

Threshold Rubric for Authorizing a Comprehensive On-Site Evaluation Visit to Verify and Gather Additional Information on a Program Applicant’s Preparedness to Achieve Precandidate Status

	Meets Threshold Expectations	Below Threshold Expectations
1. Mission includes Scholarship	Research and scholarship are components of the program’s mission. Meets Threshold <input type="checkbox"/>	Inadequate attention is given to research and scholarship in the program’s mission. Below Threshold <input type="checkbox"/>
2. University Infrastructure Supports Research and Scholarship	The University has infrastructure to support the research mission of a college or school of pharmacy (IRB, Grants Administration, etc.) Meets Threshold <input type="checkbox"/>	The University lacks the necessary infrastructure to support the research mission of a college of school of pharmacy. Below Threshold <input type="checkbox"/>
3. Institution is Regionally Accredited	The institution is regionally accredited at the level of a professional doctorate or engaged in the process as defined by the appropriate accreditor. Meets Threshold <input type="checkbox"/>	The institution is not regionally accredited or not at the level of a professional doctorate and has not initiated the process. Below Threshold <input type="checkbox"/>
4. Institution is Authorized to Grant a Doctoral Degree	The institution has legal authority within the state to grant degrees and to initiate a pharmacy doctorate program. Meets Threshold <input type="checkbox"/>	The institution has no legal authority within the state to grant degrees and to initiate a pharmacy doctorate program. Below Threshold <input type="checkbox"/>
5. Dean is Installed with Sufficient Time to Develop the Program	Dean is in place at least 1 year prior to the entry of the first class and is providing leadership in the development of the program. Meets Threshold <input type="checkbox"/>	Dean has not been in place with sufficient time to provide leadership in the development of the program. Below Threshold <input type="checkbox"/>
6. Dean is Qualified and Has Authority as Defined by Standard 8	Dean has academic and managerial experience and functional authority to support the development and mission of the program. Meets Threshold <input type="checkbox"/>	Dean lacks either academic or managerial experience, or the functional authority to support the development and mission of the program. Below Threshold <input type="checkbox"/>
7. 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 Meets Threshold <input type="checkbox"/>	Dean has little or no experience in creating positive relationships necessary to create and/or lead a complex entity within a larger system. Below Threshold <input type="checkbox"/>
8. Dean has appropriate research and scholarship background.	Dean has a track record of research and scholarship and administrative skills that will together enable him/her to successfully lead a University-based research enterprise. Meets Threshold <input type="checkbox"/>	Dean’s track 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. Below Threshold <input type="checkbox"/>

Thresholds for Granting Precandidate Status (continued)

<p>9. Full-time Faculty Leadership Team Installed</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. Meets Threshold <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. Below Threshold <input type="checkbox"/></p>
<p>10. Leadership Team has Essential Skills Complementing those of the Dean</p>	<p>Collectively, the leadership team has essential skills that complement and/or compensate for deficits in the Dean’s skill set. Meets Threshold <input type="checkbox"/></p>	<p>Essential areas are not adequately covered by the skill sets of the Dean and his/her leadership team. Below Threshold <input type="checkbox"/></p>
<p>11. First-year Faculty in Place by First Team Visit</p>	<p>All faculty members delivering the first year of the curriculum are qualified, will have signed contracts with sufficient time to fully-develop their portion of the curriculum and are likely to be available to meet or speak with team members by the first on-site evaluation to gather data on the program’s preparedness for Precandidate Status. Meets Threshold <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 faculty members will not have sufficient time to develop their part of the curriculum by the start of classes. Below Threshold <input type="checkbox"/></p>
<p>12. Senior Faculty Provide Mentoring</p>	<p>Current and proposed mix of senior to junior faculty members will realistically support mentoring in teaching, research and service. Meets Threshold <input type="checkbox"/></p>	<p>Junior faculty cannot or will not be mentored because of insufficient numbers of present or proposed senior faculty. Below Threshold <input type="checkbox"/></p>
<p>13. Curriculum and Draft Syllabi Have Been Prepared</p>	<p>The curriculum has been outlined and draft syllabi have been prepared. Meets Threshold <input type="checkbox"/></p>	<p>The curriculum has not been outlined, is poorly explained by the applicant, or syllabi have not been prepared. Below Threshold <input type="checkbox"/></p>
<p>14. Curricular Map Shows Sufficient Hours</p>	<p>The curriculum has been mapped to Appendix 1 of Standards 2016 in all academic areas and practice experiences. Meets Threshold <input type="checkbox"/></p>	<p>The curriculum has either not been mapped to Appendix 1 of Standards 2016 or does not include sufficient hours in one or more academic areas or practice experiences. Below Threshold <input type="checkbox"/></p>
<p>15. Student Services Available by First Day of Classes</p>	<p>Evidence indicates that all student services will be available by the first day of class. Meets Threshold <input type="checkbox"/></p>	<p>Insufficient evidence is available to support that all student services will be available by the first day of class Below Threshold <input type="checkbox"/></p>
<p>16. Physical Facilities Available on Proposed First Day of Classes</p>	<p>Evidence indicates that permanent or interim physical facilities to support each year of the program will be available by the first day of each year of the program. Finished facilities or areas under construction will be available for viewing by team members by the first on-site evaluation visit to gather data on the program’s preparedness for Precandidate Status. Meets Threshold <input type="checkbox"/></p>	<p>Insufficient evidence is available to support that permanent or interim physical facilities to support each year of the program will be available by the first day of each year of the program, or finished facilities or areas under construction will not be available for viewing by team members by the first on-site evaluation visit to gather data on the program’s preparedness for Precandidate Status. Below Threshold <input type="checkbox"/></p>

