

THE EVALUATION STANDARDS 2011

-Japan Accreditation Board for Pharmaceutical Education-

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*Management / Financial Resources are evaluated by different Accreditation Boards

Mission & Goals

1. Mission & Goals

Standard 1-1

The school of pharmacy must have a statement that expresses its mission, goals and values in the areas of teaching, research and scholarly activity, service to the community, contribution to pharmacy practice, and advancement of the profession. The mission and goals must reflect and align with the professional vision for pharmacy practice and education to ensure that graduates are appropriately educated and trained to deliver pharmacy services that meet current and future societal needs and expectations. The mission and goals must be specific, measurable and realistic so that progress toward their achievement can be evaluated.

Guideline 1-1-1 & 1-1-2

The mission and goals must reflect the environment surrounding medical care, social needs for a pharmacist, and students' needs precisely.

Guideline 1-1-3 & 1-1-4

The mission and goals must be disseminated to staff and students of the school, and must be announced publicly.

Guideline 1-1-5

The mission and goals should be checked and evaluated regularly and should be improved based on the evaluation.

The Curriculum

2. Organization for Curriculum

Standard 2-1

The curriculum policy must be set based on institution missions and goals and subsequently announced.

Guideline 2-1-1

The curriculum policy must be set based on institution missions and goals.

Guideline 2-1-2

The school of pharmacy must have an overseeing responsibility system in place to set the curriculum policy.

Guideline 2-1-3

The curriculum policy must be publicized to the staff and students of the school.

Guideline 2-1-4

The curriculum policy must be announced widely to the public on respective homepages and other applicable information sites.

Standard 2-2

The curriculum must be constructed based on the curriculum policy.

Guideline 2-2-1

The curriculum must be organized based on the curriculum policy.

Guideline 2-2-2

The curriculum must not be aimed solely at passing the national examination and pharmaceutical common achievement tests.

Guideline 2-2-3

The system, which undertakes construction of the curriculum and improvements based on immediate needs, must be organized by an appropriate committee that includes, functioning university teachers and pharmacists.

3. Basic Contents of Medical Profession Education**3-1 Humanism Education / Medical Ethic Education****Standard 3-1-1**

The school of pharmacy must provide an effective and systematic education of a quality such that students can become a pharmacist, a health care provider, and an individual who demonstrates a manner of behavior that nurtures a relationship of mutual trust among people.

Guideline 3-1-1-1

The school of pharmacy must provide an effective and systematic education of a quality such that students can become a pharmacotherapy expert who possesses the appropriate behavior representing the qualities of a healthcare provider.

Guideline 3-1-1-2

The school of pharmacy must educate students with effective learning methods such that they can become a pharmacist holding pharmacist ethics, a sense of duty, and a responsible view of the profession.

Guideline 3-1-1-3

The school of pharmacy must educate students with effective learning methods necessary to understand the psychology, situations, and environment of a patient interacting with a healthcare provider while building suitable relationships of mutual trust between the two.

Guideline 3-1-1-4

The school of pharmacy must set an index to evaluate the competencies of a student in medical ethics and humanism, and must make appropriate use of that index to make judgments.

Guideline 3-1-1-5

The amount of class credits for medical ethics (3-1), humanism (3-1), liberal arts (3-2), foreign languages (3-2), remedial education for specialized programs (3-3), medical safety education (3-4), and the nurturing of lifelong study (3-5) would be desirable to be set at over 20% of the total credits required for graduation.

3-2 Liberal Arts / Language Education**Standard 3-2-1**

In order for a student to become a person who has both intelligence and a high degree of self-respect, the school of pharmacy must provide a myriad of classes such that students learn about the humanities, social sciences, and natural sciences, enabling them to build the basics required of a person to develop a deep humanitarian ethos with the ability to view the world from a variety of perspectives.

Guideline 3-2-1-1

The school of pharmacy must provide a myriad of classes in liberal arts that are in keeping with the educational guidelines prepared for specific pharmacy programs.

Guideline 3-2-1-2

The school of pharmacy must provide elective classes meeting social needs and must also consider other selectivity choices in the class schedules.

