

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

*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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ISP Threshold Rubric for Authorizing Initial On-Site Evaluation for Precertification (continued)

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

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ISP Threshold Rubric for Authorizing Initial On-Site Evaluation for Precertification (continued)

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

ISP Threshold Rubric for Authorizing Initial On-Site Evaluation for Precertification (continued)

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

ISP Threshold Rubric for Authorizing Initial On-Site Evaluation for Precertification (continued)

<p><b>6. Dean has appropriate prior experience</b></p>	<p>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.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>Dean has little or no experience in creating positive relationships necessary to create and/or lead a complex entity within a larger system.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	
<p><b>7. Dean has appropriate research and scholarship background</b></p>	<p>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.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>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.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	

ISP Threshold Rubric for Authorizing Initial On-Site Evaluation for Precertification (continued)

<p><b>8. Academic staff leadership team identified and in place</b></p>	<p>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.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>Administrative leaders are not qualified, hired or their perspectives have not been included in the application prior to its submission to ACPE.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	
<p><b>9. Leadership team has essential skills complementing those of the Dean</b></p>	<p>Collectively, the members of the leadership team have the essential skills that complement and/or compensate for deficits in the Dean's skill set.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>Essential areas are not adequately covered by the skill sets of the Dean and his/her leadership team.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	

ISP Threshold Rubric for Authorizing Initial On-Site Evaluation for Precertification (continued)

<p><b>10. Faculty members to teach first year of curriculum in place by time of initial on-site evaluation</b></p>	<p>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 Precertification.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>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.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	
<p><b>11. Senior faculty members provide mentoring</b></p>	<p>Current and proposed mix of senior to junior faculty members will realistically support mentoring in teaching, research and service.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>Junior faculty cannot or will not be mentored because of insufficient numbers of present or proposed senior faculty.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	

ISP Threshold Rubric for Authorizing Initial On-Site Evaluation for Precertification (continued)

<p><b>12. Curricular Philosophy</b></p>	<p>A clear curricular structure and philosophy have been adopted.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>The curriculum lacks a clear philosophy and structure; educational outcomes have not been developed.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	
<p><b>13. Educational Outcomes</b></p>	<p>Competency-based education outcomes for the program have been adopted.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>Educational outcomes for the program have not been developed.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	



ISP Threshold Rubric for Authorizing Initial On-Site Evaluation for Precertification (continued)

<p><b>14. Curriculum and draft syllabi have been prepared</b></p>	<p>The curriculum has been outlined and draft syllabi have been prepared.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>The curriculum has not been outlined, is poorly explained by the applicant, and/or syllabi have not been prepared.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	
<p><b>15. Curricular map shows sufficient hours for program(s) proposed</b></p>	<p>The curriculum has been mapped to competencies and content in all academic areas and practice experiences.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>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.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	

ISP Threshold Rubric for Authorizing Initial On-Site Evaluation for Precertification (continued)

<p><b>16. School has appropriate policies and procedures</b></p>	<p>The policies 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.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>The policies 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.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	
<p><b>17. Enrollment Management</b></p>	<p>Evidence has been provided that all resources are/will be available to support the proposed student enrollment.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>There is inadequate evidence that all resources are/will be available to support the proposed student enrollment.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	

ISP Threshold Rubric for Authorizing Initial On-Site Evaluation for Precertification (continued)

<p><b>18. No significant program expansion</b></p>	<p>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.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>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.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	
<p><b>19. Student services available by the time students matriculate</b></p>	<p>Evidence indicates that all student services will be available by the first day of class.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>Insufficient evidence is available to support that all student services will be available by the first day of class</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	

ISP Threshold Rubric for Authorizing Initial On-Site Evaluation for Precertification (continued)

<p><b>20. Physical facilities available to support faculty members and student needs as program begins</b></p>	<p>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 Precertification.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>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 Precertification.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	
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ISP Threshold Rubric for Authorizing Initial On-Site Evaluation for Precertification (continued)

<p><b>21. Funding matches program activity</b></p>	<p>The level of funding matches the level of activity for the program's development and maintenance.</p>	<p>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.</p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	
<p><b>22. Pharmacy practice sites and preceptors, as needed, are available and ready</b></p>	<p>Evidence indicates that pharmacy practice sites and qualified preceptors to support the experiential elements of the program(s) will be available when needed.</p>	<p>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.</p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	

ISP Threshold Rubric for Authorizing Initial On-Site Evaluation for Precertification (continued)

<p><b>23. Contingency plans</b></p>	<p>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.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>The program has no viable contingency plans.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	
<p><b>24. All applicable criteria have been addressed (other than those addressed above)</b></p>	<p>All criteria have been addressed in plans described in the application and appear to be adequately advanced for this stage of development.</p> <p><b>Meets Threshold</b> <input type="checkbox"/></p>	<p>One or more criteria have not been addressed in the application or adequately advanced for this stage of development.</p> <p><b>Below Threshold</b> <input type="checkbox"/></p>	<p><b>Insufficient Information</b> <input type="checkbox"/></p>	