**Accreditation Council for Pharmacy Education**

**International Services Program**

****

**Self-Assessment Instrument for International-Preaccreditation of Professional Degree Program of Schools of Pharmacy**

**based outside the**

**United States of America**

**Quality Criteria Version 2.0 (2023)**

**Effective: January 1, 2023**

**Template Version January 2023 (School)**



**Accreditation Council for Pharmacy Education**

**International Services Program**

 **Self-Assessment Instrument for International-Preaccreditation of Professional Degree Program of Colleges and Schools of Pharmacy based outside the United States of America**

**Quality Criteria Version 2.0 (2023)**

**Effective: January 1, 2023**

**Template Version January 2023 (School)**

**Introduction:** The *Self-Assessment Instrument for International-Accreditation of Professional Degree Programs of Schools of Pharmacy based outside the United States of America* is designed to assist a new or developing school of pharmacy prepare its self-study report and document how its pharmacy degree program is addressing or will address in the future ACPE’s International Quality Criteria. The instrument identifies the documents, data and descriptive text that will 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. Additional guidance related to the self-study process and report can be found by clicking [here](https://www.acpe-accredit.org/pdf/SelfStudyGuideOutsideUSA.pdf); it is also provided on the ACPE website www.acpe-accredit.org/international.

An equivalent evaluation 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 (Commission), and the ACPE Board of Directors (Board). The findings of the evaluation team are used to advise the Commission and Board. The Board considers the *ETR* along with other supplementary information provided by the school in order to determine the pharmacy degree program’s compliance or plans and progress towards compliance with ACPE’s International Quality Criteria and to prepare the ACPE *Action and Recommendations (A&R)* document, which is the official International-Preaccreditation action.

**Directions for Completing the Self-Assessment Instrument**

For each quality Criterion, the school should do the following:

1. **Documentation and Data:** Use a check [x]  to indicate documents and data 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)

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**.

**Please Note**: For self-study reports submitted electronically to ACPE, the preferred file format for documents and data is Portable Document Format (PDF). If required documentation or data cannot be provided, an explanatory note should be provided in the self-study report. 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/>.

1. **School’s Self-Assessment:** Self-assess 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**
* This element is **not applicable** to the program **(NA) for its stage of development**
1. **School’s Comments on the Quality Criterion:** For all focused questions, the responses to “describe how” should be 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 describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school’s self-assessment of its issues and its plans for addressing them, **with relevant timelines**; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. Specific areas that should be addressed by the school are noted for each Criterion.

Suggested page limits have been provided for each Criterion to comply with ACPE’s **overall limit of 90 - 120 pages for all 26 Criteria** for the descriptive text used to address this element of the self-study report. Appendices, tables and figures included in the text do not count towards the page limit. Twelve Criteria have been assigned 2 - 4 pages each (2, 4, 8, 10, 12, 14, 15, 16, 17, 20, 21, 22); nine Criteria (1, 3, 5, 6, 7, 11, 18, 19, 24) have been assigned 3 – 5 pages each; five Criteria (9, 13, 23, 25, 26) have been assigned 4 - 6 pages each. Schools are free to choose how they allocate the 90 - 120 page limit among the 26 Criteria, but the individual page limits suggested for each Criterion give an indication of the **level of detail expected** by ACPE. **Please use a 12-point font with line spacing of 1.5. Contemporary fonts like Arial or Calibri are preferred.**

1. **School’s Final Self-Evaluation:** Self-assess “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.

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

**The school should develop an appropriate cover page for their Self-Study Report followed (on the next page) by a detailed Index with page numbers, including the following:**

Overview of the School and Program

Summary of the School’s Self-Study Process

Contingency Plan

Table of the School’s Self-Evaluation of All Criteria

Criterion No. 1: Mission, Goals, and Values

Criterion No. 2: Professional, Ethical and Harmonious Environment

Criterion No. 3: Strategic Planning and Continuous Quality Improvement

Criterion No. 4: Assessment of Achievement of Mission and Goals

Criterion No. 5: School and University Internal Relationships

Criterion No. 6: External Collaborative Relationships

Criterion No. 7: Organizational Structure and Governance of the School

Criterion No. 8: Competencies of Graduates

Criterion No. 9: Development and Delivery of the Curriculum

Criterion No. 10: Teaching and Learning Methods

Criterion No. 11: Curricular Foundation in the Sciences

Criterion No. 12: Simulation and Practice Experiences

Criterion No. 13: Assessment of Student Learning and Curricular Improvement

Criterion No. 14: Student Services

Criterion No. 15: Program Information

Criterion No. 16: Academic Policies and Procedures

Criterion No. 17: Enrollment Management

Criterion No. 18: Student Representation, Perspectives, and Grievances

Criterion No. 19: Academic and Other Staff Resources - Quantitative

Criterion No. 20: Academic Staff Resources - Qualitative

Criterion No. 21: Continuing Professional Development of the Staff

Criterion No. 22: Performance Evaluation of the Staff

Criterion No. 23: Physical Facilities

Criterion No. 24: Library and Educational Resources

Criterion No. 25: Pharmacy Practice Sites and Preceptors

Criterion No. 26: Financial Resources

**The school should develop a list of all the appendices arranged by Criterion in the following format:**

*Note: Appendix filenames should be in the format Appendix 1.X only (see* [*ACPE Guidelines for Electronic Submission of Documents*](https://www.acpe-accredit.org/pdf/ISP/GuidelinesforElectronicSubmissions.pdf) *on the ACPE website).*