Guideline 3-2-1-3

It would be better for the school of pharmacy to form a systematic curriculum of liberal arts that connects with the learning goals of specific pharmacy programs.

Standard 3-2-2

The school of pharmacy must carry out education that allows students to acquire the basic knowledge, skills, and attitudes in order to express their independent thoughts and opinions in an appropriate manner that respects the circumstances and opinions of others.

Guideline 3-2-2-1&3-2-2-2

The school of pharmacy must carry out education that establishes student communication competency.

Guideline 3-2-2-3

The school of pharmacy must carry out education that nurtures the student's ability of expression that allows one to integrate both the opinion of oneself and others.

Guideline 3-2-2-4

The school of pharmacy must set an index to evaluate a student's communication competency and must appropriately evaluate the student based on the established index.

Standard 3-2-3

The school of pharmacy must provide a language education required to develop the ability to integrate and cope with social globalization.

Guideline 3-2-3-1

The language classes must include elements of "speaking", "hearing", "writing", and "reading". The language classes should incorporate elements that address the student's ability "to speak", "to listen", "to write", and "to read".

Guideline 3-2-3-2

The school of pharmacy should arrange the class schedule and supervise the student's ability to master all elements of "speaking", "listening", "writing", and "reading".

Guideline 3-2-3-3

The school of pharmacy should provide language classes that allow the student to master the appropriate linguistic abilities required to be a pharmacist.

Guideline 3-2-3-4

The school of pharmacy would be better to provide language classes that allow the student to master linguistic abilities that correspond to medical progress and change.

Guideline 3-2-3-5

The school of pharmacy would be better to systematically construct the language classes.

3-3 Propaedeutic Education**Standard 3-3-1**

The school of pharmacy must provide appropriately propaedeutic programs necessary to allow the student to continue in pharmacy professional education.

Guideline 3-3-1-1

The propaedeutic programs must be appropriately considered in accordance with the different learning experiences of each student prior to their enrollment in the school.

Standard 3-3-2

The school of pharmacy must provide an early exposure program that aims to enhance the learning volition of the student.

Guideline 3-3-2-1

The early exposure program must be arranged for students to be able to observe a wide variety of medical sites where a pharmacist actively participates.

Guideline 3-3-2-2

The early exposure program must include specific plans, such as presentation and general discussion skills, to enhance the learning process.

3-4 Medical Safety Education**Standard 3-4-1**

The school of pharmacy must provide programs about the prevention of the harmful effects of a medicine, malpractice, and medical accidents from the viewpoint of safe usage of medicines and medical equipment.

Guideline 3-4-1-1

The programs must include learning about an overview, prevention methods, and solution strategies of the harmful effects of a medicine, malpractice, and medical accidents.

Guideline 3-4-1-2

In order to enhance the learning effects, the programs should include a patient and their family, a lawyer, and a safety manager involved in medical care as a lecturer. The programs should also raise students' ability to establish scientific viewpoints and objective discernments about the security and usage of medicines and medical equipment.

3-5 Lifelong Learning

Standard 3-5-1

The school of pharmacy must provide programs that recognize the importance of lifelong learning following graduation, in order to develop the social responsibilities needed as a medical provider.

Guideline 3-5-1-1

The programs must include lectures not only by teachers, but also pharmacists, in order for students to know that lifelong learning is necessary to cope with medical progress.

Guideline 3-5-1-2

The school of pharmacy should provide students with opportunities to participate in lifelong learning programs, such as training after graduation.

Guideline 3-5-1-3

It is desirable for the school of pharmacy to construct systematic lifelong learning programs and opportunities.

4. Pharmaceutical Education Curriculum

4-1 Model Core Curriculum for Pharmaceutical Education

Standard 4-1-1

The content and educational objectives of the curriculum must be based on the Model Core Curriculum for pharmaceutical education.

Guideline 4-1-1-1

The general objectives and specific behavioral objectives must be stipulated in the syllabus of each class, and must be based on the Model Core Curriculum for pharmaceutical education.

