



Accreditation Review Commission on Education for the Physician Assistant

Application for **Distant Campus Expansion** **December 2023**

For Accreditation *Standards*, fifth edition as clarified 9.2023[©]

***** IMPORTANT-Expansion to a distant campus requires ARC-PA approval
six months in advance of implementation. (Standard E1.09). *****

A distant campus is a campus geographically separate from the main program at which didactic, preclinical or clinical instruction occurs for all or some of the students enrolled. A distant campus is not to be confused with **Clinical Affiliates** which are defined as “Clinical practice sites used by the program to provide supervised clinical practice experiences for students.”

A site visit to the proposed distant campus is a required component of the approval process. An application fee of **\$7,500** should have been submitted previously.

Name of Program: Click here to enter program name	Sponsoring Institution: Click here to enter institution
City and State: Click here to enter city and state	Dates of Site Visit: Click here to enter dates

ARC-PA
3325 Paddocks Parkway
Suite 345
Suwanee, Georgia 30024

www.arc-pa.org

ELIGIBILITY

Programs with an accreditation status of Accreditation-Continued *must* maintain five consecutive years of Accreditation-Continued before the ARC-PA will consider an application for expansion to a *distant campus*.

A program with the status of Accreditation-Probation is not eligible to request expansion to a *distant campus*.

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*.

PLEASE NOTE

- The term “student(s)” as used in this document refers to those individuals enrolled in the PA program.
- *Italics* are used to reflect words and terms defined in the glossary of the *Standards*. The glossary may be found at the end of this document as well.

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*.
- 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 outcomes*, 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* evaluation 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 *administrative 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 enrolled students and *prospective students*. Reasons for any differences in these costs *must* be given to enrolled 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.

NOTE ABOUT APPENDICES

Throughout this document, references are made to required content and data for required appendices. In some cases, the content is to be provided by completion of ARC-PA developed TEMPLATES. In other cases, the program is given the latitude of displaying the data in a graphic display it designs. The program must also respond to all required narratives for the appendices.

Additionally, programs are required to include specific information, as listed in the table of required appendices, which may not otherwise be addressed in the body of this document.

TECHNICAL DIRECTIONS FOR COMPLETING THE APPLICATION

This application and its appendices were developed for use with Word 2010 or later for PC. As some features of the documents are NOT compatible with Word for Mac, the use of a Mac for completion is NOT recommended. Furthermore, some functionalities in the documents may not be supported by applications such as Google Documents or similar products.

The application and appendices require programs to complete tables, provide narratives, and mark text boxes. To complete the tables, left click inside the cells and type the required information. To provide narratives, left click inside the narrative boxes and begin typing. Although the fields may appear small, they will expand to allow as much text as needed. If the text extends beyond the page, the document will automatically repaginate. Tables, or graphs **MAY NOT** be added to text boxes. You may add as an appendix if needed in your response.

When inserting hyperlinks that require passwords for access, **provide** log-in information in the narrative box.

Note that words appearing in *italics* are defined in the glossary of the Accreditation *Standards*. The glossary can be found at the end of the application.

The **Provide Narrative** sections are to be answered with brief and succinct answers.

The application and appendices are “protected.” **DO NOT** attempt to unprotect the document. You will be unable to insert or delete pages or modify anything that is not inside a text or form field. If you unprotect the document, there is a strong possibility that all entered data will be lost.

SAVING YOUR DOCUMENTS

After you have completed the application and each appendix, use the “Save” or “Save As” command under the File menu. The application and each appendix are to be saved with the same name it was given by the ARC-PA, with the inclusion of an abbreviation of the program’s name at the end of the document name.

For example: App 3c Personnel Respons becomes App 3c Personnel Resp ABC

Program-generated documents should follow the format: App XXx Title ABC

The title may not exceed 20 characters, including spaces.

The application and templates provided by the ARC-PA are to be saved in the format in which they were created. **DO NOT SAVE AS PDF.** Program-generated documents can be saved in any format. The document must be saved in the appropriate folder. For example: App 2b DC Program Budget ABC is to be saved in the Appendix 02 folder.

If you have any difficulties or questions, contact the ARC-PA offices at accreditationservices@arc-pa.org.

Please return the completed application and appendices to the ARC-PA office as directed in the Saving and Submissions Instructions at the end of the application.

THE SHOULD STANDARDS

Should is a term used to designate requirements that must be met unless there is a compelling reason, acceptable to the ARC-PA, for not complying. Programs not meeting any component(s) of a *should* standard are expected to describe in detail efforts to meet the standard and explain why they are unable to do so. At the time of the review by the commission, a program or institution may be cited for failing to comply with a requirement that includes the term “*should*.”

Directions in the box below apply to all materials related to the Application and supporting documents and must be followed.

1. *Copies of each document that support the program’s compliance with the Standards must be readily available for site visitors at the time of the site visit and as requested by the commission.*
2. *Copies of ALL signed agreements with other entities providing didactic or supervised clinical practice experiences must be readily available for site visitors and as requested by the commission.*
3. *Source documents for data summaries and analysis within the application and appendices must be readily available for site visitors and as requested by the commission.*
4. *Data and activities presented in ARC-PA TEMPLATES and program-designed graphic presentations must be verifiable. Documents and materials in support of entries must be available for review during the site visit and as requested by the commission.*
5. *Documents identified in the Material List for Expansion to Distant Campus Visits available at the end of the application.*

APPLICATION OF RECORD: The application submitted by the program to the ARC-PA office is considered the program's application of record. It is one component of the official program record used by the commission throughout the accreditation review process. Site visitors have been instructed **NOT** to accept any new or revised application materials from the program at the time of the visit. If, during the process of the visit, the site visitors suggest additional information or materials be submitted to the ARC-PA office, these materials should be sent with the program’s response to observations.

PROGRAM INFORMATION

Program name: Click here to enter text

Date of application completion: Click here to enter text

Name and title of person(s) completing this application: Click here to enter text

Date proposed site is to become active by enrolling students: Click here to enter text

Distance from main campus of this *distant campus*: Click here to enter text

Campus name and mailing address for proposed *distant campus*: Click here to enter text

Approved maximum number of students per class at main campus (as noted in Portal): Click here to enter text

Number of students proposed for *distant campus* per cohort: Click here to enter text

Total number of students per cohort once main and *distant campuses* are operational: Click here to enter text

Name of institution/program employed individual on site to manage daily student and faculty needs, and to facilitate main campus management of the *distant campus*. Click here to enter text

Rationale for the proposed distant campus; considering the institution and program mission and goals. Include the number and location of currently accredited PA programs in the vicinity of the proposed distant campus

Issues specific to the design of the distant campus, such as curriculum nuances, student selection, technology requirements, etc.

Foreseeable and possible challenges to starting and sustaining the campus as well as strategies to address these challenges

SECTION A: ADMINISTRATION

INTRODUCTION

The administrative operation of a PA program involves collaboration between the faculty and administrative staff of the program and the sponsoring institution. The program *must* provide an environment that fosters intellectual challenge and a spirit of inquiry. The sponsoring institution *must* be committed to the success of the program and *must* provide effective oversight of operations and personnel. Well-defined policies *must* reflect regional accreditation requirements as well as the missions and *goals* of the program and sponsoring institution. Program documents *must accurately* reflect lines of institutional and programmatic responsibility as well as individual responsibilities. Adequate resources *must* be devoted to supporting the program in accomplishing its mission.

Follow the instructions in Appendix 1 to download and save the **Program Data Sheet** from the program's ARC-PA Program Management Portal in **Appendix 1a**.

Include a diagram or description of the organizational relationship of the PA program to the sponsoring institution. (Include information regarding who has immediate administrative authority over the program director and that person's position in the administrative structure of the sponsoring institution) in **Appendix 1b**.

Include a diagram or description of the organization's structure and relationship of the PA program main and *distant campuses*, including, at a minimum, the program director, *medical director*, *principal faculty* and *administrative support staff* in **Appendix 1c**.

A1 SPONSORSHIP

A1.01 When more than one institution is involved in the provision of academic and/or clinical education, responsibilities of the respective institutions for instruction and supervision of students *must* be clearly described and documented in a manner signifying agreement by the involved institutions. Signed affiliation agreement(s) *must* define the responsibilities of each party related to the educational program for students, *must* specify whose policies govern, and *must* document student access to educational resources and clinical experiences. While one agreement between the sponsoring institution and each clinical entity to cover multiple professional disciplines is acceptable, these agreements are expected to include specific notations acknowledging the terms of participation between the PA program and each clinical entity. Agreements are expected to be signed by an authorized individual(s) of each participating entity.

If applicable, include a copy of **one** signed agreement with other institution(s) involved in providing academic instruction in **Appendix 1d**.

Include a copy of **two** signed agreements with *clinical affiliates* providing *supervised clinical practice experiences* in **Appendix 1e**.

IF the *distant campus* is located in a state different from the main program, **provide a succinct narrative** about the institution's authority to offer education in the state of the *distant campus*.

Include documentation demonstrating the institution's authority to offer the education in a different state in **Appendix 1f**.

INSTITUTION RESPONSIBILITIES

A1.02 The sponsoring institution is responsible for:

- a) supporting the planning by *program faculty* of curriculum design, course selection, and program assessment,

Provide a succinct narrative describing how the institution demonstrates responsibility for and reviews compliance with A1.02a, including information on the similarities and differences between the main and *distant campus*.

