ACPE International Services Program

Required Documentation and Data for International-Accreditation and International-Preaccreditation Self-Study Reports and On-Site Evaluations
Version 5 - December 2022

To enable all evaluators (team members, Commissioners and Board members) to fully evaluate the program, all appendices should be either: (i) Provided in English; (ii) For short documents provided in a language other than English, the school should attach a brief summary paragraph in English of the document; (iii) For longer documents (including the strategic plans of the school and university, the assessment plan of the school, and the curriculum) provided in a language other than English, the school should attach an executive summary (approx. two pages) in English of the document

Criterion	Required Documentation or Data	Required Documentation for Self-Study Report	Required Documentation for On-Site Review
1	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	✓	
2	The school's code(s) of ethics and/or code(s) of conduct for students, academic and other staff, and the conduct of research	✓	
3	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 for the current academic year	✓	
4	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	✓	
	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)		✓

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5	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	✓	
6	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 18)	✓	
	• 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	✓	
7	Résumés and job descriptions for the dean and other administrative leaders	✓	
	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	✓	
	Faculty Member Handbook (or the equivalent guidance document for academic staff)		✓
	Staff Member Handbook (or the equivalent guidance document for non-academic staff)		✓
8	List of the expected competencies for graduates of the program	✓	
9	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	✓	
	All course syllabi and course files for didactic and experiential courses (or school's documents that serve a similar purpose)		✓
10	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	✓	

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11	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	✓	
12	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) [Note: can be same list as provided in Criterion #23]	✓	
	Pharmacy practice experience manuals, including assessment forms		✓
13	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	✓	
	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		✓
	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.)	✓	
14	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).	✓	
15	The school catalog, recruitment brochures and/or web site link	✓	
16	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	✓	
	Student Handbook (or equivalent document that provides policies and procedures related to students)		✓
17	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	✓	

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18	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	✓	
19	List of full-time academic staff, including a summary of their current academic rank, primary discipline, terminal degree, and other credentials/post-graduate training (using ACPE template available at https://www.acpe-accredit.org/international/Forms.asp)	✓	
	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/post-graduate training	✓	
	List of full-time non-academic staff and their areas of responsibility (e.g. administrative support, research support, etc.)	✓	
	Faculty (Academic Staff) Resource Report (using ACPE template available at https://www.acpe-accredit.org/international/Forms.asp)	✓	
	List of academic and other staff turnover in the last three years, with details of position and reasons for leaving	✓	
	The school's annual workload analysis report for the past two years	✓	
	Faculty (Academic Staff) Member Profiles (using ACPE template available at https://www.acpe-accredit.org/international/Forms.asp)		✓
20	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	✓	
	Academic staff CVs (including detailed record of research and scholarly activities for past several years)		✓
21	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	✓	
	If utilized, examples of faculty member (academic staff) portfolios, documenting teaching, research and service activities		✓
22	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)	✓	
23	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) [Note: can be same list as provided in Criterion #12]	✓	
	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	✓	
	Plans/architectural drawings of the physical facilities (if not feasible to provide as part of Self-Study Report		✓

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24	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	✓	
25	Criteria used for the selection of practice sites and preceptors of experiential education	✓	
	List of practice sites, preceptors and their credentials (such as, licensure, academic qualifications, and certifications/post-graduate training)	✓	
	List of the academic and other staff involved in the oversight and quality assurance of the experiential component of the curriculum	✓	
	List of all materials provided to practice sites	✓	
	Examples of materials (such as manuals or instructions) provided to practice sites, preceptors, and students to prepare them for practice experiences	✓	
	Examples of agreements between the school and sites used for practice experiences	✓	
26	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	✓	