Standard 4-1-2

A learning stratagem that is suitable for the achievement of specific behavioral objectives for each class must be provided.

Guideline 4-1-2-1

Education utilizing learning methods suitable for the different learning domains (knowledge, skill, attitude) of each specific behavioral objective must be provided.

Guideline 4-1-2-2

Training for scientific experiments must be conducted in a manner that allows for both the mastery of skills and the proper attitude needed to nurture scientific critical thinking.

Guideline 4-1-2-3

The school of pharmacy should connect clinical knowledge with the basics of each class.

Guideline 4-1-2-4

The school of pharmacy would be better to construct an interchange system involving patients, pharmacists, and other medical providers, with these individuals directly participating in the educational process.

Standard 4-1-3

The school of pharmacy must arrange the order of classes to create an appropriately effective curriculum.

Guideline 4-1-3-1

The school of pharmacy must create an effective curriculum that takes into consideration relationships between other classes.

4-2 Contents of University Original Pharmacy Professional Training

Standard 4-2-1

The school of pharmacy must provide specific and original pharmacy programs that reflect the institution's own mission and goals.

Guideline 4-2-1-1

The school of pharmacy must provide specific and original pharmacy programs reflecting the institution's mission and goals, in addition to the Model Core Curriculum for pharmaceutical education.

Guideline 4-2-1-2

Original pharmacy programs must be constructed as a class or part of a class, and be exhibited in the syllabus.

Guideline 4-2-1-3

The school of pharmacy would be better to form an effective curriculum based on original programs that take into consideration the needs of the students.

5. Pharmacy Clerkship

5-1 Pre-clinical Training

Standard 5-1-1

Pre-clinical training must be appropriately carried out in accordance with the Model Core Curriculum.

Guideline 5-1-1-1

The educational objectives (General Instructional Objective: GIO; Specific behavioral objectives: SBOs) of pre-clinical training must be based on the Model Core Curriculum.

Guideline 5-1-1-2

Learning methods, the number of course hours, and training rooms must be carried out in accordance with the Model Core Curriculum.

Guideline 5-1-1-3

Pre-clinical training must be carried out under the appropriate tuition system.

Guideline 5-1-1-4

Pre-clinical training must be carried out at appropriate times for pharmacy practices.

Guideline 5-1-1-5

An index to evaluate degrees of accomplishment in pre-clinical training must be set, and students must be appropriately evaluated based on that index.

Guideline 5-1-1-6

When the completion of pre-clinical training is separated from the start of pharmacy practice, it would be better to confirm the degree of student accomplishment in pre-clinical training shortly before pharmacy practice.

5-2 Common Achievement Tests**Standard 5-2-1**

A student who wants to take clinical practice rotations must pass the Common Achievement Tests (CBT and OSCE) prior to beginning clinical practice rotations.

Guideline 5-2-1-1

Designation of passing verdicts by the school of pharmacy must be based on acceptability criterion set by the Pharmaceutical Common Achievement Tests Organization, which demonstrate necessary acquired ability and competence to perform clinical practice rotations.

Guideline 5-2-1-2

The school of pharmacy must share all the information about the Common Achievement Tests (CBT and OSCE), including the number of the examinees, the number of students passing and acceptability criterion.

Standard 5-2-2

The school of pharmacy must maintain an appropriate system necessary to perform the Common Achievement Tests (CBT and OSCE).

Guideline 5-2-2-1

The Common Achievement Tests (CBT and OSCE) must be performed based on "the implementation guidelines" of the Pharmaceutical Common Achievement Tests Organization.

Guideline 5-2-2-2

The school of pharmacy must create CBT and OSCE committees, and the committees should work impartially and efficiently on performing the Common Achievement Test.

Guideline 5-2-2-3

The school of pharmacy must maintain the facilities and equipment necessary to appropriately perform the CBT and OSCE.

5-3 Clinical Practice Rotations**Standard 5-3-1**

The school of pharmacy must maintain systems for appropriately performing clinical practice rotations.