**Criterion No. 1: Mission, Goals, and Values**

Appendix 1.X Title of Document Brief Description (if not self-explanatory)

Appendix 1.X Title of Document Brief Description (if not self-explanatory)

Appendix 1.X Title of Document, Brief Description (if not self-explanatory) etc.

**Criterion No. 2: Professional, Ethical and Harmonious Environment**

Appendix 2.X Title of Document Brief Description (if not self-explanatory)

Appendix 2.X Title of Document Brief Description (if not self-explanatory)

Appendix 2.X Title of Document, Brief Description (if not self-explanatory) etc.

Criterion No. 3: Strategic Planning and Continuous Quality Improvement

Criterion No. 4: Assessment of Achievement of Mission and Goals

Criterion No. 5: School and University Internal Relationships

Criterion No. 6: External Collaborative Relationships

Criterion No. 7: Organizational Structure and Governance of the School

Criterion No. 8: Competencies of Graduates

Criterion No. 9: Development and Delivery of the Curriculum

Criterion No. 10: Teaching and Learning Methods

Criterion No. 11: Curricular Foundation in the Sciences

Criterion No. 12: Simulation and Practice Experiences

Criterion No. 13: Assessment of Student Learning and Curricular Improvement

Criterion No. 14: Student Services

Criterion No. 15: Program Information

Criterion No. 16: Academic Policies and Procedures

Criterion No. 17: Enrollment Management

Criterion No. 18: Student Representation, Perspectives, and Grievances

Criterion No. 19: Academic and Other Staff Resources - Quantitative

Criterion No. 20: Academic Staff Resources - Qualitative

Criterion No. 21: Continuing Professional Development of the Staff

Criterion No. 22: Performance Evaluation of the Staff

Criterion No. 23: Physical Facilities

Criterion No. 24: Library and Educational Resources

Criterion No. 25: Pharmacy Practice Sites and Preceptors

Criterion No. 26: Financial Resources

**Overview of the School and Program**

If this is the school’s **first self-study report** for ACPE, please provide a brief overview of the school and program to address the following points (use appropriate headings for each section):

* + - History of the university (public/private, mission, faculties/colleges, etc.) and school of pharmacy
		- Proposed research focus of school of pharmacy; community and national engagement
		- Organizational structure and governance of the school of pharmacy, including departmental structure
		- Degree(s) to be offered by the school of pharmacy; anticipated date of first enrollment and anticipated date of first graduating class for the professional degree program(s) being Internationally-Preaccredited
		- Proposed curricular length, structure, and philosophy, including experiential (practice-based) education included in the curriculum
		- Anticipated number of students to be enrolled in the professional degree program(s) being Internaitonally Pre-Accredited (provide numbers for each year/class of the program); nature/diversity of the students enrolled
		- The proposed school of pharmacy academic, administrative, and technical/support staff (in summary form; more detail and hiring timeline will be required under the specific Quality Criteria)
		- Existing and planned campus facilities at the school of pharmacy (lecture halls, classrooms, study rooms, laboratories, offices, etc.) and university (including library, educational resources, social, residential, and recreational facilities, etc.) (in summary form; more detail and timeline will be required under the specific Quality Criterion)
		- Sources of financing for the university, school of pharmacy, and program
		- Accreditation status or accreditation application status of the pharmacy degree program (for which International-Preaccreditation is applied) and/or the University by the country’s national accreditation body and/or any other accreditation that applies to the degree program and/or University; the overview should include a description of any applicable special conditions, requests or monitoring
		- Any other unique aspects of the program, school, and university that may provide additional valuable information and provide context for the on-site evaluation

[TEXT] (Approximately 4-6 pages)

If this is a **self-study report for continuation of International-Preaccreditation**, please provide an overview of notable changes and developments related to the program and the school since the last comprehensive on-site evaluation. The overview should be organized by the six sections of the Quality Criteria (shown below). The overview should address:

* Areas/issues that were identified as needing improvement during the last comprehensive on-site evaluation and/or any subsequent monitoring
* Any substantive changes in the school or program since the last comprehensive on-site evaluation
* Any other unique aspects of the program, school, and university that may provide additional valuable information and provide context for the on-site evaluation