- b) hiring faculty and staff,

Provide succinct narrative describing how the institution demonstrates responsibility for and reviews compliance with A1.02b, including information on the similarities and differences between the main and *distant campus*.

- c) ensuring effective program leadership,

Provide succinct narrative describing how the institution demonstrates responsibility for and reviews compliance with A1.02c, including information on the similarities and differences between the main and *distant campus*.

- d) complying with ARC-PA accreditation *Standards* and policies,

Provide succinct narrative describing how the institution demonstrates responsibility for and reviews compliance with A1.02d, including information on the similarities and differences between the main and *distant campus*.

- g) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs,

If evidence of compliance can be found on a website, **include the hyperlink to the specific page** in the narrative response below. If compliance is demonstrated by a page in a document found on a website, **also include the name of the document and the page number** within the document. If the evidence of compliance is NOT on a website, **provide a copy(ies) of the document(s)** that demonstrates compliance in **Appendix 1g**.

Provide succinct narrative describing how the institution demonstrates and reviews compliance with A1.02g, including information on the similarities and differences between the main and *distant campus*.

- k) defining, publishing, making *readily available* and consistently applying to students, its policies and procedures for refunds of tuition and fees.

If institutional policies and procedures for refunds of tuition and fees are not available on the web for reference, **include** a copy of the policies and procedures in **Appendix 1h**. Otherwise, provide the website hyperlink where above policies and procedures may be found. If compliance is demonstrated by a page in a document found on a website, **also include the name of the document and the page number** within the document.

Provide succinct narrative describing how the institution demonstrates responsibility for and reviews compliance with A1.02k, including information on the similarities and differences between the main and *distant campuses*.

- A1.04 The sponsoring institution *must* provide academic support and *student services* to PA students that are *equivalent* to those services provided to other *comparable* students of the institution.

Provide succinct narrative describing how the institution complies with this standard, including information on the similarities and differences between the main and *distant campus*.

- A1.05 The sponsoring institution *should* provide PA students and faculty at geographically *distant campus* locations access to *comparable* services and resources available to PA students and faculty on the main campus, which help students reach their academic and career *goals*.

Provide succinct narrative describing how the institution complies with this standard, including information on the similarities and differences between the main and *distant campus*.

The program **must include** a description of the **technology needed for curriculum delivery**, if other than face-to face instruction will occur at the *distant campus* site. If web based and live or recorded video are to be used synchronously or asynchronously, describe how these will be used. The program **must describe** its plan for dealing with technology failure at the distant campus, as well as the main campus site.

INSTITUTION RESOURCES

- A1.06 The sponsoring institution *must* provide the program with *sufficient* financial resources to operate the educational program and fulfill the program's obligations to matriculating and enrolled students.

Complete ARC-PA Budget TEMPLATES for **Appendix 2, to include data for main campus and distant campus**.

Provide succinct narrative describing how the institution complies with this standard, including information on the similarities and differences between the main and *distant campuses*.

- A1.07 The sponsoring institution *must* provide the program with the human resources, including *sufficient* faculty, *administrative* and technical staff, necessary to operate the educational program, comply with the *Standards*, and fulfill obligations to matriculating and enrolled students.

Provide succinct narrative describing how the institution complies with this standard, including information on the similarities and differences between the main and *distant campuses*.

- A1.08 The sponsoring institution *must* provide the program with the physical facilities to operate the educational program in accordance with the *Standards* and to fulfill its obligations to matriculating and enrolled students.

Provide succinct narrative describing how the institution complies with this standard, including information on the similarities and differences between the main and *distant campus*.

Maximum number of students that will be at the *distant campus* after fully operational:

[Click here to enter text](#)

Complete the following table for the *distant campus*:

Resource	Dedicated/Shared	Seating Capacity
Classrooms	Choose dedicated or shared	Enter capacity
Lab (wet) space, i.e. anatomy	Choose dedicated or shared	Enter capacity
Physical diagnosis lab space	Choose dedicated or shared	Enter capacity
Computer lab	Choose dedicated or shared	Enter capacity
Faculty offices	Choose dedicated or shared	N/A
Medical director office	Choose dedicated or shared	N/A
Enter space	Choose dedicated or shared	Enter capacity
Enter space	Choose dedicated or shared	Enter capacity
Enter space	Choose dedicated or shared	Enter capacity

Question related to the *distant campus*

Explain all "NO" answers below

Each faculty has ready access to a pc or laptop	Choose yes or no
A medical library is available to faculty and students (either on campus and/or virtually)	Choose yes or no
The program has its own meeting/conference room	Choose yes or no
The program has space for confidential academic counseling of students by faculty	Choose yes or no
The program has secure storage for student files	Choose yes or no

Comments:

- A1.09 The sponsoring institution *must* provide the program with access to instructional and reference materials needed to operate the educational program and support evidence-based practice.

Provide succinct narrative describing how the institution complies with this standard, including information on the similarities and differences between the main and *distant campus*.

- A1.10 The sponsoring institution *must* support the program in:
- securing clinical sites and *preceptors sufficient* in number to allow all students to meet the program's *learning outcomes for supervised clinical practice experiences* and

Provide succinct narrative describing how the institution complies with this standard, including information on the similarities and differences between the main and *distant campus*.

- ensuring all *required rotations* are located within the *United States*.

Provide succinct narrative describing how the institution complies with this standard, including information on the similarities and differences between the main and *distant campus*.

A2 PROGRAM PERSONNEL

- A2.01 All *program faculty* *must* possess the educational and experiential qualifications to perform their assigned duties.

Provide succinct narrative describing how the institution complies with this standard, including information on the similarities and differences between the main and *distant campus*.

Include the following **CURRENT** documents in **Appendix 3b**: Written job descriptions **and** Curricula Vitae, using **ARC-PA CV Template** for distant campus *program faculty*: Program director, Medical director and distant campus *Principal faculty*.

Complete the ARC-PA **Personnel Responsibilities** TEMPLATE for **Appendix 3c**.

PROGRAM FACULTY

- A2.03 *Principal faculty* *must* be *sufficient* in number to meet the academic needs of enrolled students and manage the administrative responsibilities consistent with the complexity of the program.

Provide succinct narrative describing how the institution complies with this standard, including information on the similarities and differences between the main and *distant campus*.

INSTRUCTIONAL FACULTY

- A2.14 In addition to the *principal faculty*, there *must* be *sufficient* didactic *instructional faculty* to provide students with the necessary attention and instruction to acquire the knowledge, skills, and *competencies* required for entry into the profession.

Provide succinct narrative describing how the institution demonstrates and reviews compliance with this standard, including information on the similarities and differences between the main and *distant campus*.

- A2.16 All *instructional faculty* actively serving as *supervised clinical practice experience preceptors* must hold a valid license to practice at the clinical site.

- b) (rescinded effective 3.2022)
- c) (moved to A2.17b, effective 3.2022)

Provide succinct narrative describing how the program demonstrates and reviews compliance with this standard, including information on the similarities and differences between the main and *distant campus*.

- A2.17 In each location to which a student is assigned for didactic instruction or *supervised clinical practice experiences*, the program *must*:

- a) inform the student which *principal* or *instructional faculty* member is designated by the program to assess and supervise the student's progress in achieving the *learning outcomes* it requires of students and how to contact this faculty member, and

Provide succinct narrative describing how the program demonstrates and reviews compliance with this standard, including information on the similarities and differences between the main and *distant campus*.

- b) orient all *instructional faculty* to the specific *learning outcomes* it requires of students.

Provide succinct narrative describing how the program demonstrates and reviews compliance with this standard, including information on the similarities and differences between the main and *distant campus*

ADMINISTRATIVE SUPPORT STAFF

- A2.18 *Administrative support* for the program *must* be:

- a) at least a 1.0 FTE position dedicated exclusively to the program, and
- b) *sufficient* in number to manage the administrative responsibilities consistent with the organizational complexity and total enrollment of the program.

Provide succinct narrative describing how the institution complies with this standard, including information on the similarities and differences between the main and *distant campus*. The *distant campus* must have the 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*.

Address how the number of individuals providing *administrative support* to the program may need to be more than the 1.0 FTE because of the addition of a *distant campus*.

A3 OPERATIONS POLICIES

Note:

Not all standards require written policy to demonstrate compliance. The standard's language specifies which policies must be published.

In response to the individual standards in sections A3 of the Standards:

If evidence of compliance with these standards is on the program or institution website, **include**, in the narrative box, **the hyperlink to the specific page** where compliance is demonstrated. If compliance is demonstrated by a page in a document on the website, the program must also **list the document name and specific page number within the document**.

If evidence of compliance with these standards is NOT on the program or institution website, **provide a copy of the document(s)** that demonstrates compliance in the appendix indicated with the standard.

The program is NOT to include an entire manual in response to a standard about specific content, but only the appropriate pages of the manual and must be labeled with the standard for which the page provides evidence. Complete copies of the handbooks/manuals containing policies will be placed in **Appendix 4f**. Providing copies of program policy manuals in the application of record does not negate the need for programs to **append evidence of compliance in appendices** as required throughout the application.