Guideline 5-3-1-1

The school of pharmacy must create committees for clinical practice rotations, and the committees should work efficiently to perform clinical practice rotations.

Guideline 5-3-1-2

The responsibility for clinical practice rotations must be made clear.

Guideline 5-3-1-3

Student health status must be confirmed and enforced by necessary medical examinations, vaccinations, and other measures before the initiation of clinical practice rotations.

Guideline 5-3-1-4

It would be better for all teachers of the school of pharmacy to participate in the clinical practice rotations.

Standard 5-3-2

Hospital and community pharmacy assignments for students must be appropriately made.

Guideline 5-3-2-1

The school of pharmacy must share all information, such as the methods and standards for assignment decisions, with the student prior to any assignments.

Guideline 5-3-2-2

The school of pharmacy must consider both the courses and student transportation at the time that the assignment decision of the student is made.

Guideline 5-3-2-3

When clinical practice rotations are carried out at distant locations, teachers should carefully supervise the clinical practice rotations, as well as the lifestyle of the student.

Standard 5-3-3

The school of pharmacy should conduct clinical practice rotations in facilities possessing appropriate teaching pharmacists and appropriate equipment in conformity with the Model Core Curriculum for clinical practice rotations.

Guideline 5-3-3-1

Clinical practice rotations should be conducted under the direction of an appropriate teaching pharmacist.

Guideline 5-3-3-2

Clinical practice rotations should be conducted in facilities possessing appropriate equipment.

Standard 5-3-4

Clinical practice rotations must be conducted in accordance with the learning objectives and learning strategies of the Model Core Curriculum for clinical practice rotations.

Guideline 5-3-4-1

The learning objectives for the clinical practice rotations must be set in accordance with the learning objectives of the Model Core Curriculum for clinical practice rotations.

Guideline 5-3-4-2

Learning strategies for clinical practice rotations, such as learning methods, terms, facilities, and so on, must be set in accordance with the learning strategies of the Model Core Curriculum for clinical practice rotations.

Guideline 5-3-4-3

The time periods for hospital and community pharmacy rotations as a general rule must not be shorter than the standard of eleven (11) weeks.

Standard 5-3-5

Clinical practice rotations must be conducted under appropriate cooperation between the school of pharmacy and the hospital/community pharmacy.

Guideline 5-3-5-1

Appropriate cooperation, such as prior meetings, supervisor visits, and so on, must be incorporated as part of clinical practice rotations.

Guideline 5-3-5-2

The school of pharmacy must discuss with the hospital/community pharmacy instructions about supervision that are in compliance with the laws, ordinances and duty of confidentiality prior to clinical practice rotations. Student achievement status must also be appropriately confirmed.

Standard 5-3-6

Evaluations of the clinical practice rotations must be properly conducted in cooperation between the school of pharmacy and the hospital/community pharmacies.

Guideline 5-3-6-1

The school of pharmacy must set and disclose evaluation standards with both the students and teaching pharmacists prior to clinical practice rotations. Evaluations must properly evaluate the performance of a student in cooperation with a teaching pharmacist.

Guideline 5-3-6-2

Feedback evaluations pertaining to clinical practice content, clinical practice situations and the performance levels of students must be conducted on the student, teaching pharmacist, and teachers during an appropriate training period.

Guideline 5-3-6-3

A hearing about clinical practice situations, including objectives/strategies, and student achievements must be conducted on the student, teaching pharmacists, and teachers after appropriate clinical practice situations.

Guideline 5-3-6-4

Student competency in clinical skills would be better to be evaluated based on an appropriate index.

6. Education for Nurturing Problem Solving Ability**6-1 Graduation Research****Standard 6-1-1**

In order to acquire the ability to challenge new discoveries through research themes and solve problems based on scientific methodology, students must conduct graduation research and compose a graduation thesis.

Guideline 6-1-1-1

Graduation research must be required credits, and effective times and enforcement periods must be appropriately set.

Guideline 6-1-1-2 & 6-1-1-3

Each student must compose a graduation thesis. Graduation theses must include, considerations regarding results of research and medical care.