Section 1 - Mission, Planning, and Evaluation

Section 2 - Organization and Administration

Section 3 - Curriculum

Section 4 - Students and Academic Policies

Section 5 - Staff Resources

Section 6 - Facilities and Resources

In addition, under a heading “Accreditation Status,” the school should describe any notable changes since the last on-site evaluation visit or interim report with regard to the accreditation status of the ACPE Internaitonally-Preaccredited degree program and/or the University by the country’s national accreditation body and/or any other accreditation that applies to the degree program and/or University; the overview should include a description of any applicable special conditions, requests or monitoring

[TEXT] (Approximately 4-6 pages)

**Summary of the School’s Self-Study Process**

The school should provide 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 school is encouraged to provide details of any notable changes already made, in process, or proposed for future implementation as a result of the self-study.**

[TEXT] (Approximately 3 - 5 pages)

The members of the on-site evaluation team will 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.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Commendable** | **Meets Expectations** | **Needs Improvement** |
| **Participation in the Self-Study Process** | The self-study report was written and reviewed with broad-based input from students, academic and other staff, preceptors, administrators and a range of other stakeholders, such as, graduates, practitioners, employers of pharmacists, and representatives of pharmacy organizations and regulators.Commend [ ]  | The self-study report was written and reviewed with broad-based input from students, academic and other staff, preceptors, and administrators.Meets [ ]  | 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.Needs Improvement [ ]  |
| **Knowledge of the Self-Study Report** | Students, academic and other staff, and preceptors are conversant in the major findings and conclusions of the report and how the school intends to address any deficiencies in the program.Commend [ ]  | Students, academic and other staff, and preceptors are aware of the report and its contents.Meets [ ]  | Students, academic and other staff, and preceptors have little or no knowledge of the report and its contents or its impact on the program.Needs Improvement [ ]  |
| **Completeness and Transparency of the Self-Study Report** | All narratives and supporting documentation are complete, thorough, clear and concise. The content appears thoughtful and honest. Data presented is analyzed, conclusions made, and remedial action identified when necessary. Areas needing improvement are discussed openly and plans outlined for quality improvement. Interviews validate the self-study findings and conclusions. Data provided in different sections is consistent and no sections of the report contradict each other.Commend [ ]  | 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.Meets [ ]  | 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.Needs Improvement [ ]  |
| **Organization of the Self-Study Report** | All sections of the report are complete and well organized. Indexes, bookmarks and hyperlinks are provided to facilitate finding information. Pages are numbered and sections are clearly labeled. The style and formatting of text is consistent throughout the report. Tables and figures are clear and easy to read and interpret.Commend [ ]  | The content is organized and logical. The reviewer is able to locate a response for each Criterion and the supporting documentation with minimal difficulty.Meets [ ]  | 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.Needs Improvement [ ]  |
| **Relevance of Supporting Documentation** | Supporting documentation is informative, used judiciously, and linked to the main text.Commend [ ]  | Supporting documentation is present when needed.Meets [ ]  | Supporting documentation is missing, irrelevant, redundant, or uninformative. The relevant text is hard to find.Needs Improvement [ ]  |
| **Evidence of Continuous-Quality Improvement** | The school presents thoughtful, viable plans to address areas of deficiency and advance the quality of the program beyond the requirements of the Quality Criteria. When plans have already been implemented, evidence is provided to demonstrate that the plan is addressing the problem.Commend [ ]  | The school proactively presents plans to address areas where the program is in need of improvement.Meets [ ]  | 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.Needs Improvement [ ]  |

**Contingency Plans**

The school should outline 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.

[TEXT] (Approximately two pages)

**Table of the School’s Self-Evaluation of All Criteria**

Please complete this table ([x] ) **after** self-assessing compliance (**for this stage of development**) with the individual Quality Criteria using the Self-Assessment Instrument.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Quality Criterion** | **Meets Expectations** | **Focused Attention Needed** | **Less than Expected** | **Much Improvement Needed** |
| ***MISSION, PLANNING, AND EVALUATION*** |  |  |  |  |
| 1. Mission, Goals, and Values
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Professional, Ethical and Harmonious Environment
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Strategic Planning and Continuous Quality Improvement
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Assessment of Achievement of Mission and Goals
 | [ ]  | [ ]  | [ ]  | [ ]  |
| ***ORGANIZATION AND ADMINISTRATION*** |  |  |  |  |
| 1. School and University Internal Relationships
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. External Collaborative Relationships
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Organizational Structure and Governance of the School
 | [ ]  | [ ]  | [ ]  | [ ]  |
| ***CURRICULUM*** |  |  |  |  |
| 1. Competencies of Graduates
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Development and Delivery of the Curriculum
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Teaching and Learning Methods
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Curricular Foundation in the Sciences
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Simulation and Practice Experiences
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Assessment of Student Learning and Curricular Improvement
 | [ ]  | [ ]  | [ ]  | [ ]  |
| ***STUDENTS AND ACADEMIC POLICIES*** |  |  |  |  |
| 1. Student Services
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Program Information
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Academic Policies and Procedures
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Enrollment Management
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Student Representation, Perspectives, and Grievances
 | [ ]  | [ ]  | [ ]  | [ ]  |
| ***STAFF RESOURCES*** |  |  |  |  |
| 1. Academic and Other Staff Resources - Quantitative
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Academic Staff Resources - Qualitative
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Continuing Professional Development of the Staff
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Performance Evaluation of the Staff
 | [ ]  | [ ]  | [ ]  | [ ]  |
| ***FACILITIES AND RESOURCES*** |  |  |  |  |
| 1. Physical Facilities
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Library and Educational Resources
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Pharmacy Practice Sites and Preceptors
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Financial Resources
 | [ ]  | [ ]  | [ ]  | [ ]  |