Site visitors and ARC-PA commissioners **will** review the content on the program's website.

A3.01 Program policies *must* apply to all students, *principal faculty* and the program director regardless of location. A signed clinical affiliation agreement or memorandum of understanding may specify that certain program policies will be superseded by those at the clinical site.

Provide narrative describing compliance with Standard A3.01. **If the program has documents supporting compliance, see note above.** If documentation of compliance is not available on the web for reference as noted above and the program can provide copies of documents that demonstrate compliance, **provide** a copy, as noted above, in **Appendix 4a**.

FAIR PRACTICES AND ADMISSIONS

- A3.11 The sponsoring institution and program's announcements and advertising *must accurately* reflect the program offered.

Provide the program website hyperlink where information about the distant campus is found. If evidence of compliance with this standard is NOT on the program or institution website, **provide a copy of the document(s)** that demonstrates compliance in **Appendix 4a**.

and

Include a **blinded** sample of the correspondence/documents used to communicate with those inquiring about the distant campus program in **Appendix 4c**. (Note: DO NOT include program brochures, university/college catalogue.)

In responding to standard **A3.12**, **provide the hyperlink directly to the specific page** where information may be found.

Note: If compliance is demonstrated by a page in a document on the website, the program must also **list the specific page number within the document**.

Site visitors and ARC-PA commissioners **will** review the content on the program's website.

- A3.12 The program *must* define, publish and make *readily available* to enrolled and *prospective students* general program information to include:
- a) the program's ARC-PA accreditation status as provided to the program by the ARC-PA,

Provide the program website hyperlink where information is published.

- b) evidence of its *effectiveness* in meeting its *goals*,

Provide the program website hyperlink where information is published.

Provide succinct narrative describing how the program will comply with the standard should the distant campus be approved, including information on the similarities and differences between the main and *distant campus*.

- c) the most current annual *NCCPA PANCE* Exam Performance Summary Report Last 5 Years provided by the *NCCPA* through its program portal, no later than April first each year,

Provide the program website hyperlink where information is published.

- d) all required curricular components including *required rotation* disciplines,

Provide the program website hyperlink where information is published.

Provide succinct narrative describing compliance with the standard, including information on the similarities and differences between the main and *distant campus*.

- e) academic credit offered by the program,

Provide the program website hyperlink where information is published.

- f) estimates of all costs (tuition, fees, etc.) related to the program,

Provide the program website hyperlink where information about the distant campus is published. **If** documentation of compliance is not available on the web for reference as noted above, **provide** copies of documents that demonstrate compliance in **Appendix 4a**.

Provide succinct narrative describing compliance with the standard, including information on the similarities and differences between the main and *distant campus*.

Provide a tabular comparison of student costs including tuition and fees, and travel costs that may be different for distant campus students as compared to those at the main campus, in **Appendix 4b**.

- g) program required *competencies* for entry level practice, consistent with the competencies as defined by the PA profession, and

Provide the program website hyperlink where information is published.

- h) whether certain services and resources are only available to students and faculty on the main campus when the program is offered at a geographically *distant campus* location.

If documentation of compliance is not available on the web for reference as noted above, **provide** copies of documents that demonstrate compliance in **Appendix 4a**.

Provide succinct narrative describing how the institution complies with the standard, including information on the similarities and differences between the main and *distant campus*.

- i) the most current annual student attrition information, on the table provided by the ARC-PA, no later than April first each year.

Provide the program website hyperlink where information is published.

In responding to standard **A3.13**, **provide the hyperlink directly to the specific page** where information may be found.

Note: If compliance is demonstrated by a page in a document on the website, the program should also **list the specific page number within the document**. If documentation of compliance is not available on the web for reference as noted above and the program can provide copies of documents that demonstrate compliance, **provide** a copy, as noted above, in **Appendix 4a**.

Site visitors and ARC-PA commissioners **will** review the content on the program's website.

A3.13 The program *must* define, publish, consistently apply and make *readily available* to *prospective students*, policies and procedures to include:

a) admission and enrollment practices that favor specified individuals or groups (if applicable),

Provide the program website hyperlink where information about the distant campus is published. If evidence of compliance with this standard is NOT currently on the program or institution website, **provide a copy of the document(s)** that demonstrates compliance in **Appendix 4a**.

If not applicable, write N/A.

Provide succinct narrative describing compliance with the standard, including information on the similarities and differences between the main and *distant campus*.

b) admission requirements regarding prior education or work experience,

Provide the program website hyperlink where information about the distant campus is published. If evidence of compliance with this standard is NOT currently on the program or institution website, **provide a copy of the document(s)** that demonstrates compliance in **Appendix 4a**.

Provide succinct narrative describing compliance with the standard, including information on the similarities and differences between the main and *distant campus*.

c) practices for awarding or granting *advanced placement*,

Provide the program website hyperlink where information about the distant campus is published. If evidence of compliance with this standard is NOT currently on the program or institution website, **provide a copy of the document(s)** that demonstrates compliance in **Appendix 4a**.

Provide succinct narrative describing compliance with the standard, including information on the similarities and differences between the main and *distant campus*.

d) any required academic standards for enrollment, and

Provide the program website hyperlink where information about the distant campus is published. If evidence of compliance with this standard is NOT currently on the program or institution website, **provide a copy of the document(s)** that demonstrates compliance in **Appendix 4a**.

Provide succinct narrative describing compliance with the standard, including information on the similarities and differences between the main and *distant campus*.

e) any required *technical standards* for enrollment.

Provide the program website hyperlink where information about the distant campus is published. If evidence of compliance with this standard is NOT currently on the program or institution website, **provide a copy of the document(s)** that demonstrates compliance in **Appendix 4a.**

Provide succinct narrative describing compliance with the standard, including information on the similarities and differences between the main and *distant campus*.

A3.14 The program *must* make student admission decisions in accordance with clearly defined and *published* practices of the institution and program.

Complete ARC-PA **Admission Policies and Procedures TEMPLATE** for **Appendix 4d.**

Include copies of the forms used to screen applications and select candidates for class positions at the distant campus in **Appendix 4e.**

Provide the program website hyperlink where information about the distant campus is published. If evidence of compliance with this standard is NOT currently on the program or institution website, **provide a copy of the document(s)** that demonstrates compliance in **Appendix 4a.**

Provide succinct narrative describing compliance with the standard, including information on the similarities and differences between the main and *distant campus*.

SECTION B: CURRICULUM AND INSTRUCTION

INTRODUCTION

The program curriculum *must* prepare students to provide patient-centered care and collegially work on collaborative medical teams in an *interprofessional* environment. The curriculum *must* establish a strong foundation in health information technology and evidence-based medicine and *must* emphasize the importance of remaining current with the changing nature of clinical practice.

Section B addresses all aspects of the curriculum. The professional curriculum for PA education *must* include applied medical, behavioral and social sciences; patient assessment and clinical medicine; *supervised clinical practice*; and health policy and professional practice issues. Issues relating to individual professional responsibility and working in the health care delivery system are included in the clinical preparatory section of this *Standards* section and apply to *supervised clinical practice* settings in the clinical curriculum.

Programs need not have discrete courses for each of the instructional areas discussed within this section. However, *learning outcomes* related to all instructional areas are important elements of the curriculum and course syllabi.

The standards in section B1 apply to the entire curriculum of the program and have application to all curricular components.

The standards in section B2 apply primarily to the didactic curriculum of the program but may be included in the clinical curriculum as appropriate and determined by the program.

The standards in section B3 apply to the clinical curriculum of the program.

The standards in section B4 apply to the entire curriculum of the program and have application to all curricular components.

B1 CURRICULUM

- B1.04 The program *must* ensure educational equivalency of course content, student experience and access to didactic and laboratory materials when instruction is:
- conducted at geographically separate locations, and/or

Provide succinct narrative describing how the program plans to demonstrate **and** review compliance with B1.04 to ensure equivalency at the *distant campus*.

--

Include a tabular side by side comparison of the curriculum to be delivered at the main and *distant campus* sites (table *must* include faculty assigned to main and *distant campus* for each course) in **Appendix 5**.

- provided by different pedagogical and instructional methods or techniques for some students.

IF the program plans to provide instruction by different pedagogical and instructional methods or techniques for students at the *distant campus*, **provide succinct narrative** describing how the program demonstrates compliance with B1.04b. **Write N/A if not applicable.**

--

B3 SUPERVISED CLINICAL PRACTICE EXPERIENCE INSTRUCTION

- B3.01 The program *must* secure clinical sites and *preceptors* in *sufficient* numbers to allow all clinical students to meet the program's *learning outcomes* for supervised clinical practice experiences.

Follow directions for using the Supervised Clinical Practice Experiences (SCPE) Portal Tab to **Create an Excel Document** for inclusion in **Appendix 6a**.

Provide succinct narrative describing any issues related to the program's ability to secure clinical sites in *sufficient* number **to meet the needs of the planned *distant campus* cohorts.**

If the program's *supervised clinical practice experiences* (SCPEs) span greater than 12 months, **provide succinct narrative** explaining how the program schedules the overlap of the two (2) classes. Be sure to include details on how the program assures it has active sites with agreements *sufficient* in number to accommodate all students during the overlap.

Write N/A if not applicable.

