position and reasons for leaving. A list of academic and non-academic staff hired during the last three years should also be provided.	✓ (FT)	
Evidence of academic and non-academic staff capacity planning and succession planning.	✓ (FT)	
List of active research areas of academic staff and an aggregate summary of academic staff publications/presentations over the past three years.	✓ (FT)	

Policies and procedures related to academic staff recruitment, performance review, promotion, tenure (if applicable), and retention.	✓ (ES, for each)	
Examples of staff development programs and opportunities offered or supported by the college and/or university during the past 12 months.	✓ (BS)	
The policies, procedures, and criteria for evaluation of the academic staff, promotion (and tenure, if applicable).	✓ (ES, for each)	
Academic staff CVs (including a detailed record of research and scholarly activities for the past several years).		✓
If utilized, examples of academic member (academic staff) portfolios, documenting teaching, research and service activities.		✓ (ES)

Criterion 6: Resources – Required Documentation and Data

Documentation and Data	Included in Self-Study	Provided On-Site
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.	✓ (BS)	
Evidence that the facilities meet legal and other safety standards.	✓ (BS)	
A list of the learning and educational resources relevant to pharmacy education. For example, lists of primary and tertiary library resources, educational databases, etc.	✓ (FT)	
The college's budget including sources of revenue and the expenses for the past, current, and next three academic years.	✓ (FT)	
Funding obtained from research grants and other external sources in the past five years.	✓ (FT)	

Criterion 7: Assessment – Required Documentation and Data

Documentation and Data	Included in Self-Study	Provided On-Site
The College's assessment plan (or equivalent) (plan should cover curriculum, mission, strategic plan, etc.).	✓ (FT)	
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).	✓ (ES)	
Examples of instruments used in assessment and evaluation of the college's mission.	✓ (ES)	
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.	✓ (FT)	
Examples of assessment and documentation of student performance and the attainment of competency-based program outcomes.	✓ (BS)	
Analysis of academic staff productivity in scholarship, teaching, and service.	✓ (FT)	
Relationship analysis of student variables, admission variables, and academic performance.	✓ (FT)	

A list of curricular improvements made as a result of the assessment of students' achievement of the competency-based program outcomes.	✓ (FT)	
A list of programmatic improvements made as a result of programmatic assessment efforts.	✓ (FT)	
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.		✓ (ES)