**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 [x]  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 *[specify appendix number; e.g. 1.X]*

[ ]  The mission, goals and values of the university *[specify appendix number; e.g. 1.X]*

[ ]  The annual report of the school *[specify appendix number; e.g. 1.X]*

[ ]  The annual report of the university *[specify appendix number; e.g. 1.X]*

[ ]  A description of current pharmacy practice in the country, in all of its manifestations and practice sites *[specify*

 *appendix number; e.g. 1.X]*

**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 [*specify*

 *appendix number; e.g. 1.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the Criterion and accompanying guidelines; select NA if Not Yet Applicable:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **FSC** | **MI** | **SI** | **NA** |
| The school operates under a defined mission. | [ ]  | [ ]  | [ ]  | [ ]  |
| The school’s mission is compatible with the mission of the university. | [ ]  | [ ]  | [ ]  | [ ]  |
| The school’s mission is developed with broad input from school stakeholders. | [ ]  | [ ]  | [ ]  | [ ]  |
| The mission, goals and values of the school reflect a commitment to continuous quality improvement in education, research and scholarship, and community service.  | [ ]  | [ ]  | [ ]  | [ ]  |
| The mission, goals and values of the school reflect a commitment to being socially accountable in its activities. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how**:

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***3 – 5 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  The mission is aligned with national needs and the profession-wide vision for pharmacy practice, the pharmaceutical sciences, and education

[TEXT BOX]

 [ ]  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

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  The mission is developed, adopted, reviewed and updated on a regular basis

[TEXT BOX]

[ ]  The mission is communicated to stakeholders

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix number; e.g. 2.X]*

**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 *[specify*

 *appendix number; e.g. 2.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the Criterion and accompanying guidelines; 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| The school values and provides an environment that promotes effective communication. | [ ]  | [ ]  | [ ]  | [ ]  |
| The school values and provides an environment that promotes harmonious and productive relationships among administrators, academic and other staff, preceptors, and students. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The School’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, school should provide evidence that the plan is working. **Describe how**:

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***2 – 4 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  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.

[TEXT BOX]

[ ]  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.

[TEXT BOX]

[ ]  The mission, goals, structure and governance of the school promote and foster harmonious relationships among

 administrators, academic and other staff, preceptors, and students

[TEXT BOX]

[ ]  The school provides an environment that contributes to students’ academic, cultural, social, moral, intellectual, and physical development

[TEXT BOX]

[ ]  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

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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) *[specify appendix number; e.g. 3.X]*

☐ The policy that addresses strategic plan development, approval, monitoring, and evaluation *[specify appendix*

 *number; e.g. 3.X]*

[ ]  The strategic plan of the university (current or latest available) *[specify appendix number; e.g. 3.X]*

☐ The school’s action plan (or equivalent document) for the current academic year *[specify appendix number; e.g.*

 *3.X]*

**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 *[specify appendix*

 *number; e.g. 3.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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 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. **School’s Comments on the Criterion:** The School’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, school should provide evidence that the plan is working. **Describe how**:

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***3 – 5 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  The mission serves as the basis for strategic planning and the strategic plan advances the mission and goals of

 the school and university

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  The strategic planning process involves key internal and external stakeholders, including academic and other staff, students, preceptors, alumni, employers, and other advisors

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  The strategic plan supports the advancement of education and training of students and pharmacists for expanded roles to meet national health care needs

[TEXT BOX]

[ ]  The strategic plan is communicated to key stakeholders

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix number; e.g. 4.X]*

[ ]  Examples of data-gathering instruments used in evaluation, such as surveys *[specify appendix number; e.g. 4.X]*

[ ]  Documents that provide evidence of quality improvements made as a result of evaluation activities *[specify*

 *appendix number; e.g. 4.X]*

[ ]  Documents that provide evidence of input from stakeholders into assessment activities *[specify appendix number;*

 *e.g. 4.X]*

**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 *[specify appendix*

 *number; e.g. 4.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the Criterion and accompanying guidelines; 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.  | [ ]  | [ ]  | [ ]  | [ ]  |
| 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. **School’s Comments on the Criterion:** The School’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, school should provide evidence that the plan is working. **Describe how**:

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***2 – 4 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  Measures, performance indicators, and targets are identified or developed and used in evaluation activities

[TEXT BOX]

[ ]  National and international benchmarking opportunities are identified or developed and used in evaluation activities

[TEXT BOX]

[ ]  Evaluation activities are coordinated and overseen, including the timing and schedules followed

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  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)

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix number; e.g. 5.X]*

[ ]  Documents that provide evidence of: *[specify appendix number; e.g. 5.X]*

* + - 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 *[specify appendix number; e.g. 5.X]*

**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 *[specify appendix*

 *number; e.g. 5.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| 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. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***3 – 5 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

☐ The university and school administrators work together to ensure effective communication

[TEXT BOX]

☐ Clear lines of authority, responsibility, and accountability are ensured.