B3.04 *Supervised clinical practice experiences must occur in the following settings:*

a) emergency department,

Provide succinct narrative describing how the program plans to demonstrate **and** review compliance with B3.04a to ensure equivalency at the *distant campus*.

b) inpatient,

Provide succinct narrative describing how the program plans to demonstrate **and** review compliance with B3.04b to ensure equivalency at the *distant campus*.

c) outpatient, and

Provide succinct narrative describing how the program plans to demonstrate **and** review compliance with B3.04c to ensure equivalency at the *distant campus*.

d) operating room.

Provide succinct narrative describing how the program plans to demonstrate **and** review compliance with B3.04d to ensure equivalency at the *distant campus*.

B3.06 *Supervised clinical practice experiences should occur with:*

a) physicians who are specialty board certified in their area of instruction,

Provide narrative describing how the program demonstrates **and** will review compliance with B3.06a to ensure equivalency at the *distant campus*.

Are all physician preceptors board certified in their area of instruction?

☐ Yes ☐ No

If "No", the program must respond to the following:

Provide the program's compelling reason describing why Standard B3.06a is not being met.

Provide a narrative describing how the program evaluates any physician preceptor who is not board certified in their area of instruction to be an appropriate preceptor for the program.

b) *NCCPA* certified PAs, or

Provide narrative describing how the program demonstrates and will review compliance with B3.06b to ensure equivalency at the *distant campus*.

Are all PA preceptors *NCCPA* certified?

☐ Yes

☐ No

If "No", the program must respond to the following:

Provide the program's compelling reason describing why Standard B3.06b is not being met.

Provide a narrative describing how the program evaluates any PA preceptor who is not *NCCPA* certified to be an appropriate preceptor for the program.

c) other licensed health care providers qualified in their area of instruction.

Provide narrative describing how the program demonstrates and will review compliance with B3.06c to ensure equivalency at the *distant campus*.

Are all other licensed health care provider preceptors qualified in their area of instruction?

☐ Yes

☐ No

If "No", the program must respond to the following:

Provide the program's compelling reason describing why Standard B3.06c is not being met.

Provide a narrative describing how the program evaluates any other health care provider who is not qualified in their area of instruction to be an appropriate preceptor for the program.

B3.07 *Supervised clinical practice experiences must occur with preceptors who enable students to meet program defined learning outcomes for:*

a) family medicine,

Provide succinct narrative describing how the program plans to demonstrate **and** review compliance with B3.07a to ensure equivalency at the *distant campus*.

b) emergency medicine,

Provide succinct narrative describing how the program plans to demonstrate **and** review compliance with B3.07b to ensure equivalency at the *distant campus*.

c) internal medicine,

Provide succinct narrative describing how the program plans to demonstrate **and** review compliance with B3.07c to ensure equivalency at the *distant campus*.

d) surgery,

Provide succinct narrative describing how the program plans to demonstrate **and** review compliance with B3.07d to ensure equivalency at the *distant campus*.

e) pediatrics,

Provide succinct narrative describing how the program plans to demonstrate **and** review compliance with B3.07e to ensure equivalency at the *distant campus*.

f) women's health including prenatal and gynecologic care, and

Provide succinct narrative describing how the program plans to demonstrate **and** review compliance with B3.07f to ensure equivalency at the *distant campus*.

g) behavioral and mental health care.

Provide succinct narrative describing how the program plans to demonstrate **and** review compliance with B3.07g to ensure equivalency at the *distant campus*.

B4 ASSESSMENT OF STUDENT LEARNING

B4.04 The program *must* document equivalency of student evaluation methods and outcomes when instruction is:

a) conducted at geographically separate locations and/or

Provide narrative describing how the program will demonstrate **and** review compliance with B4.04 to assure equivalency of student evaluation methods and outcomes.

Include table comparing the types and timing of student evaluation methods that will be used by the main site compared to the *distant campus* in **Appendix 7a**.

b) provided by different pedagogical and instructional methods or techniques for some students.

If the program provides instruction by different pedagogical and instructional methods or techniques for some students, **provide narrative** describing how the program demonstrates and reviews compliance with B4.04.

Write N/A if not applicable.

SECTION C: EVALUATION

INTRODUCTION

The program *must* have a robust and systematic process of ongoing self-assessment to review the quality and *effectiveness* of their educational practices, policies and outcomes. This process *should* be conducted within the context of the mission and *goals* of both the sponsoring institution and the program, using the 5th edition Accreditation Standards for Physician Assistant Education (*Standards*) as the point of reference. A well-developed process occurs throughout the academic year and across all phases of the program. It includes analysis of quantitative and qualitative data collected from students, graduates, faculty (principal and instructional) and staff, as applicable. It critically assesses all aspects of the program relating to sponsorship, resources, students, operational policies, curriculum and clinical sites. Ongoing assessment of educational experiences is used to identify strengths and areas in need of improvement and leads to the development of plans for corrective intervention. The program's data collection and evaluation *must* be submitted using forms and processes developed by the ARC-PA. The data sources specified are considered minimums. Programs are encouraged to use additional data sources.

C1 ONGOING PROGRAM SELF-ASSESSMENT

C1.01 The program *must* define its ongoing self-assessment process that is designed to document program *effectiveness* and foster program improvement. At a minimum, the process *must* address:

- a) administrative aspects of the program and institutional resources,
- b) *effectiveness* of the didactic curriculum,
- c) *effectiveness* of the clinical curriculum,
- d) preparation of graduates to achieve program defined *competencies*,
- e) *PANCE* performance,
- f) *sufficiency* and *effectiveness* of *principal and instructional faculty* and staff, and
- g) success in meeting the program's *goals*.

REQUIRED 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.

Include a document in **Appendix 8** with detailed narrative addressing the program's plans to assess the success of this campus location, including data to be gathered and a timeline of when and how the data will be analyzed. The program should remember that outcomes related to the *distant campus* location are not considered separately by the ARC-PA during the program's regular accreditation comprehensive review, but a comparison of outcomes is expected as part of the program's total self-assessment process.

C2 CLINICAL SITE EVALUATION

C2.01 The program *must* define and maintain effective processes and document the initial and ongoing evaluation, of all sites and *preceptors* used for *supervised clinical practice experiences* to ensure students are able to fulfill program *learning outcomes* with access to:

- a) physical facilities,
- b) patient populations, and
- c) supervision.

Include blank copy(ies) of the form(s) used by *faculty* to evaluate sites and preceptors at *supervised clinical practice experiences* in **Appendix 7b**.

Provide succinct narrative describing the program's process for the initial and ongoing review of **all sites and preceptors** used for *supervised clinical practice experiences* to ensure that sites and *preceptors* at the *distant campus* meet program defined expectations for learning outcomes.

SECTION E: ACCREDITATION MAINTENANCE

Programs are expected to provide reports and documents as required by the ARC-PA.

Based on the data contained in reports and documents, the program may be required to submit additional information, may be scheduled for an onsite evaluation, may have the length of time between comprehensive evaluation visits changed, or may have its accreditation status altered.

Programs are reminded that the signatures of the chief administrative officer and program director in submission of this application indicate understanding and agreement to abide with this section of the *Standards*.

E1 PROGRAM AND SPONSORING INSTITUTION RESPONSIBILITIES

- E1.01 The program *must* inform the ARC-PA within 30 days of the date of notification of any:
- a) change in the accrediting agency for the sponsoring institution, or
 - b) adverse accreditation action (probation, withdrawal of accreditation) received from the sponsoring institution's regional accrediting agency.

As the program director, I am aware of this responsibility. **Enter Initials.**

If this standard is currently applicable to the program, **INCLUDE**, in an additional **Appendix**, a document from the Chief Administrative Officer of the Sponsoring Institution that details the change or adverse action and timeline for resolution.

- E1.03 The program *must* submit reports or documents as required by the ARC-PA.

As the program director, I am aware of this responsibility, **Enter Initials** and I understand it is my responsibility to contact the ARC-PA if I have questions about the dates reports are due or the content to be included in required reports. **Enter Initials.**

- E1.04 The program *must* inform the ARC-PA in writing, with a plan and timeline to fill those positions, using forms and processes developed by the ARC-PA, of personnel changes in its positions of:
- a) program director (or interim) within two business days of the vacancy,
 - b) *medical director* (or interim) within 30 days of the vacancy, and
 - c) *principal faculty* within 30 days of the vacancy.

As the program director, I am aware of this responsibility, **Enter Initials** and I understand it is my responsibility to contact the ARC-PA if I have questions about such notifications and understand it is my responsibility to update the ARC-PA Program Management Portal to reflect changes to personnel. **Enter Initials.**

- E1.05 The program *must* demonstrate *active* recruitment to permanently fill vacated or interim positions. The program *must* provide quarterly updates to the ARC-PA, on progress filling vacated or interim positions.

As the program director, I am aware of this responsibility. **Enter Initials.**

If this standard is currently applicable to the program, **provide narrative** describing the situation and how and when it will be resolved:

- E1.09 The program *must* receive approval from the ARC-PA in writing, using forms and processes developed by the ARC-PA, no less than six months prior to implementation of proposed changes in the following:
- a) program expansion to a *distant campus*,

As the program director, I am aware that our program will not be eligible to apply for expansion to a distant campus until we have outcomes from the first cohort of students at any distant campus. **Enter Initials.**

- E1.13 The program and the sponsoring institution *must* pay ARC-PA accreditation and associated fees as determined by the ARC-PA.