Guideline 6-1-1-4 & 6-1-1-5

The school of pharmacy must conduct formal presentations of graduation theses. The ability of each student must be evaluated both fairly and rigorously.

6-2 Problem-finding and solving Approach to Learning**Standard 6-2-1**

Education for nurturing the ability for identifying and solving problems must be carried out systematically and effectively.

Guideline 6-2-1-1

Education for nurturing the ability for identifying and solving problem must be carried out systematically and written in the syllabus.

Guideline 6-2-1-2

Learning methods, such as type of participation, group learning, and self-learning, must be carried out effectively so as to nurture an ability for identifying and solving problems.

Guideline 6-2-1-3

The school of pharmacy must set an index to evaluate the competency of students in education related to nurturing the ability for identifying and solving problems and must appropriately judge student competency based on that index.

Guideline 6-2-1-4

The amount of class credits for education in nurturing the ability for identifying and solving problems should be set at over 10% of total credits required for graduation.

Students

7. Admission Policy and System for Acceptance

Standard 7-1

Admission policy must be set based on the institution's mission and goals, and must be announced publicly.

Guideline 7-1-1 & 7-1-2

The admission policy must be set based on the institution's mission and goals under the direction of a responsible organization.

Guideline 7-1-3

The admission policy must be announced through institution homepages and information about the entrance examination must be known to applicants for matriculation.

Standard 7-2

The aptitude and ability of an applicant for matriculation must be evaluated precisely and objectively.

Guideline 7-2-1

The evaluation of and decision for acceptance of an applicant for matriculation must be made under the direction of a responsible organization.

Guideline 7-2-2

The basic scholastic ability required after matriculation to the school must be evaluated precisely.

Guideline 7-2-3

It would be better to evaluate applicants as prospective health care providers.

Standard 7-3

The number of matriculants must not be strikingly different from the set student quota.

Guideline 7-3-1

The mean number of matriculants for the 6-year program must not strikingly exceed the set student quota.

Guideline 7-3-2

The mean number of matriculants for the 6-year program must not be strikingly lower than the set student quota.

8. Grading / Promotion / Graduation**8-1 Grading****Standard 8-1**

The scores in each class must be evaluated impartially and rigorously.

Guideline 8-1-1

A methods and standards of scholastic evaluation must be set in each class and should also be known to the student.

Guideline 8-1-2

Scores in each class must be evaluated according to the methods and standards of each class.

Guideline 8-1-3

Scores in each class must be announced to the student along with any necessary related information.

8-2 Promotion**Standard 8-2-1**

A judgment for promotion to the next year must be carried out impartially and strictly.

Guideline 8-2-1-1

Promotion standards and rules for the same class as applied to the remaining years must be established and known to the students.

Guideline 8-2-1-2

Judgments for promotion must be carried out impartially and strictly under the terms of the promotion standards.

Guideline 8-2-1-3

Educational considerations must be appropriately accomplished for students who are to remain in the same class for the next academic year.

Guideline 8-2-1-4

It would be better to set limitations for enrolling in subsequent academic year classes for those students who are to remain in the same class during the subsequent academic year.

Standard 8-2-2

The number and situations of students who are repeating the same year, who are granted temporary absences from the school, or withdraw from the school, must be carefully analyzed and appropriate countermeasures must be carried out.

Guideline 8-2-2-1

The number and situations of students who are repeating the same year, who are granted temporary absences from the school, or withdraw from the school, must be carefully analyzed each year and sufficiently appropriate countermeasures must be carried out.

8-3 Graduation**Standard 8-3-1**

The diploma policy must be set based on the institution's mission and goals and announced to the public.

Guideline 8-3-1-1 & 8-3-1-2

The diploma policy must be set based on the institution's mission and goals under the direction of a responsible organization.

Guideline 8-3-1-3

The diploma policy must be announced to all students and staff.

Guideline 8-3-1-4

The diploma policy must be announced through institution homepages.

Standard 8-3-2

Judgments for graduation must be conducted impartially and stringently.

Guideline 8-3-2-1

Standards for graduation must be adequately set and must be disseminated to the students.