[TEXT BOX]

[ ]  The university and school administrators collaborate to secure resources to meet the needs of the school

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  The school collaborates with other units of the university to achieve the mission and goals of the school and university

[TEXT BOX]

[ ]  The school participates in and contributes to the governance of the university

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

 [TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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: *[specify appendix number; e.g. 6.X]*

* 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 *[specify appendix*

 *number; e.g. 6.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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 | [ ]  | [ ]  | [ ]  | [ ]  |
| research and other scholarly activity | [ ]  | [ ]  | [ ]  | [ ]  |
| industry | [ ]  | [ ]  | [ ]  | [ ]  |
| practice | [ ]  | [ ]  | [ ]  | [ ]  |
| community service | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***3 – 5 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  Institutional, programmatic, community, national, and international needs are identified, which result in the establishment of external collaborative relationships

[TEXT BOX]

[ ]  Written agreements for collaboration are originated, approved, maintained, evaluated, and renewed in accordance with institutional regulations

[TEXT BOX]

[ ]  External collaborations are operated in accordance with professional and ethical standards

[TEXT BOX]

[ ]  Collaborations are supported by the university

[TEXT BOX]

[ ]  The school collaborates with regulatory and professional bodies to ensure that graduates have the right

 competencies and practice experience before entry to practice

[TEXT BOX]

[ ]  The collaborative relationships have contributed to programmatic quality and advancing the school’s mission

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix number; e.g. 7.X]*

[ ]  Written bylaws and policies of the school *[specify appendix number; e.g. 7.X]*

[ ]  List of school executive and standing councils/committees with their members, terms of reference, and

 designated charges *[specify appendix number; e.g. 7.X]*

[ ]  Examples of minutes from recent council/committee meetings *[specify appendix number; e.g. 7.X]*

☐ Examples of documents that provide evidence of effective communication, decision-making, and adherence to

 governance documents, policies and procedures within the school *[specify appendix number; e.g. 7.X]*

☐ Evaluation rubric/form used to evaluate the dean and other administrative leaders *[specify appendix number; e.g.*

 *7.X]*

**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 *[specify appendix*

 *number; e.g. 7.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| The dean of the school and other administrative leaders have defined lines of responsibility and authority. | [ ]  | [ ]  | [ ]  | [ ]  |
| 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| 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. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [ ]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***3 – 5 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  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

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  The bylaws and policies/procedures are developed, evaluated for effectiveness, reviewed and updated, with

 input from academic staff

[TEXT BOX]

[ ]  The organizational structure and governance of the school support the implementation of all bylaws, policies and procedures

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  Policies and procedures support the recruitment and retention of academic and other staff with diverse educational and cultural backgrounds

[TEXT BOX]

[ ]  Policies and procedures address misconduct, grievances, and complaints

[TEXT BOX]

[ ]  Committee reports are utilized in the management of the school and are disseminated throughout the school and

 university community

[TEXT BOX]

[ ]  Academic staff are involved in decision making

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix number; e.g. 8.X]*

**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 *[specify appendix*

 *number; e.g. 8.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| The competencies that graduates must achieve address current and future national medication and health-related needs and policies. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***2 – 4 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  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

 [TEXT BOX]

[ ]  The school clearly differentiates the desired graduate competencies for different degree programs or tracks (if

 applicable)

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

 [TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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) *[specify appendix number;*

 *e.g. 9.X]*

[ ]  A map/cross-walk of the courses in the curriculum to the expected competencies for graduates of the program

 *[specify appendix number; e.g. 9.X]*

[ ]  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 *[specify appendix number; e.g.*

 *9.X]*

**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 *[specify appendix*

 *number; e.g. 9.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***4 – 6 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  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

[TEXT BOX]

[ ]  Completion requirements are clearly identified and the curriculum meets the requirements of the university for

 the granting of a degree

[TEXT BOX]

[ ]  Curricular development, revision, and adoption are undertaken in compliance with school and institutional policies and regulations

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  Delivery of the program is coordinated across different sections or locations (if applicable) to ensure comparability of structure, resources, process, and outcomes

[TEXT BOX]

[ ]  The curriculum includes and integrates co-curricular and extracurricular activities to support the achievement of the desired graduate competencies

[TEXT BOX]

[ ]  The curriculum addresses multiple exit points (if applicable)

[TEXT BOX]

[ ]  The curriculum addresses multiple tracks (if applicable)

