Accreditation Council for Pharmacy Education
International Services Program
Threshold Rubric for Authorizing an On-Site Evaluation
For Purposes of Considering International-Preaccreditation

Note: For some criteria, the expectation will be absolute; for others it will be relative/relevant to the degree program to be offered and the stage of development/implementation of the program, for example: a BSc versus a PharmD program, time of submission of application prior to/after the admission of students; time in advance of delivery of courses in different years of the program; time in advance of implementation of practice experiences, etc. The expected degree of development will be at the discretion of the Board, taking into consideration recommendations of the International Commission.

Name of School: _____

Date of Review: _____

Reviewer's Name: _____

General Comments about the Self-Study Report (SSR):

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Areas of Strength (based on the information provided in the SSR):

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Areas of Potential Concern (based on the information provided in the SSR):

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	Meets Threshold Expectations	Below Threshold Expectations	Insufficient Information	Comments/ Requests for Additional Information
1. College/ School mission clearly stated	Mission is clear, consistent with University mission **Meets Threshold ☐**	Mission statement lacking/not clear **Below Threshold ☐**	**Insufficient Information ☐**	
2. Mission includes scholarly activity	Research and scholarly activity are components of the school's mission. **Meets Threshold ☐**	Inadequate attention is given to research and scholarly activity in the school's mission. **Below Threshold ☐**	**Insufficient Information ☐**	
3. University infrastructure supports research and scholarly activity	The University has infrastructure to support the research mission of a school of pharmacy (review bodies, grants administration, etc.) **Meets Threshold ☐**	The University lacks the necessary infrastructure to support the research mission of a school of pharmacy. **Below Threshold ☐**	**Insufficient Information ☐**	

4. Dean was in place with sufficient time to develop the program	Dean was in place well ahead of the entry of the first class and is providing leadership in the development of the program. **Meets Threshold ☐**	Dean has not been in place with sufficient time to provide leadership in the development of the program. **Below Threshold ☐**	**Insufficient Information ☐**
5. Dean is qualified and has appropriate authority and autonomy	Dean has academic and managerial experience and functional authority and autonomy to support the development and mission of the program. **Meets Threshold ☐**	Dean lacks either academic or managerial experience, or the functional authority and autonomy to support the development and mission of the program. **Below Threshold ☐**	**Insufficient Information ☐**

6. Dean has appropriate prior experience	Dean has administrative experience that directly contributes to his/her ability to create positive relationships necessary to create and/or lead a complex entity within a larger system.	Dean has little or no experience in creating positive relationships necessary to create and/or lead a complex entity within a larger system.	
	Meets Threshold ☐	**Below Threshold** ☐	**Insufficient Information** ☐
7. Dean has appropriate research and scholarship background	Dean has a record of research and scholarship and administrative skills that will together enable him/her to successfully lead a University-based research enterprise.	Dean's record of research and scholarship and/or administrative experience does not engender confidence in his/her ability to successfully lead a University-based research enterprise.	
	Meets Threshold ☐	**Below Threshold** ☐	**Insufficient Information** ☐

8. Academic staff leadership team identified and in place	Qualified administrative leaders of departments, divisions, or other sub-units, such as chairs or heads are hired and their perspectives have been included in the application prior to its submission to ACPE. **Meets Threshold ☐**	Administrative leaders are not qualified, hired or their perspectives have not been included in the application prior to its submission to ACPE. **Below Threshold ☐**	**Insufficient Information ☐**	
9. Leadership team has essential skills complement-ing those of the Dean	Collectively, the members of the leadership team have the essential skills that complement and/or compensate for deficits in the Dean's skill set. **Meets Threshold ☐**	Essential areas are not adequately covered by the skill sets of the Dean and his/her leadership team. **Below Threshold ☐**	**Insufficient Information ☐**	

10. Faculty members to teach first year of curriculum in place by time of initial on-site evaluation	All faculty members delivering the first year of the curriculum are qualified, are/will be on-board with sufficient time to fully develop their portion of the curriculum and/or are likely to be available to meet or speak with team members during the first on-site evaluation to gather data on the program's preparedness for International-Preaccreditation. **Meets Threshold ☐**	The current state of hiring suggests that not all faculty members will be hired by the first on-site evaluation visit, are not all qualified, or some will not have sufficient time to develop their part of the curriculum by the start of classes. **Below Threshold ☐**	**Insufficient Information ☐**
11. Senior faculty members provide mentoring	Current and proposed mix of senior to junior faculty members will realistically support mentoring in teaching, research and service. **Meets Threshold ☐**	Junior faculty cannot or will not be mentored because of insufficient numbers of present or proposed senior faculty. **Below Threshold ☐**	**Insufficient Information ☐**

