

EXPANSION TO A DISTANT CAMPUS ELIGIBILITY AND REQUIREMENTS

July 2013

ELIGIBILITY

Programs with an accreditation status of Accreditation-Continued are eligible to apply for expansion to a distant campus if, at the time of application submission, they have maintained five successive years of Accreditation-Continued without an adverse action.

Programs with an accreditation status of Accreditation-Provisional are eligible to apply two years after completion of the provisional accreditation process as long as they have not had an adverse action during that period of time.¹

The rate at which programs can initiate new distant campuses cannot be more frequent than once every two to three years, depending on the length of the PA program. A program must have outcomes from the first cohort of students at any distant campus before applying for another distant campus.

STANDARDS

The *Standards*, 4th edition, include annotations for some individual standards. Annotations are considered an integral component of the standards to which they refer. They clarify the operational meaning of the standards to which they refer and may be changed over time to reflect current educational or clinical practices

Programs are reminded that to maintain accreditation, they are required to be in compliance with all *Standards*. The program is advised to review all *Standards* and consider them in light of any proposed new distant campus.

E1.08 The program *must* obtain ARC-PA approval at least six months prior to implementing any intended program expansion to a *distant campus*.

ANNOTATION: Programs providing information about expanding to a *distant campus* do so using forms and processes developed by the ARC-PA for this purpose. A site visit will be required as a component of the application process to expand to a distant campus.

DISTANT CAMPUS EXPANSION REQUIREMENTS

- A distant campus is embedded in a currently ARC-PA accredited program. As such, the accredited program is responsible for demonstrating its compliance with the *Standards* on the main and distant campus.
- The institutional sponsorship of the main campus program includes the ARC-PA approved distant campus.

¹ Applicable to programs accredited September 2012 and beyond. Programs with provisional accreditation awarded prior to September 2012 have different eligibility requirements and should contact the ARC-PA for clarification.

- The distant campus must be so far from the main campus that it is unreasonable to expect students to commute easily for classes to the main campus on a regular basis.
- The distant campus must have an institution/program employed individual on site to manage daily student and faculty needs, and to facilitate main campus management of the distant campus.
- Students at the distant campus must have the same access to and involvement with program clinical coordinators and instructors of the SCPE phase as do students at the main campus.
- The SCPE phase may be organized from the main and/or distant campuses, but the curriculum, learning objectives, type of rotation experiences, rotation objectives, etc. must be equivalent or comparable.
- Education must be equivalent and must include:
 - ✓ Equivalent educational content: same length and content of curriculum, same courses, comparable or equivalent methods.
 - ✓ Equivalent educational delivery: courses occur in the same semester, in the same sequence.
 - ✓ Equivalent personnel: same type of access to faculty for students, same faculty/student ratio for advising and teaching. *Having faculty accessible in-person at the main campus and only by telecommunications at the distant site is not equivalent.*
 - ✓ Equivalency of student services and access to student services: library services including access to librarians for help with research, health services, educational support (test taking skills, disability accommodations, financial aid, health care, etc.). *Limiting the distant campus students to electronic access when the main campus students have in-person access is not equivalent.*
 - ✓ Same ratio of staff support for faculty. All staff support at the distant campus does not have to be in-person, but there must be appropriate in-person support staff at the distant campus.
 - ✓ Equivalent equipment and supplies for classroom and laboratory instruction at the distant campus.
 - ✓ Equivalent educational technology: hardware, software, technical support.
 - ✓ Equivalency of physical facilities: classrooms, labs, study space, faculty offices, computer labs, etc.
 - ✓ Equivalency of student tuition and fees (money paid to the sponsoring institution). Given that the cost of additional outside expenditures – primary housing, food, secondary housing at clinical sites, and travel to clinical sites -- may differ geographically, the cost for each site must be included in information for students and prospective students. Reasons for any differences in these costs must be given to students and prospective students and detailed in the required reports to the ARC-PA.

ONGOING DATA COLLECTION AND ANALYSIS

Programs approved for a distant campus:

- Must complete ongoing data and analysis about each distant campus in relation to the main campus program.
 - Data and analysis must address the program collectively and include a breakdown by campus to address comparability of outcomes (performance in didactic and SCPE courses, PANCE, etc.) between the main campus and the distant campus.
- Must include input from students at the distant campus in data collection as required of the students at the main campus.
- Must demonstrate the degree to which the purposes/goals for which the campus was created are being met.