As the program director, I am aware of this responsibility. **Enter Initials.**

FINAL COMMENTS

Provide any final comments here as they relate to the program's application, in relation to the *Standards*, that you believe the ARC-PA should know in reviewing your program.

All accreditation applications must include the completed Statements and Signatures page found at the bottom of this document.

Required Appendices for Expansion to Distant Campus Application
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Include the following appendices with the application:

NOTE: The word **TEMPLATE** indicates the program is to complete an **ARC-PA designed TEMPLATE** as found in the application materials. For other required data and materials, the program is to include a program created document. Provide log-in information for any links that require passwords.

APPENDIX	CONTENT
Appendix 1	<ul style="list-style-type: none"> a) Downloaded Program Data Sheet from the program's ARC-PA program management portal per directions at http://www.arc-pa.org/portal/ b) Diagram or description of the organizational relationship of the PA program to the sponsoring institution. (Include information regarding who has immediate administrative authority over the program director and that person's position in the administrative structure of the sponsoring institution.) c) Diagram or description of the organization's structure and relationship of the PA program main and distant campus, including, at a minimum, the program director, medical director, principal faculty and administrative support staff. d) Copy of one signed agreement with other institution(s) involved in providing academic instruction, if applicable e) TWO Copies of fully drafted / signed agreements between the sponsoring institution and any <i>clinical affiliate</i> to be used by students in the first class at the distant campus site. (A1.01) f) Include documentation demonstrating the institution's authority to offer the education in a different state, if applicable g) Documentation detailing appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs (A1.02g) h) Institutional policies and procedures for refunds of tuition and fees which are not available on the web for reference (A1.02k)
Appendix 2	<ul style="list-style-type: none"> a) Total Program Budget TEMPLATE b) Distant Campus Budget TEMPLATE

Appendix 3	<p>a) Downloaded Program Personnel Excel Export from the program's ARC-PA program management portal per directions at http://www.arc-pa.org/portal/</p> <p>b) Written job descriptions AND current Curricula Vitae, using ARC-PA CV TEMPLATE, for distant campus <i>program faculty</i>:</p> <ul style="list-style-type: none"> • Program director • <i>Medical director</i> • <i>Distant Campus Principal faculty</i> (Job descriptions include duties and responsibilities specific to each <i>principal faculty member</i>) <p>c) Personnel Responsibilities TEMPLATE</p>
Appendix 4	<p>a) A copy of all materials that will be used to describe the distant campus program for prospective students, including admissions material (if not available on the web), costs to students, the statement posted about the program's ARC-PA accreditation status, and the specific nuances with respect to the distant campus. (A3.01, A3.11, A3.12, A3.13)</p> <p>b) Tabular comparison of student costs including tuition and fees, and travel costs that may be different for distant campus students as compared to those at the main campus. (A3.12)</p> <p>c) Blinded sample of correspondence provided to those inquiring about the distant campus program, whether provided to them electronically or on paper.</p> <p>d) Admission Policies and Procedure TEMPLATE</p> <p>e) Forms to be used to screen student applications and select students for distant campus class. (A3.14)</p> <p>f) Complete copies of handbooks/manuals containing policies and procedures.</p> <p>Providing copies of handbooks/manuals in the application of record does not negate the need for programs to append evidence of compliance in appendices as required throughout the application. The site visitors will NOT search this appendix for evidence of compliance.</p> <p>The handbooks and manuals appended to the program's application will be used by the commission, as needed, as evidence of compliance with the <i>Standards</i>.</p>
Appendix 5	<p>Tabular side by side comparison of the curriculum to be delivered at the main and distant campus site including method of curriculum delivery. Table must include faculty assigned to main and distant campus for each course. (B1.04)</p>
Appendix 6	<p>Supervised Clinical Practice Experiences Excel document from program management portal per included directions (B3.01, B3.04)</p>
Appendix 7	<p>a) Table comparing the types and timing of student evaluation methods that will be used by the main site compared to the distant campus (B4.04)</p> <p>b) Blank copy(ies) of the form(s) used by <i>faculty</i> to evaluate sites and preceptors at <i>supervised clinical practice experiences</i> (C2.01).</p>

<p>Appendix 8</p>	<p>Document with detailed narrative addressing the program’s plans to assess the success of this campus location, including data to be gathered and a timeline of when and how the data will be analyzed.</p> <p>The program should remember that outcomes related to the <i>distant campus</i> location are not considered separately by the ARC-PA during the program’s regular accreditation comprehensive review, but a comparison of outcomes is expected as part of the program’s total self-assessment process. (C1.01)</p>
<p>Use space below to attach other documents in subsequently numbered appendices as needed to support responses</p>	
<p>Click here to enter text</p>	<p>Click here to enter text</p>
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Expansion to a Distant Campus Application Statements and Signatures
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On behalf of the **Enter institution name** and **Enter program name** (the “Program”); I hereby apply to the **Accreditation Review Commission on Education for the Physician Assistant (“ARC-PA”)** for accreditation of the Program as an Educational Program for Physician Assistant in accordance with and subject to the procedures and regulations of the **ARC-PA**. I have read and agree to the conditions set forth in the **ARC-PA’s** Standards and other materials describing accreditation and the accreditation process. I understand and agree that the Program will be subject to denial of accreditation; to withdrawal of accreditation and forfeiture and redelivery of any credential indicating accreditation granted by the **ARC-PA**; and to denial of future eligibility for accreditation in the event that any of the statements or answers made in this application are false or in the event that the Program violates any of the rules or regulations governing accredited programs.

I authorize the **ARC-PA** to make whatever inquiries and investigations it deems necessary to verify the contents of this application. I understand that this application and any information or material received or generated by the **ARC-PA** in connection with the accreditation process will be kept confidential and will not be released unless the Program has authorized such release or such release is required by law. However, the fact that the Program is or is not, or has or has not been, accredited is a matter of public record and may be disclosed. Finally, the **ARC-PA** may use information from this application for the purpose of statistical analysis, provided that the Program’s identification with that information has been deleted.

I hereby agree to hold the **ARC-PA**, its officers, commissioners, employees, and agents harmless from any and all actions, suits, obligations, complaints, claims, or damages including, but not limited to, reasonable attorneys’ fees, arising out of any action or omission by any of them in connection with this application; the application process; or the denial or withdrawal of the Program’s accreditation or eligibility for accreditation.

Notwithstanding the above, should the Institution or the Program file suit against the ARC-PA, the undersigned agrees that any such action shall be governed by and construed under the laws of the State of Illinois without regard to conflicts of law. The undersigned further agrees that any such action shall be brought in the applicable court of Cook County in the State of Illinois, or the Federal District Court for the Northern District of Illinois; consents to the jurisdiction of such state and federal courts; and agrees that the venue of such courts is proper. The undersigned further agrees that, should the Institution or the Program not prevail in any such action, the ARC-PA shall be entitled to all costs, including reasonable attorneys’ fees, incurred in connection with the litigation.

I UNDERSTAND THAT THE DECISION AS TO WHETHER THE PROGRAM QUALIFIES FOR EXPANSION TO A DISTANT CAMPUS RESTS SOLELY AND EXCLUSIVELY WITH THE ARC-PA AND THAT THE DECISION OF THE ARC-PA IS FINAL.

I HAVE THE AUTHORITY TO ENTER INTO THIS AGREEMENT ON BEHALF OF THE PROGRAM.

The signatures of the chief administrative officer and Program Director attest to the completeness and accuracy of the information provided in this application and supporting materials.

The signatures also acknowledge that the program should not exceed the maximum numbers of students as identified in this application.

I HAVE READ AND UNDERSTAND THE ABOVE STATEMENTS AND I INTEND FOR THE PROGRAM TO BE LEGALLY BOUND BY THEM.

I understand and agree that the Program will be subject to an adverse accreditation action which could include denial of accreditation or withdrawal of accreditation, and that future eligibility for accreditation may be denied in the event that any of the statements or answers made in this submitted application are false or in the event that the Program violates any of the policies governing accredited programs.

Chief Administrative Officer of Program's Sponsoring Institution:

As listed in the Program Management Portal

Enter name

Enter date

The name that appears here is deemed an electronic signature.

Program Director:

Enter name

Enter date

The name that appears here is deemed an electronic signature.

Material List for Expansion to Distant Campus Visits

While not all materials listed will necessarily be reviewed by site visitors, the following materials **must** be available for review during the site visit, even if submitted in the appendices of the application. Site visitors may not need to review all of these materials and may request additional materials/documents **during the visit**.

See “Organizing Materials Using a Document Sharing Application” document on the ARC-PA website (<http://www.arc-pa.org/continuing-accrreditation/continuing-accrreditation-site-visit-schedule/>).