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix number;*

 *e.g. 10.X]*

**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 *[specify appendix*

 *number; e.g. 10.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***2 – 4 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  Members of the academic staff employ a range of teaching and learning methods, including active learning, to

 ensure that students develop the required competencies

[TEXT BOX]

[ ]  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

[TEXT BOX]

☐ 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)

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix*

 *number; e.g. 11.X]*

**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 *[specify appendix*

 *number; e.g. 11.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| The science foundation courses are appropriately sequenced, and the desired knowledge and skills are introduced, reinforced, and advanced progressively throughout the curriculum. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***3 – 5 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  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

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  The foundational knowledge in the sciences is applied, reinforced, and advanced progressively throughout the

 curriculum

[TEXT BOX]

[ ]  The curriculum incorporates the principles of scientific method, scientific inquiry, quantitative reasoning, and

 evidence-based pharmacy

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix*

 *number; e.g. 12.X]*

[ ]  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 *[specify appendix number; e.g. 12.X]*

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

 *appendix number; e.g. 12.X] [Note: can be same list as provided in Criterion #23]*

**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 *[specify appendix*

 *number; e.g. 12.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| The practice experiences and simulations integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed throughout the curriculum. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***2 – 4 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  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.

[TEXT BOX]

[ ]  The school coordinates and collaborates with other entities responsible for postgraduate, pre-licensure practice

 experience to ensure achievement of desired entry-to-practice competencies

[TEXT BOX]

[ ]  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.)

[TEXT BOX]

[ ]  The actual practice experiences include direct interaction with diverse patient populations in a variety of practice

 settings

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

 [TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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) *[specify appendix number; e.g. 13.X]*

[ ]  A sample report of the analysis of the assessment data obtained from measures used by the school to evaluate

 student learning *[specify appendix number; e.g. 13.X]*

☐ Examples of written feedback from assessment of learning provided to students *[specify appendix number; e.g. 13.X]*

☐ 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 *[specify appendix number; e.g. 13.X]*

[ ]  A list of curricular improvements made as a result of evaluation of student learning *[specify appendix number;*

 *e.g. 13.X]*

**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 *[specify appendix*

 *number; e.g. 13.X]*

* 1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| 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. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe How:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***4 – 6 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  The student learning assessment activities employ a variety of valid and reliable contemporary methods and measures, systematically and sequentially, throughout the professional degree program

[TEXT BOX]

☐ Formative and summative measures are used in the school’s evaluation activities

[TEXT BOX]

[ ]  Student learning in simulated and actual practice experiences is assessed

[TEXT BOX]

[ ]  Fairness, standardization, consistency, and integrity (including the detection of plagiarism and other forms of dishonesty) in assessment activities are assured.

[TEXT BOX]

[ ]  Feedback from assessment data is provided to students to support and facilitate improvement in their performance and achievement of desired outcomes

[TEXT BOX]

[ ]  Achievement of desired competencies and fulfillment of graduation requirements for all graduates are verified

[TEXT BOX]

[ ]  The school provides transparent information to stakeholders on how students will be assessed and graded, in

 advance of grading/assessment

[TEXT BOX]

[ ]  The school uses the assessment data to systematically evaluate and improve the curricular design and delivery,

 including the process and the individuals involved

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix number; e.g. 14.X]*

[ ]  The list of the individuals providing student services and their qualifications *[specify appendix number; e.g. 14.X]*

[ ]  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). *[specify appendix number; e.g. 14.X]*

**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 *[specify appendix number; e.g. 14.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| The school and/or university provides tutoring, advising by academic staff, and remediation for students experiencing academic difficulty. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe How:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***2 – 4 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

☐ 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

[TEXT BOX]

[ ]  The human, physical, and technological resources provided by the school and institution to support student services meet student needs

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  The school maintains and assures the security of official student records

[TEXT BOX]

[ ]  The school and/or institution evaluates the quality and effectiveness of student services, identifies areas of quality improvement, and implements the needed changes

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

 [TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix number; e.g. 15.X]*

**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 *[specify appendix*

 *number; e.g. 15.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |

* 1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***2 – 4 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  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

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix number; e.g. 16.X]*

[ ]  The list of requirements for admission to the program *[specify appendix number; e.g. 16.X]*

[ ]  A cohort analysis, tracking the progression and on-time graduation rates and years for completion of the degree for three cohorts of admitted students *[specify appendix number; e.g. 16.X]*

**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 *[specify appendix*

 *number; e.g. 16.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| 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. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***2 – 4 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  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

[TEXT BOX]

[ ]  Admission policies comply with national and/or institutional admission criteria

[TEXT BOX]

[ ]  Policies and procedures documents are made available to academic staff, students, prospective students, and

 other applicable stakeholders

[TEXT BOX]

[ ]  Academic policies and procedures reflect the school’s mission and goals

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ pages)

**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 [x]  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 *[specify appendix number; e.g. 17.X]*

[ ]  Number of graduates of the professional degree program(s) in each of the past five years *[specify appendix*