Guideline 8-3-2-2

Judgments for graduation must be conducted impartially and rigorously under the guidelines of the graduation standards.

Guideline 8-3-2-3

Educational considerations must be appropriately met for students who cannot meet the standards for graduation.

Standard 8-3-3

The school of pharmacy should set an index to evaluate the competency of a student as a healthcare provider and evaluate the student based on the created index.

Guideline 8-3-3-1

The school of pharmacy should set an index to evaluate the competency of a student as a healthcare provider.

Guideline 8-3-3-2

It would be better to evaluate the competency of each student based on appropriate indices.

9. Student Services**9-1 Study Support System****Standard 9-1-1**

The school of pharmacy must create a system of study instruction so that the student can obtain maximum achievement for the duration of their time at school.

Guideline 9-1-1-1

The school of pharmacy must create a guidance system for new students to obtain an overview of the pharmacy program.

Guideline 9-1-1-2

The school of pharmacy must create a system of study instruction that enables new students to easily learn about pre-pharmacy education appropriate to the background of each student.

Guideline 9-1-1-3

The school of pharmacy must should create an adequate guidance system for the students.

Guideline 9-1-1-4

The school of pharmacy must create an adequate system of study instruction necessary for students to learn about pharmacy education according to the learning progress of each student.

Standard 9-1-2

The school of pharmacy must create a financial support system for the student so that a student can better concentrate on their learning objectives.

Guideline 9-1-2-1

The school of pharmacy must maintain a financial support information desk for students offering advice on things such as scholarships, and so on.

Guideline 9-1-2-2

It would be better for the school of pharmacy to have their own scholarships.

Standard 9-1-3

The school of pharmacy must create a system of healthcare support for students so that students are able to concentrate on learning.

Guideline 9-1-3-1

The school of pharmacy must have a student counselor's office to tend to student health and mental care needs, as well as a well-managed student life.

Guideline 9-1-3-2

The school of pharmacy must carry out regular medical examinations for health care needs and appropriately instruct students.

Standard 9-1-4

The school of pharmacy must create a system for the prevention of harassment of students.

Guideline 9-1-4-1

The school of pharmacy must establish rules concerning the prevention of harassment.

Guideline 9-1-4-2

The school of pharmacy must create a committee and maintain an information desk for the prevention of harassment.

Guideline 9-1-4-3

The school of pharmacy must provide information about approaches for the prevention of harassment.

Standard 9-1-5

The school of pharmacy should make efforts to provide opportunities for examinations for physically impaired individuals, and should make efforts in preparing support systems in terms of facilities, learning opportunities, and the general life of a physically impaired student.

Guideline 9-1-5-1

The school of pharmacy should make efforts to provide opportunities for examination purposes for physically impaired students.

Guideline 9-1-5-2

The school of pharmacy should make efforts to prepare support systems in terms of facilities, learning opportunities, and the general life of physically impaired students.

Standard 9-1-6

The school of pharmacy must create a support system for students to make decisions pertaining to job choices.

Guideline 9-1-6-1

The school of pharmacy must create a support group and/or a committee pertaining to student job choices.

Guideline 9-1-6-2

The school of pharmacy should make efforts to provide support systems, such as employment seeking seminars, in order for a student to make adequate job choices.

Standard 9-1-7

The school of pharmacy must create a system that reflects student opinions on education and student life.

Guideline 9-1-7-1

The school of pharmacy must create a support group and/or a committee to collect student opinions on education and student life.

Guideline 9-1-7-2

The school of pharmacy must take action that adequately reflects students' opinions on education and student life.

9-2 Consideration to Security and Relief**Standard 9-2-1**

The school of pharmacy must create a system that supports a student's ability to concentrate on learning in an easy and safe manner.

Guideline 9-2-1-1

The school of pharmacy must create a system concerning adequate safety education that is necessary to conduct experiments, training and graduation research work.

Guideline 9-2-1-2

The school of pharmacy must provide information about various insurances (such as accident insurance, damage insurance compensation, and so on) to students and guide them in the process for taking out insurance policies.