1. *Copies of each document that support the program’s compliance with the Standards must be readily available for site visitors at the time of the site visit and as requested by the commission.*
2. *Copies of ALL signed agreements with other entities providing didactic or supervised clinical practice experiences must be readily available for site visitors and as requested by the commission.*
3. *Source documents for data summaries and analysis within the application and appendices must be readily available for site visitors and as requested by the commission.*
4. *Data and activities presented in ARC-PA TEMPLATES and program-designed graphic presentations must be verifiable. Documents and materials in support of entries must be available for review during the site visit and as requested by the commission.*
5. *Documents identified in the Material List for Expansion to Distant Campus Visits available at the end of the application.*

- 1) Program promotional materials and catalogs, access to the program’s website
- 2) Student and faculty handbooks/manuals containing relevant policies
- 3) Materials used to screen applicants for admission to the program
- 4) Faculty records, to include written job descriptions that include duties and responsibilities specific to each faculty member and CVs for *principal faculty*, the *medical director*, program director and *course director(s)* for the distant campus.
- 5) Syllabi for each course and rotation in the program to include the course name, course description, course goal/rationale, outline of topics to be covered, *learning outcomes* and *instructional objectives*, faculty instructor of record if known, methods of student assessment/evaluation, and plan for grading.
- 6) List of all active preceptors (licensed physicians, physician assistants and other licensed health care professionals) who currently precept *supervised clinical practice experiences/rotations* at the distant campus, and name of their associated clinical site as identified on the ARC-PA portal. For each preceptor, provide current licensure information, including expiration dates. In addition, and as appropriate, provide evidence of current certification, including the area of certification and expiration dates.
- 7) Current signed agreements with all institutions involved in the didactic and clinical components of the program for the distant campus

- 8) Signed agreements with clinical facilities and individuals who are participating in numbers *sufficient* to accommodate students on *supervised clinical practice experiences* for the maximum allowed student enrollment for the distant campus.
- 9) Minutes from program committee meetings which may include admissions, curriculum, self-study, student progression, etc.
- 10) List of required texts / resources for students

Glossary

NOTE: Where terms are not defined, their definitions are at the discretion of the ARC-PA.

TERM	DEFINITION
ABMS	American Board of Medical Specialties.
Accurately	Free from error.
Active	Having practical operation or results, characterized by action rather than by contemplation or speculation.
Administrative Support (Staff)	Those individuals providing administrative, secretarial or clerical help to the program. Administrative support staff do not include other staff working in or with the program who are assigned a traditional faculty role or those who function to provide technical assistance for instructional technology or data analysis.
Advanced Placement	A waiver of required coursework included in the PA curriculum for applicants to the program and/or a waiver of required coursework included in the PA curriculum for currently enrolled students in the program which results in the student advancing in the curriculum without completing required curriculum components at the sponsoring institution.
Analysis	Study of compiled or tabulated data interpreting correlations and trends, with the subsequent understanding and conclusions used to validate current practices or make changes as needed for program improvement.
AOA	American Osteopathic Association
Attrition	A reduction in number. Student attrition: the permanent loss of a matriculated student from the course of study in a physician assistant program. Faculty attrition: the loss of a faculty member from a position assigned to physician assistant program.
Clinical Affiliates	Clinical practice sites used by the program to provide supervised clinical practice experiences for students.
Comparable	Similar but not necessarily identical.
Competencies	The medical knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities required for PA practice.
Consultant	An individual from within or outside the sponsoring institution who provides advice to the program, but who is not hired by the program to serve as program, principal or instructional faculty or staff.
Course Director	Faculty member primarily responsible for the organization, delivery and evaluation of a course.
Deceleration	The loss of a student from the entering cohort, who remains matriculated in the physician assistant program.
Distant Campus	A campus geographically separate from the main program at which didactic, preclinical or clinical instruction occurs for all or some of the students matriculated to that campus.
Distant Education	A formal educational process in which 50% or more of the required content/time/credit hours, excluding supervised clinical practice experiences, may

TERM	DEFINITION
	be accrued when the student and instructor/faculty are not in the same physical location at the same time. The interaction may be synchronous or asynchronous.
Diversity	Differences within and between groups of people that contribute to variations in habits, practices, beliefs and/or values. The inclusion of different people (including but not limited to gender and race/ethnicity, age, physical abilities, sexual orientation, socioeconomic status) in a group or organization. Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another.
Effectiveness	The degree to which objectives are achieved and the extent to which problems are solved.
Elective Rotation	Supervised clinical practice experiences that may differ by student and which allow students to gain exposure to or deeper understanding of medical specialties related to their clinical or academic areas of interest.
Equity	The implementation of resources that improve or eliminate the remediable differences among diverse groups for all to achieve academic success.
Equivalent	Resulting in the same outcomes or end results.
Formative Evaluation	Intermediate or continuous evaluation that may include feedback to help students in achieving goals.
Frequent	Occurring regularly at brief intervals.
Goals	The end toward which effort is directed.
Health record(s)	The primary legal record documenting the health care services provided to a person in any aspect of the health care system. This term includes routine clinical or office records, records of care in any health related setting, preventive care, lifestyle evaluation, research protocols and various clinical databases.
Inclusion	The active, intentional and ongoing engagement with diversity in ways that increase awareness, content knowledge, cognitive sophistication and empathic understanding of the complex ways individuals interact within systems and institutions. The act of creating involvement, environments and empowerment in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate.
Instructional Faculty	Individuals providing instruction or supervision during the didactic and/or clinical phases of the program, regardless of length of time of instruction, faculty status or rank.
Instructional Objectives	Statements that describe observable actions or behaviors the student will be able to demonstrate after completing a unit of instruction.
Interprofessional practice	Practice involving individuals from different health care professions working together to provide patient centered care in a collaborative manner.
Learning Outcomes	The medical knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities that have been attained at the completion of a curricular component, course or program.
Maximum Class Size	Maximum potential number of students enrolled for each admission cycle as approved by the ARC-PA.
Medical director	Physician assigned to the PA program and who reports to the program director. The FTE assigned to the medical director is specific to this position/role. Supports the program in ensuring that didactic and clinical instruction meet current practice standards as they relate to the role of the PA in providing patient care.
Must	The term used to designate requirements that are compelled or mandatory. "Must" indicates an absolute requirement.
NCCPA	National Commission on Certification of Physician Assistants

TERM	DEFINITION
PANCE	Physician Assistant National Certification Exam administered by the National Commission on Certification of Physician Assistants.
Personal wellness	The quality or state of being in good health especially as an actively sought goal. It includes choices and activities aimed at achieving physical vitality, sense of accomplishment, and personal fulfillment.
Preceptor	Any instructional faculty member who provides student supervision during supervised clinical practice experiences.
Principal Faculty	Those faculty working at least 50% FTE with primary academic responsibility assigned to the PA program who report to the program director.
Program Faculty	The program director, medical director, principal faculty and instructional faculty
Prospective Students	Any individuals who have requested information about the program or submitted information to the program.
Published	Presented in written or electronic format.
Readily Available	Made accessible to others in a timely fashion via defined program or institution procedures. Navigation to digital content should take little effort or time.
Recognized Regional Accrediting Agencies	Middle States Commission on Higher Education (MSCHE) New England Commission of Higher Education (NECHE) Higher Learning Commission (HLC) Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools- Commission on Colleges (SACS COC) Western Association of Schools and Colleges- Accrediting Commission for Community & Junior Colleges (WASC-ACCJC) WASC Senior College & University Commission (WSCUC)
Remediation	The program defined and applied process for addressing deficiencies in a student's knowledge and skills, such that the correction of these deficiencies is measurable and can be documented.
Required Rotation(s)	Rotations which the program requires all students to complete. While an elective rotation may be one of the required rotations, it is not included in this definition.
Rotation	A supervised clinical practice experience for which there are published expected <i>learning outcomes</i> and student evaluation mechanisms.
Should	The term used to designate requirements that must be met unless there is a compelling reason, acceptable to the ARC-PA, for not complying. A program or institution may be cited for failing to comply with a requirement that includes the term 'should'.
Student Services	Services aimed at helping students reach their academic and career goals. Such services typically include academic advising, tutoring, career services, financial aid, student health, computing and library resources and access.
Subspecialists	A narrow field of practice within its medical specialty as defined by ABMS and AOA.
Succinctly	Marked by compact, precise expression without wasted words.
Sufficient	Enough to meet the needs of a situation or proposed end.
Summative Evaluation	An assessment of the learner conducted by the program to ensure that the learner has the medical knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities required for entry into the profession. This evaluation must consist of more than a listing and review of student outcomes otherwise obtained in the course of the program.
Supervised Clinical Practice Experiences	Supervised student encounters with patients that include comprehensive patient assessment and involvement in patient care decision making and which result in a detailed plan for patient management

TERM	DEFINITION
Teaching Out	Allowing students already in the program to complete their education or assisting them in enrolling in an ARC-PA accredited program in which they can continue their education.
Technical Standards	Nonacademic requirements for participation in an educational program or activity. They include physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum and for entry into the profession.
Timely	Without undue delay; as soon as feasible after giving considered deliberation.
United States	<p>The fifty States, the District of Columbia, the Commonwealth of Puerto Rico, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, American Samoa, Wake Island, the Midway Islands, Kingman Reef and Johnston Island.</p> <p>A program may satisfy the requirement of <i>supervised clinical practice experiences</i> through medical facilities located in the <i>United States</i> and through a limited number of medical facilities that are accredited by the United States Joint Commission and operated by the American government under a signed Status of Forces Agreement with the host nation.</p>

Saving and Submission of Expansion to Distant Campus Application and Appendices

After you have completed the application and each appendix, use the “Save” or “Save As” command under the File menu. The application and each appendix are to be saved with the same name it was given by the ARC-PA, with the inclusion of an abbreviation of the program’s name at the end of the document name. For example: App 2b DC Program Budget ABC or App 3c Personnel Resp ABC.

Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.

The application and templates provided by the ARC-PA are to be saved in the format in which they were created. **DO NOT SAVE AS PDF.** Program-generated documents can be saved in any format.

The document must be saved in the appropriate folder. For example: App 2b DC Program Budget ABC is to be saved in the Appendix 02 folder.

The program must submit an electronic copy of the application to include:

- Complete application and all appendices.
- Completed institutional signature page. (Electronically signed is acceptable.)

The application must include all appendices as required and be completed according to the instructions provided. Failure to complete all components of the application exactly as instructed (narratives, templates, program-created documents, etc.) and/or failure to submit a complete application as required in the instructions may result in one or more of the following actions by the ARC-PA:

- Removal of the program from the current ARC-PA agenda
- Requirement for application resubmission
- Placement of the program on administrative probation
- Reconsideration of the program’s current accreditation status

Determination of the appropriate action(s) is solely at the discretion of the ARC-PA and is not subject to appeal.

The program will submit the application electronically. The ARC-PA will contact the program approximately one month prior to the due date of the application with instructions on how to upload.

Contact the ARC-PA offices at accreditationservices@arc-pa.org if unclear about the directions.

Place the following documents for **Appendix 01** in this folder:

- a) Downloaded **Program Data Sheet** from the program's ARC-PA program management portal per directions at <http://www.arc-pa.org/portal/>
- b) Diagram or description of the organizational relationship of the PA program to the sponsoring institution. (Include information regarding who has immediate administrative authority over the program director and that person's position in the administrative structure of the sponsoring institution.)
- c) Diagram or description of the organization's structure and relationship of the PA program main and distant campus, including, at a minimum, the program director, medical director, principal faculty and administrative support staff.
- d) Copy of one signed agreement with other institution involved in providing academic instruction, if applicable
- e) **TWO Copies** of fully drafted / signed agreements between the sponsoring institution and any *clinical affiliate* to be used by students in the first class at the distant campus site. (A1.01)
- f) Include documentation demonstrating the institution's authority to offer the education in a different state, if applicable
- g) Documentation detailing appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs (A1.02g)
- h) Institutional policies and procedures for refunds of tuition and fees which are not available on the web for reference (A1.02k)

The application and each appendix are to be saved with the same name it was given by the ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 2b DC Program Budget ABC or App 3c Personnel Resp ABC. **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

The application and templates provided by the ARC-PA are to be saved in the format in which they were created. **DO NOT CHANGE THE ARC-PA FORMAT OR FILE TYPE.** Program-generated documents can be saved in any format.

The document must be saved in the appropriate folder. For example: App 1a DC Program Data Sheet ABC is to be saved in the Appendix 01 folder.

Place the following documents for **Appendix 02** in this folder:

- a) **Total Program Budget Template**
- b) **Distant Campus Budget Template**

The application and each appendix are to be saved with the same name it was given by the ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 2b DC Budget ABC or App 3a Personnel Resp ABC. **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

The application and templates provided by the ARC-PA are to be saved in the format in which they were created. **DO NOT CHANGE THE ARC-PA FORMAT OR FILE TYPE.** Program-generated documents can be saved in any format.

The document must be saved in the appropriate folder. For example: App 2b DC Budget ABC is to be saved in the Appendix 02 folder.

Appendix 2a for Distant Campus Expansion Application

Total Program Budget TEMPLATE

Program Name:

Identify major sources of financial support and expenditures for the Entire Program by completing the table.
Enter whole dollars.

Name of Program/Month FY Begins:	Current FY	First FY with Distant Campus Students	Projected second FY with students at distant campus
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Source of Funds

Tuition and Fees assigned to the program	<input type="text"/>	<input type="text"/>	<input type="text"/>
State Appropriation	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sponsoring Institution	<input type="text"/>	<input type="text"/>	<input type="text"/>
State Grants/Contracts	<input type="text"/>	<input type="text"/>	<input type="text"/>
Federal Grants/Contracts	<input type="text"/>	<input type="text"/>	<input type="text"/>
Private Foundation Specify below:	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Indirect Cost Recovery	<input type="text"/>	<input type="text"/>	<input type="text"/>
Endowment	<input type="text"/>	<input type="text"/>	<input type="text"/>
Gifts	<input type="text"/>	<input type="text"/>	<input type="text"/>
**	<input type="text"/>	<input type="text"/>	<input type="text"/>
**	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	\$ -	\$ -	\$ -

Expenditures

Faculty* Salaries and Benefits. List the number of FTE Faculty below:	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Staff* Salaries and Benefits. List the number of FTE Staff below:	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Faculty/Staff Development. List the number of FTE Faculty/Staff budgeted for, below:	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Operations	<input type="text"/>	<input type="text"/>	<input type="text"/>
Institution Tax	<input type="text"/>	<input type="text"/>	<input type="text"/>
**	<input type="text"/>	<input type="text"/>	<input type="text"/>
**	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	\$ -	\$ -	\$ -

Comments (double click in box to set cursor):

*Faculty and Staff salaries and benefits must reflect the total for all program faculty/staff assigned to the program and whose salary lines are listed in the program budget. If an individual is a part-time FTE with the program, only the percentage of the salary and benefits included on the program budget should be included in the total.

**Other sources may be specified in these marked boxes.

Appendix 2a for Distant Campus Expansion Application

Distant Campus Budget TEMPLATE

Program Name:

Identify major sources of financial support and expenditures for this Distant Campus only by completing the table.
Enter whole dollars.

Use separate form for Total Program Resources.

Program/Campus/Month FY Begins:	First Year	Second Year	Projected Third Yr
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Source of Funds For This Campus

** <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
** <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
** <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
** <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	\$ -	\$ -	\$ -

Expenditures For This Campus

Faculty* Salaries and Benefits. List the number of FTE Faculty below:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Staff* Salaries and Benefits. List the number of FTE Staff below:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Faculty/Staff Development. List the number of FTE Faculty/Staff budgeted for, below:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Operations	<input type="text"/>	<input type="text"/>	<input type="text"/>
Institution Tax	<input type="text"/>	<input type="text"/>	<input type="text"/>
** <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
** <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
** <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
** <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
** <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	\$ -	\$ -	\$ -

Comments (double click in the box to set cursor):

*Faculty and Staff salaries and benefits must reflect the total for all program faculty/staff assigned to this

Faculty and staff salaries and benefits must reflect the total for an program faculty/staff assigned to this distant site and whose salary lines are listed in the program budget. If an individual is a part-time FTE with the program, only the percentage of the salary and benefits included on the program budget should be included in the total.

**Other sources may be specified in these marked boxes.

SAMPLE DEC.2023

Place the following documents for **Appendix 03** in this folder:

- a) Downloaded **Program Personnel Excel Export** from the program's ARC-PA program management portal per directions at <http://www.arc-pa.org/portal/>
- b) Written job descriptions **AND** current Curricula Vitae, using **ARC-PA CV TEMPLATE**, for distant campus *program faculty*:
 - Program director
 - *Medical director*
 - *Distant Campus Principal faculty* (Job descriptions include duties and responsibilities specific to each *principal faculty* member)
- c) **Personnel Responsibilities TEMPLATE**

The application and each appendix are to be saved with the same name it was given by the ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 2b DC Program Budget ABC or App 3c Personnel Resp ABC. **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

The application and templates provided by the ARC-PA are to be saved in the format in which they were created. **DO NOT CHANGE THE ARC-PA FORMAT OR FILE TYPE.** Program-generated documents can be saved in any format.

The document must be saved in the appropriate folder. For example: App 3c Personnel Resp ABC is to be saved in the Appendix 03 folder.



Updated 12.2021

Faculty Curriculum Vitae **TEMPLATE**

Program: Enter name of program

Complete ARC-PA Faculty Curriculum Vitae TEMPLATE for the program director, *medical director* and *principal faculty*.

CV's to be available on site for *instructional faculty* should use the institution's academic format.

Date Form Completed: Click here to enter a date

Last Name: Last name	MI: MI	First Name: First name
Academic Credentials: Credentials		
*Position in Program: Position		% FTE: % FTE

Contact Information

Complete Program Office Mailing Address
Program name
Institution
Address 1
Address 2
City, State, Zip
Daytime phone: XXX-XXX-XXXX
Email at program: Email address

Education Include baccalaureate, professional education (to include PA), and graduate academic education. Please list from most recent to earliest.

Institution	Course of Study	Credential/Degree Earned	Year Awarded
Institution	Course of study	Credential earned	Year
Institution	Course of study	Credential earned	Year
Institution	Course of study	Credential earned	Year
Institution	Course of study	Credential earned	Year
Institution	Course of study	Credential earned	Year
Institution	Course of study	Credential earned	Year
Institution	Course of study	Credential earned	Year
Institution	Course of study	Credential earned	Year
Institution	Course of study	Credential earned	Year
Institution	Course of study	Credential earned	Year

Graduate Medical Education / Postgraduate Clinical PA Program Education (include all physician or

physician assistant residencies and fellowships) Please list from most recent to earliest.