 *number; e.g. 17.X]*

[ ]  Data on on-time graduations, academic probations, academic dismissals, and withdrawals in the past five years

 *[specify appendix number; e.g. 17.X]*

**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 *[specify appendix*

 *number; e.g. 17.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| The school plans, manages, and aligns the number of students enrolled with local and national needs and policies. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***2 – 4 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  The school plans and manages the number of students enrolled in alignment with available resources and national needs

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ pages)

**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 [x]  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 *[specify appendix number; e.g. 18.X]*

[ ]  Examples of survey instruments used with students, and the results of any student surveys administered in the

 past three years *[specify appendix number; e.g. 18.X]*

[ ]  The policy that addresses student grievances *[specify appendix number; e.g. 18.X]*

[ ]  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

 *[specify appendix number; e.g. 18.X]*

**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 *[specify appendix*

 *number; e.g. 18.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| The school has clearly defined structures and mechanisms that facilitate student representation and input to the administrative leaders of the school. | [ ]  | [ ]  | [ ]  | [ ]  |
| The school has clearly defined structures and mechanisms that 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. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***3 – 5 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  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

[TEXT BOX]

[ ]  The structures and mechanisms provide a forum for student dialogue and foster the development of student

 leadership and professionalism

[TEXT BOX]

[ ]  The school processes, analyzes, interprets, and uses student input to improve all aspects of the program and

 student-related services

[TEXT BOX]

[ ]  Student complaints are collected, recorded, processed and reconciled

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ pages)

**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 [x]  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-ApplicationforInternationalPreaccreditation>

 *[specify appendix number; e.g. 19.X]*

[ ]  List of academic staff who are pharmacists, with details of their academic and practice experience *[specify*

 *appendix number; e.g. 19.X]*

[ ]  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 *[specify appendix number; e.g. 19.X]*

[ ]  List of full-time non-academic staff and their areas of responsibility (e.g. administrative support, research support,

 etc.) *[specify appendix number; e.g. 19.X]*

[ ] Faculty (Academic Staff) Resource Report (using ACPE template available at

 <https://www.acpe-accredit.org/international-services-program/#tab-ApplicationforInternationalPreaccreditation>)

 *[specify appendix number; e.g. 19.X]* *(please note question under School’s Comments on the Criterion below)*

[ ]  List of academic and other staff turnover in the last three years, with details of position and reasons for leaving

 (provide data for as many years as possible) *[specify appendix number; e.g. 19.X]*

☐ The school’s annual workload analysis report for the past two years *[specify appendix number; e.g. 19.X]*

**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-ApplicationforInternationalPreaccreditation>)

**Optional Documentation and Data**:

[ ]  Other documentation or data that provides supporting evidence of compliance with the Criterion *[specify appendix*

 *number; e.g. 19.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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 | [ ]  | [ ]  | [ ]  | [ ]  |
|  other staff | [ ]  | [ ]  | [ ]  | [ ]  |
|  and preceptors | [ ]  | [ ]  | [ ]  | [ ]  |
| 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. | [ ]  | [ ]  | [ ]  | [ ]  |

3) **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***3 – 5 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  The school ensures an adequate number of academic and other staff through capacity planning and effective

 recruitment and retention strategies

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  The non-academic staff resources (administrative, technical, etc.) are adequately addressing the needs of the school

[TEXT BOX]

[ ]  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

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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) *[specify appendix number; e.g. 20.X]*

[ ]  Examples of official documentation to validate the credentials and experience of academic staff prior to

 employment at the school *[specify appendix number; e.g. 20.X]*

**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 *[specify appendix*

 *number; e.g. 20.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| 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. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***2 – 4 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  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

[TEXT BOX]

[ ]  The school validates the credentials and experience of the academic staff prior to employment

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix number; e.g. 21.X]*

[ ]  Details of budget allocations for research and professional development for academic and other staff for the current and the past academic year *[specify appendix number; e.g. 21.X]*

☐ Examples of development plans for academic and other staff for the current academic year *[specify appendix number; e.g. 21.X]*

☐ Evidence of participation in national and international conferences and workshops by members of the academic staff *[specify appendix number; e.g. 21.X]*

**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 *[specify appendix*

 *number; e.g. 21.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***2 – 4 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  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

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  The school evaluates the effectiveness and impact of professional development activities and opportunities provided to academic and other staff, and preceptors

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix number; e.g. 22.X]*

[ ]  The policies, procedures, and criteria for promotion (and tenure, if applicable) *[specify appendix number; e.g.*

 *22.X]*

**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 *[specify appendix*

 *number; e.g. 22.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| The criteria for promotion (and tenure, if applicable) are articulated clearly to academic staff and consistently applied. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***2 – 4 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  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

[TEXT BOX]

[ ]  The school provides feedback to the academic and other staff, and preceptors on the results of the performance evaluation to achieve quality improvement

[TEXT BOX]

[ ]  Criteria, policies and procedures for the evaluation of academic staff performance are commensurate with their responsibilities in the degree program