Guideline 9-2-1-3

The school of pharmacy must create manuals for accident outbreaks and prevention of damages; such information must be provided to both students and staff through classes.

10. Teacher Organization/Staff Organization**10-1 The Teacher Organization and Faculty Development****Standards 10-1-1**

The school of pharmacy must have teachers who can achieve education and research in accordance with institution mission and goals.

Guideline 10-1-1-1

The number of teachers must exceed the number determined and set by the Standards for Establishment of Universities.

Guideline 10-1-1-2

In order to continually improve education, the school of pharmacy should make efforts to maintain the number of teachers at a number that exceeds the number

determined and set by the Standards for Establishment of Universities. It would be desirable for the number of students to be less than ten students per teacher.

Guideline 10-1-1-3

The school of pharmacy must maintain an appropriate ratio of numbers of professors, associate professors, and lecturers.

Standard 10-1-2

The school of pharmacy must have teachers who correspond to either a person of superior results in education and research or a person having superior knowledge, experience in advanced techniques, skills in a specialized field, and the person must also have educational abilities and considerable insight into their own specialized field.

Guideline 10-1-2-1

The school of pharmacy must have teachers who have superior results in education and research in a specialized field.

Guideline 10-1-2-2

The school of pharmacy must have teachers who have superior knowledge, experience with advanced techniques, and skills in a specialized field.

Guideline 10-1-2-3

The teachers must have educational abilities and considerable insights into their own specialized field.

Standard 10-1-3

In the curriculum, the teachers must be assigned to appropriate classes and the number of classes of each teacher should be made equal.

Guideline 10-1-3-1

Full-time professors or associate professors must take charge of the main classes in pharmacy education.

Guideline 10-1-3-2

The age range of full-time teachers must not be markedly unevenly distributed.

Standard 10-1-4

The adoptions and promotions of teachers must be carried out in an appropriate manner.

Guideline 10-1-4-1

The school of pharmacy must have appropriate regulations pertaining to the adoption and promotion of teachers.

Guideline 10-1-4-2

The selection of teachers must be carried out based not only on research achievements, but also on educational performance.

10-2 Education/Research Activities**Standard 10-2-1**

The activities of education and research must be carried out in accordance with the purposes of the school of pharmacy.

Guideline 10-2-1-1

Teachers must maintain and improve their own abilities in education and research.

Guideline 10-2-1-2

Teachers should perform research activities in order to achieve the set educational goals.

Guideline 10-2-1-3

The achievements of each teacher in education and research must be evaluated and disclosed every 5 years.

Guideline 10-2-1-4

The school of pharmacy should institute a system such that teachers who have exclusive duties as a pharmacist can engage in continuing education pertaining to new medical care in order to maintain one's own ability as a pharmacist.

Standard 10-2-2

In order to achieve the purposes of education and research, the school of pharmacy must maintain research environments necessary to perform research activities.

Guideline 10-2-2-1

The school of pharmacy must appropriately maintain adequate research laboratories.

Guideline 10-2-2-2

The school of pharmacy must appropriately distribute all research funds.

Guideline 10-2-2-3

The number of class hours that a teacher is in charge of should be within an appropriate range in order to maintain adequate research time.

Guideline 10-2-2-4

The school of pharmacy would be better to create a system for teachers to obtain outside funds.

Standard 10-2-3

In order to improve the educational and research abilities of each teacher, the school of pharmacy must carry out appropriate organized actions and faculty development.

Guideline 10-2-3-1

The school of pharmacy must create organizations and systems to improve the educational and research abilities of each teacher.

Guideline 10-2-3-2

The school of pharmacy must carry out organized actions to improve the educational and research abilities of each teacher.

Guideline 10-2-3-3

Teachers should try to improve their own classes through class evaluation questionnaires.

10-3 The Staff Organization and Staff Development**Standard 10-3-1**

The school of pharmacy must have appropriate staff to support and to enforce its education and research activities.

Guideline 10-3-1-1

The school of pharmacy must have appropriate staff to maintain ability, and support achievement in education and research.