Institution	Specialty	Credential/Degree Earned	Year Awarded
Institution	Specialty	Credential earned	Year
Institution	Specialty	Credential earned	Year
Institution	Specialty	Credential earned	Year
Institution	Specialty	Credential earned	Year
Institution	Specialty	Credential earned	Year
Institution	Specialty	Credential earned	Year
Institution	Specialty	Credential earned	Year
Institution	Specialty	Credential earned	Year

Academic Appointments - List the past five positions, **beginning with your current position.**

Start Date	End Date	Institution Name and Description of Position(s)
xx/xx/xxxx	xx/xx/xxxx	Institution Name and Description
xx/xx/xxxx	xx/xx/xxxx	Institution Name and Description
xx/xx/xxxx	xx/xx/xxxx	Institution Name and Description
xx/xx/xxxx	xx/xx/xxxx	Institution Name and Description
xx/xx/xxxx	xx/xx/xxxx	Institution Name and Description
xx/xx/xxxx	xx/xx/xxxx	Institution Name and Description

Non-Academic Positions - List the past five positions beginning with your current position

Start Date	End Date	Institution Name and Description of Position(s)
xx/xx/xxxx	xx/xx/xxxx	Institution Name and Description
xx/xx/xxxx	xx/xx/xxxx	Institution Name and Description
xx/xx/xxxx	xx/xx/xxxx	Institution Name and Description
xx/xx/xxxx	xx/xx/xxxx	Institution Name and Description
xx/xx/xxxx	xx/xx/xxxx	Institution Name and Description
xx/xx/xxxx	xx/xx/xxxx	Institution Name and Description

Certifying Body (abbreviation acceptable)	Initial Certification Year	Next Re-Certification Year
Certifying body	Year	Year
Certifying body	Year	Year
Certifying body	Year	Year
Certifying body	Year	Year
Certifying body	Year	Year

Licensure Information

Title	State	Date of Expiration
Title	State	xx/xx/xxxx
Title	State	xx/xx/xxxx

Licensure Information		
Title	State	Date of Expiration
Title	State	xx/xx/xxxx
Title	State	xx/xx/xxxx
Title	State	xx/xx/xxxx

Other: [Click here to enter text](#)

[illegible]

Responsibilities	Individual Name and Title (use abbreviations)															
	Enter name and title	Enter name and title	Enter name and title	Enter name and title	Enter name and title	Enter name and title	Enter name and title	Enter name and title	Enter name and title	Enter name and title	Enter name and title	Enter name and title	Enter name and title	Enter name and title	Enter name and title	Enter name and title
Fiscal management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mission statement review/revision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program competencies review/revision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program goals review/revision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remedial instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student performance evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: [Click here to enter text](#)

Place the following document(s) for **Appendix 04** in this folder:

- a) A copy of all materials that will be used to describe the distant campus program for prospective students, including admissions material (if not available on the web), costs to students, the statement posted about the program's ARC-PA accreditation status, and the specific nuances with respect to the distant campus. (A3.01, A3.11, A3.12, A3.13)
- b) Tabular comparison of student costs including tuition and fees, and travel costs that may be different for distant campus students as compared to those at the main campus. (A3.12)
- c) Blinded sample of correspondence provided to those inquiring about the distant campus program, whether provided to them electronically or on paper.
- d) **Admission Policies and Procedure TEMPLATE**
- e) Forms to be used to screen student applications and select students for distant campus class. (A3.14)
- f) Complete copies of handbooks/manuals containing policies and procedures. Providing copies of handbooks/manuals in the application of record does not negate the need for programs to **append evidence of compliance in appendices** as required throughout the application. The site visitors will NOT search this appendix for evidence of compliance. The manuals appended to the program's application may be used by the commission, as needed, as evidence of compliance with the *Standards*.

The application and each appendix are to be saved with the same name it was given by the ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 2b DC Program Budget ABC or App 3c Personnel Resp ABC. **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

The application and templates provided by the ARC-PA are to be saved in the format in which they were created. **DO NOT CHANGE THE ARC-PA FORMAT OR FILE TYPE.** Program-generated documents can be saved in any format.

The document must be saved in the appropriate folder. For example: App 4d DC Admission Pol_Proc ABC is to be saved in the Appendix 04 folder.

Appendix 4d for Distant Campus Expansion Application

Admission Policies and Procedures TEMPLATE

Program: Enter name of program

1) **Provide** the URL(s) where defined and *published* practices of the institution and program relating to admissions for the distant campus are found.

If evidence of compliance with this standard is NOT currently on the program or institution web site, **provide a copy of the document(s)** that demonstrates compliance in **Appendix 4a**.

2) **Include** forms used to screen applications and select candidates for the distant campus class in **Appendix 4e**.

Save the document(s) in this folder. **Important Note – Abbreviate file names so not to exceed 20 characters, including spaces.** For example: App 4e Screen Form ABC is to be saved in the Appendix 4 folder.

Complete the following for the DC:

Admission screening measures include which of the following?

- | | | |
|---|--|--|
| <input type="checkbox"/> application | <input type="checkbox"/> standardized exams
(i.e., GRE) | <input type="checkbox"/> community service |
| <input type="checkbox"/> personal statement | <input type="checkbox"/> reference letters/forms | <input type="checkbox"/> CASPA |
| <input type="checkbox"/> essays submitted with
application | <input type="checkbox"/> GPA | <input type="checkbox"/> personal interviews |
| <input type="checkbox"/> review of transcripts | <input type="checkbox"/> healthcare experience | <input type="checkbox"/> narrative writing at
time of interview |
| <input type="checkbox"/> Enter other | <input type="checkbox"/> Enter other | <input type="checkbox"/> Enter other |
| <input type="checkbox"/> Enter other | <input type="checkbox"/> Enter other | <input type="checkbox"/> Enter other |

Complete the following regarding how individuals participate in the selection process.

Individual	Application Screening	Interviewing	Final selection decision
Program Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Didactic instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical preceptors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Individual	Application Screening	Interviewing	Final selection decision
Community organizations representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PA employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community PAs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community MDs/DOs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program admission staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional representatives: (specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter institutional reps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter institutional reps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

[Click here to enter text](#)

Place the following document(s) for **Appendix 05** in this folder:

Tabular side by side comparison of the curriculum to be delivered at the main and distant campus site including method of curriculum delivery. Table must include faculty assigned to main and distant campus for each course. (B1.04)

The application and each appendix are to be saved with the same name it was given by the ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 2b DC Program Budget ABC or App 3c Personnel Resp ABC. **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

The application and templates provided by the ARC-PA are to be saved in the format in which they were created. **DO NOT CHANGE THE ARC-PA FORMAT OR FILE TYPE.** Program-generated documents can be saved in any format.

The document must be saved in the appropriate folder. For example: App 5 DC Program CurrComparison ABC is to be saved in the Appendix 05 folder.

Place the following document(s) for **Appendix 06** in this folder:

Supervised Clinical Practice Experiences Excel document from program management portal per directions at <http://www.arc-pa.org/portal/> (B3.01, B3.04)

The application and each appendix are to be saved with the same name it was given by the ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 2b DC Program Budget ABC or App 3c Personnel Resp ABC. **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

The application and templates provided by the ARC-PA are to be saved in the format in which they were created. **DO NOT CHANGE THE ARC-PA FORMAT OR FILE TYPE.** Program-generated documents can be saved in any format.

The document must be saved in the appropriate folder. For example: App 6 DC SCPEs ABC is to be saved in the Appendix 06 folder.

Place the following document(s) for **Appendix 07** in this folder:

- a) A table comparing the types and timing of student evaluation methods that will be used by the main site compared to the *distant campus* (B4.04)
- b) Blank copy(ies) of the form(s) used by *faculty* to evaluate sites and preceptors at *supervised clinical practice experiences*. (C2.01)

The application and each appendix are to be saved with the same name it was given by the ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 2b DC Program Budget ABC or App 3c Personnel Resp ABC. **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

The application and templates provided by the ARC-PA are to be saved in the format in which they were created. **DO NOT CHANGE THE ARC-PA FORMAT OR FILE TYPE.** Program-generated documents can be saved in any format.

The document must be saved in the appropriate folder. For example: App 7b Program Eval Forms ABC is to be saved in the Appendix 07 folder.

Place the following program-created document for **Appendix 08** in this folder:

Document with detailed narrative addressing the program's plans to assess the success of this campus location, including data to be gathered and a timeline of when and how the data will be analyzed. The program should remember that outcomes related to the *distant campus* location are not considered separately by the ARC-PA during the program's regular accreditation comprehensive review, but a comparison of outcomes is expected as part of the program's total self-assessment process. (C1.01)

The application and each appendix are to be saved with the same name it was given by the ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 2b DC Program Budget ABC or App 3c Personnel Resp ABC. **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

The application and templates provided by the ARC-PA are to be saved in the format in which they were created. **DO NOT CHANGE THE ARC-PA FORMAT OR FILE TYPE.** Program-generated documents can be saved in any format.

The document must be saved in the appropriate folder. For example: App 8 DC Program Plan ABC is to be saved in the Appendix 08 folder.