[TEXT BOX]

[ ]  Criteria, and policies and procedures for promotion (and tenure, if applicable) are developed, adopted,

 communicated to academic staff, and applied transparently, consistently, and fairly

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ pages)

**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 [x]  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 *[specify appendix number; e.g. 23.X]*

[ ]  Evidence that the facilities meet legal and other safety standards *[specify appendix number; e.g. 23.X]*

[ ]  A list of equipment used in simulation activities (description, model, manufacturer, year of manufacture) *[specify appendix number; e.g. 23.X]* *[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) *[specify appendix number; e.g. 23.X]*

[ ]  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 *[specify appendix number; e.g. 23.X]*

**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 *[specify appendix*

 *number; e.g. 23.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| The facilities provide a comfortable, well-equipped, and safe environment for administration, teaching, learning, and research. | [ ]  | [ ]  | [ ]  | [ ]  |
| The facilities 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. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***4 – 6 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  The physical facilities support the achievement of all aspects of the school’s mission

[TEXT BOX]

[ ]  The physical facilities support the curricular philosophy and model, and the different learning needs of students

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  The research laboratories support the research and scholarly interests and activities of the academic staff

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  Decisions on additional equipment, space needs, or space reallocation are made, and the measures taken to ensure transparency and fairness

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ pages)

**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 [x]  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 *[specify appendix number; e.g. 24.X]*

[ ]  A list of the learning and educational resources, such as computers, educational software, and audio-visual

 classroom technology *[specify appendix number; e.g. 24.X]*

[ ]  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 *[specify appendix number; e.g. 24.X]*

**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 *[specify appendix*

 *number; e.g. 24.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; the school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***3 – 5 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  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.)

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  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)

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  Library holdings (print and electronic) are kept up-to-date

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ pages)

**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 [x]  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 *[specify appendix number;*

 *e.g. 25.X]*

[ ]  List of practice sites, preceptors and their credentials (such as, licensure, academic qualifications, and

 certifications/postgraduate training) *[specify appendix number; e.g. 25.X]*

[ ]  List of the academic and other staff involved in the oversight and quality assurance of the experiential component

 of the curriculum *[specify appendix number; e.g. 25.X]*

[ ]  List of all materials provided to practice sites *[specify appendix number; e.g. 25.X]*

[ ]  Examples of materials (such as manuals or instructions) provided to practice sites, preceptors, and students to

 prepare them for practice experiences *[specify appendix number; e.g. 25.X]*

[ ]  Examples of agreements between the school and sites used for practice experiences *[specify appendix number;*

 *e.g. 25.X]*

**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 *[specify appendix*

 *number; e.g. 25.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| 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. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***4 – 6 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  Experiential education practice sites and preceptors are identified, recruited, and selected, then provided orientation, development, and quality assurance training.

[TEXT BOX]

[ ]  The preceptors and sites are evaluated to ensure that experiential education supports the achievement of desired student competencies.

[TEXT BOX]

[ ]  Adequate site and preceptor capacity and diversity are assured through capacity planning and effective

 recruitment and retention strategies

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  Students are evaluated during experiential education

[TEXT BOX]

[ ]  Quality improvements are made based on student, preceptor, site coordinator/supervisor, and experiential

 education staff feedback

[TEXT BOX]

[ ]  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.

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)

**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 [x]  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 *[specify appendix number; e.g. 26.X]*

[ ]  Funding obtained from research grants and other external sources in the past five years *[specify appendix*

 *number; e.g. 26.X]*

**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 *[specify appendix*

 *number; e.g. 26.X]*

1. **School’s Self-Assessment:** Use the checklist below to self-assess 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. | [ ]  | [ ]  | [ ]  | [ ]  |
| The budget of the school is planned, developed, and managed according to university policies and sound management practices. | [ ]  | [ ]  | [ ]  | [ ]  |

1. **School’s Comments on the Criterion:** The school’s descriptive text and supporting evidence should specifically address the following. Use a check [x]  to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the Criterion; or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the school should provide evidence that the plan is working. **Describe how:**

*Note: The descriptive text to answer the focused questions in Section 3 of this Criterion should be* ***4 – 6 pages*** *in length, which is an indication of the* ***level of detail expected*** *by ACPE.*

[ ]  The school budget is requested, developed, and managed, and describe the individuals involved

[TEXT BOX]

[ ]  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

[TEXT BOX]

[ ]  The school has autonomy to use and allocate financial resources, with appropriate oversight by the university

[TEXT BOX]

[ ]  Any other notable achievements, innovations or quality improvements

[TEXT BOX]

1. **School’s Final Self-Evaluation:** Self-assess how well the program is in compliance with the Criterion by putting a check in the appropriate box [x] :

|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |
| [ ]  **Meets Expectations for Stage of Development** | [ ]  **Focused Attention Required** | [ ]  **Less than Expected for Stage of Development** | [ ]  **Much Improvement Needed** |

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

[TEXT BOX] (Approximately ¼ to ½ page)