12. Curricular Philosophy	A clear curricular structure and philosophy have been adopted.	The curriculum lacks a clear philosophy and structure; educational outcomes have not been developed.		
	Meets Threshold ☐	**Below Threshold** ☐	**Insufficient Information** ☐	
13. Educational Outcomes	Competency-based education outcomes for the program have been adopted.	Educational outcomes for the program have not been developed.		
	Meets Threshold ☐	**Below Threshold** ☐	**Insufficient Information** ☐	

14. Curriculum and draft syllabi have been prepared	The curriculum has been outlined and draft syllabi have been prepared.	The curriculum has not been outlined, is poorly explained by the applicant, and/or syllabi have not been prepared.		
	Meets Threshold ☐	**Below Threshold** ☐	**Insufficient Information** ☐	
15. Curricular map shows sufficient hours for program(s) proposed	The curriculum has been mapped to competencies and content in all academic areas and practice experiences.	The curriculum has either not been mapped to competencies and content or does not include sufficient hours in one or more academic area(s) or practice experiences.		
	Meets Threshold ☐	**Below Threshold** ☐	**Insufficient Information** ☐	

16. School has appropriate policies and procedures	The polices and procedures that address admission to the program, academic progression, other academic processes, rights to due process, and faculty evaluation, promotion, and tenure are in place. **Meets Threshold ☐**	The polices and procedures that address admission to the program, academic progression, other academic processes, rights to due process, and faculty evaluation, promotion, and tenure are not yet fully developed. **Below Threshold ☐**	**Insufficient Information ☐**	
17. Enrollment Management	Evidence has been provided that all resources are/will be available to support the proposed student enrollment. **Meets Threshold ☐**	There is inadequate evidence that all resources are/will be available to support the proposed student enrollment. **Below Threshold ☐**	**Insufficient Information ☐**	

18. No significant program expansion	The program has proposed limited, if any, enrollment increases, and has no plans for the development of distance campuses until after the first class has graduated and data on curricular and programmatic effectiveness has been assessed and reported. **Meets Threshold ☐**	The program intends to increase enrollment substantially or develop one or more distance campuses before the first class has graduated and data on curricular and programmatic effectiveness has been assessed. **Below Threshold ☐**	**Insufficient Information ☐**	
19. Student services available by the time students matriculate	Evidence indicates that all student services will be available by the first day of class. **Meets Threshold ☐**	Insufficient evidence is available to support that all student services will be available by the first day of class **Below Threshold ☐**	**Insufficient Information ☐**	

20. Physical facilities available to support faculty members and student needs as program begins	Evidence indicates that permanent or interim physical facilities to support each year of the program are/will be available by the first day of each year of the program. Finished facilities or areas under construction are/will be available for viewing by team members by the time of the on-site evaluation visit to gather data on the program's preparedness for International - Preaccreditation.	Insufficient evidence is available to support that permanent or interim physical facilities to support each year of the program are/will be available as the program begins, or finished facilities or areas under construction are/will not be available for viewing by team members by the time of the on-site evaluation visit to gather data on the program's preparedness for International - Preaccreditation.	
	Meets Threshold ☐	**Below Threshold** ☐	**Insufficient Information** ☐

21. Funding matches program activity	The level of funding matches the level of activity for the program's development and maintenance.	The program is inadequately funded or revenue generated by the program that is required for its development or maintenance will be diverted to support other programs.		
	Meets Threshold ☐	**Below Threshold** ☐	**Insufficient Information** ☐	
22. Pharmacy practice sites and preceptors, as needed, are available and ready	Evidence indicates that pharmacy practice sites and qualified preceptors to support the experiential elements of the program(s) will be available when needed.	Insufficient evidence is available to support that pharmacy practice sites and preceptors to support the experiential elements of the program(s) will be available when needed.		
	Meets Threshold ☐	**Below Threshold** ☐	**Insufficient Information** ☐	

23. **Contingency plans**	The program has contingency plans that include an exit strategy for protecting students if a component of the program or the entire program fails to be viable.	The program has no viable contingency plans.		
	Meets Threshold ☐	**Below Threshold** ☐	**Insufficient Information** ☐	
24. **All applicable criteria have been addressed (other than those addressed above)**	All criteria have been addressed in plans described in the application and appear to be adequately advanced for this stage of development.	One or more criteria have not been addressed in the application or adequately advanced for this stage of development.		
	Meets Threshold ☐	**Below Threshold** ☐	**Insufficient Information** ☐	