Thresholds for Granting Precandidate Status (continued)

<p>17. Funding Matches Program Activity</p>	<p>The level of funding matches the level of activity for the program’s development and maintenance.</p> <p style="text-align: right;">Meets Threshold <input type="checkbox"/></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. Below Threshold <input type="checkbox"/></p>
<p>18. IPPEs Will Be Ready When Needed</p>	<p>Evidence indicates that IPPEs as defined in Standards 2016 will be available when needed.</p> <p style="text-align: right;">Meets Threshold <input type="checkbox"/></p>	<p>Insufficient evidence is available to support that IPPEs as defined in Standards 2016 will be available when needed.</p> <p style="text-align: right;">Below Threshold <input type="checkbox"/></p>
<p>19. APPEs Will Be Ready When Needed</p>	<p>The applicant shows evidence of recruitment for advanced practice sites and has evidence of rotations of sufficient nature and number to support planned student enrollment and curricular objectives will be available for last year of the curriculum.</p> <p style="text-align: right;">Meets Threshold <input type="checkbox"/></p>	<p>The applicant fails to show evidence of recruitment of advanced practice sites or evidence of rotations of sufficient nature and number to support planned student enrollment and curricular objectives will be available for the last year of the curriculum.</p> <p style="text-align: right;">Below Threshold <input type="checkbox"/></p>
<p>20. No Significant Program Expansion</p>	<p>The program has proposed limited, if any, enrollment increases and has no plans for the development of distant campuses until after first class has graduated and data on curricular and programmatic effectiveness has been assessed and reported.</p> <p style="text-align: right;">Meets Threshold <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 style="text-align: right;">Below Threshold <input type="checkbox"/></p>
<p>21. Contingency Plans</p>	<p>The program has contingency plans which include an exit strategy for protecting students if a component of the program or the entire program fails to be viable.</p> <p style="text-align: right;">Meets Threshold <input type="checkbox"/></p>	<p>The program has no viable contingency plans.</p> <p style="text-align: right;">Below Threshold <input type="checkbox"/></p>
<p>22. Applicable Standards Have Been Addressed</p>	<p>All standards required for Precandidate status have been addressed in plans described in the application and appear to be adequately advanced for this stage of development.</p> <p style="text-align: right;">Meets Threshold <input type="checkbox"/></p>	<p>One or more standards required for Precandidate status have not been addressed in the application or adequately advanced for this stage of development.</p> <p style="text-align: right;">Below Threshold <input type="checkbox"/></p>

Thresholds for Granting Precandidate Status

	Adequate Evidence	Insufficient Evidence
1. The institution is regionally accredited at the level of a professional doctorate or engaged in the process as defined by the appropriate regional accreditor		
2. The institution has legal authority within the state to grant degrees and to initiate a pharmacy doctorate program.		
3. Dean is in place at least 1 year prior to the entry of the first class.		
4. Dean is providing leadership in the development of the program.		
5. Dean has academic experience to support the development and mission of the program.		
6. Dean has managerial experience to support the development and mission of the program.		
7. Dean has the functional authority to support the development and mission of the program.		
8. Administrative leaders of departments, divisions, or other sub-units, such as Chairs or Heads are hired.		
9. Administrative leaders are qualified.		
10. The perspectives of administrative leaders have been included in the application prior to its submission to the ACPE Board.		
11. All faculty members delivering the first year of the curriculum have signed contracts.		
12. All faculty members have sufficient time to fully-develop their portion of the curriculum.		
13. All faculty members delivering the first year of the curriculum are qualified.		
14. All faculty members delivering the first year of the curriculum were available to meet or speak with team members during the first on-site evaluation visit to gather data on the program's preparedness for Precandidate status.		
15. Current and proposed faculty hires are a mix of senior to junior members.		
16. Senior faculty hires can realistically mentor junior faculty in teaching, research, and service.		
17. The curriculum has been mapped to Appendix 1 of Standards 2016 in all academic areas and practice experiences.		
18. Syllabi are available for review by team members.		
19. All student services will be available by the first day of class.		

Thresholds for Granting Precandidate Status (continued)

	Adequate Evidence	Insufficient Evidence
20. Permanent or interim physical facilities to support each year of the program will be available by the first day of each year of the program.		
21. Finished facilities or areas under construction should meet ACPE standards.		
22. The level of funding matches the level of activity for the program's development and maintenance.		
23. IPPEs will be available when needed by students.		
24. The applicant has begun recruiting for advanced practice sites.		
25. Advanced practice rotations of sufficient nature and number to support planned student enrollment and curricular objectives will be available for last year of the curriculum.		
26. The program has limited, if any, its enrollment increases until after first class has graduated and data on curricular and programmatic effectiveness have been assessed.		
27. The program has no plan for the development of distant campuses until after first class has graduated and data on curricular and programmatic effectiveness have been assessed.		
28. The program has contingency plans which include an exit strategy for protecting students if a component of the program or the entire program fails to be viable.		
29. The on-site evaluation team validates that all standards required for Precandidate status are being addressed as planned.		