Guideline 10-3-1-2

The school of pharmacy would be improved by having an appropriate number of assistants necessary to support achievement education and research.

Guideline 10-3-1-3

It would be better to nurture cooperation between teachers and staff in order to improve the respective abilities of each.

Institutions / Facilities

11. Institutions / Facilities

11-1 Facilities in the University

Standard 11-1

The school of pharmacy must maintain an educational environment necessary to achieve the purpose of its educational goals.

Guideline 11-1-1

The scale and number of classrooms should be appropriate from the point of view of effectiveness. In addition, it would be better to have classrooms available for active learning tasks such as small group discussions.

Guideline 11-1-2

The scale of and facilities for training and support (training rooms for experiments, information processing practice rooms, animal experiment facilities, RI education research facilities, medical botanical gardens, etc.) required in order to function must be at an appropriate level.

Guideline 11-1-3

In order to carry out the pre-clinical training according to the Model Core Curriculum, facilities (simulation drugstore, mock sickroom, etc.) must be appropriately available.

Guideline 11-1-4

The facilities for graduation studies must be appropriate.

Standard 11-2

In order to achieve the purpose of education and research, the school of pharmacy must maintain an appropriate library, reading rooms, self-study rooms, and must have books and journals necessary for education and research.

Guideline 11-2-1

The school of pharmacy must have an appropriate library, reading rooms, and study halls.

Guideline 11-2-2

The school of pharmacy must have books and journals, including electronic journals, necessary for appropriate education and research.

Guideline 11-2-3

It would be better to have appropriate self-study rooms available.

Guideline 11-2-4

It would be better to set appropriate opening times for reading and self-study rooms.

Collaborative Relationships**12. Collaborative Relationships with Society****Standard 12-1**

The school of pharmacy should contribute to the development of medical care and pharmacy, as well as to the improvement of the ability of pharmacists through activities of education and research.

Guideline 12-1-1

The school of pharmacy should contribute to the development of medical care and pharmacy in cooperation with medical communities and industries.

Guideline 12-1-2

The school of pharmacy should contribute to the development of medical care and pharmacy in cooperation with administrative bodies and affiliates, including a pharmaceutical association, a society of hospital pharmacists, and a medical association.

Guideline 12-1-3

The school of pharmacy should provide lifelong learning programs in order to improve the ability of pharmacists.

Guideline 12-1-4&12-1-5

The school of pharmacy should take strong action on maintaining and improving areas of public hygiene.

Standard 12-2

The school of pharmacy should maintain and conduct activities of international exchange of medical care and pharmacy, through education and research.

Guideline 12-2-1

The school of pharmacy should distribute information worldwide through institution homepages, international journals, and so on.

Guideline 12-2-2

It would be better for the school of pharmacy to pursue benefit by engaging in robust international exchanges, through bilateral agreements and exchange programs between universities.

Guideline 12-2-3

It would be better for the school of pharmacy to pursue benefit by creating a system that engages in the acceptance of foreign students and/or overseas training for staff and students.

Check & Evaluation**13. Self-check / Self-evaluation****Standard 13-1**

The school of pharmacy must self-evaluate its own activities, including education and research, according to appropriate self-guidelines, and the results must be made public.

Guideline 13-1-1

The school of pharmacy must create a self-evaluation committee within the school.

Guideline 13-1-2

It would be better for the self-evaluation committee to benefit by the inclusion of outside members.

Guideline 13-1-3

The school of pharmacy must create appropriate self-guidelines on self-evaluations.

Guideline 13-1-4

The school of pharmacy must self-evaluate its own activities, including education and research according to the created self-guidelines.

Guideline 13-1-5

The results of self-evaluations must be made public through institution homepages, and so on.

Standard 13-2

The results of self-evaluations must be utilized for the improvement of activities of education and research.

Guideline 13-2-1

The school of pharmacy must create a self-improvement committee to utilize the results of the self-evaluations for improving education and research.

Guideline 13-2-2

The results of the self-evaluations must be utilized for the improvement of activities of education and research.