Accreditation Review Commission on Education for the Physician Assistant, Inc.

Application for Post-Professional PA Doctoral Program

Initial Accreditation©

For PPDP Accreditation *Standards,* First edition ©

Effective September 2025

Name of Program: Enter Program Name	**Sponsoring Institution:** Enter Name of SI
City and State: Enter City and State	**Dates of Site Visit:** Enter Site Visit Dates
Does the program have multiple tracks? ☐ Yes ☐ No **Please list track names:** Enter Names of Track(s)	

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PREFACE

Accreditation - Initial is an accreditation status first awarded when the plans and resource allocation, if fully implemented as planned, of a proposed program appear to demonstrate the program's ability to meet the ARC-PA Standards. The initial accreditation process begins with a determination of institutional eligibility to sponsor a program. The process involves a thorough review of the planning, organization, evaluation, and proposed/actual content of a program. The program is eligible to continue its accreditation with subsequent evaluations and commission reviews as defined in ARC-PA policies and processes.

The program will be subject to denial of accreditation and to denial of future eligibility for accreditation if any of the statements or answers made in documents or the application are false or if the program violates any of the rules or regulations governing applicant or accredited programs.

Please pay particular attention to Section D of the *Standards*.

NOTE ABOUT APPENDICES

Throughout this document, references are made to the required content and data for required appendices. In some cases, the content is to be provided by completion of ARC-PA TEMPLATES.
In other cases, the program is given the latitude to display the data in a graphic format it designs.
The program will 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 Microsoft Word 2010 or later.
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 exceeds the page length, Word will automatically repaginate the document. You are encouraged to use paragraph headers, spaces between paragraphs, and title in all caps to improve the readability of narratives. **DO NOT** insert tables or graphs into the boxes or fields. Please append them if required. To mark or un-mark a checkbox, left click inside the box.

Provide log-in information for any links that require passwords.

Note that words appearing in *italics* are defined in the glossary of the PPDP Accreditation *Standards*.

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

The application and appendices are "protected." You cannot insert or delete pages or modify anything that is not inside a text or form field. **DO NOT** unprotect the document. If you unprotect the document, there is a strong possibility that all entered data will be lost or in an unacceptable format. Note that

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uploading the document to a **Google Workspace** will remove the protection, formatting, and many textboxes, and therefore it should not be done.

After you have completed the application and each appendix, 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, PPD.Initial_Application.UMass.docx where UMass is the University of Massachusetts Program). **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 and will have file names that describe what the file is for. The document will be saved in the appropriate folder.

If you have any difficulties or questions, contact the ARC-PA office 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.

Follow the directions in the box below. These apply to all materials related to the application and supporting documents.

1. *Complete web addresses for web pages designed in support of compliance with the PPDP Standards will be readily available for site visitors at the time of the site visit and as requested by the Commission.*

2. *Data and activities presented in ARC-PA TEMPLATES and program-designed graphic presentations will be verifiable.*

3. *Documents and materials in support of entries will be available for review during the site visit and as requested by the Commission.*

APPLICATION OF RECORD: The application submitted by the program to the ARC-PA 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 the observations.

SECTION A: ADMINISTRATION

A1   INSTITUTIONAL SPONSORSHIP AND ADMINISTRATIVE STRUCTURE

The program is located in an institutional setting appropriate for doctoral education. The institution has a clear administrative structure and commitment to the doctoral program.

Include the completed **PPDP Program Datasheet (PDS)** in **Appendix A1001.**

A1001 The sponsoring institution of higher education is authorized under applicable law or other acceptable authority to provide a program of postsecondary education and has appropriate doctoral degree-granting authority. This includes state authorization, if required by the state, and accreditation of the institution by a nationally recognized accrediting body in the *United States*.

This was addressed by completing the **Program Datasheet** for **Appendix A1001**.

A1002
The mission of the program is aligned with the mission of the academic department, college, school, or institution in which it resides.

> **Complete the table below with the institutional mission and program mission**. **Highlight** in <mark>YELLOW</mark> the areas of consistency between the two columns' statements.

Institution/College/School/Department Mission	Program Mission

Optional: Comments about the information in the table above.

A1003
The sponsoring institution is responsible for:
     a) ensuring effective program leadership.
     b) ensuring effective program administration.
     c) complying with ARC-PA Accreditation Standards and policies.

> **Provide a narrative** describing how the institution demonstrates compliance with A1003a-c.

A2   INSTITUTIONAL RESOURCES

A2001
The sponsoring institution provides the program with *sufficient* financial resources to operate the educational program and fulfill the program's obligations from recruitment through graduation.

This was addressed in part by completing the **Program Datasheet** for **Appendix A1001**.

Identify major sources of financial support for the program by **completing** the PPDP **Program Budget TEMPLATE** (Excel) for **Appendix A1001.**

Enter the **Month/Day** of the start of the Budget Year:	

Describe the budget process for the program, including dates or months for recurring events.

Describe how the program determines whether the budget is *sufficient* to operate the program and fulfill the program's obligations from recruitment through graduation.

A2002

The sponsoring institution provides the program with the human resources necessary to operate the educational program, comply with the Standards, and fulfill obligations to matriculating and enrolled *learners*, including *sufficient*:

      a. *program faculty.*
      b. *administrative staff.*

This was addressed in part by completing the **Program Datasheet** for **Appendix A1001**.

Provide a narrative describing how the program demonstrates compliance with **A2002a**. **Include** the number of *program faculty* (by headcount and/or FTE) that the program considers *sufficient*. **Identify** the indicators that the program will use to identify faculty sufficiency.

Provide a narrative describing how the program demonstrates compliance with **A2002b**. **Include** the number of program *administrative staff* (by headcount and/or FTE) that the program considers *sufficient*. **Identify** the indicators that the program will use to identify the sufficiency of *administrative staff*.

A2003

The sponsoring institution provides the program with *sufficient* resources to ensure *learner* acquisition of *competencies*. The resources include the following:

      a) educational materials.
      b) educational technology resources and support.
      c) research and IRB support for the required curriculum.
      d) course development support.
      e) instructional design support.
      f) library or *equivalent* digital resources.

Resource Category	**List Resources Allocated to the Program**

Educational Materials	
Educational Technology Resources and Support	
Research and IRB support for the required curriculum	
Course Development Support	
Instructional Design Support	
Library (or *equivalent*) Digital Resources	

Provide a narrative describing how the program determines whether the above resources are *sufficient* for each track, if applicable.

A2004

The sponsoring institution provides the program with *sufficient* resources, including:
- a) *student support services.*
- b) financial aid support.
- c) disability and ADA support.

Resource Category	List Resources Allocated to the Program
Student Support Services	
Financial Aid Support	
Disability and ADA Support	

Provide a narrative describing the available support services (A2004a-c) and how the program determines whether the support resources above are *sufficient*.

A2005

The sponsoring institution provides the program with reliable IT support services that meet the needs of the program.

Provide a narrative describing the available IT support services to the program and how the program determines whether the IT support services are reliable and meet the needs of the program.

A2006

If the program requires clinical experiences outside of the scope of the *learner's* employment, the responsibilities of the respective institutions for the supervision of *learners* are clearly described and documented in a manner signifying agreement by the involved institutions. Signed and executed affiliation agreement(s) define the responsibilities of each party related to the educational program for *learners,* including:

   a)   whose policies govern specific activities or processes.
   b)   *learner* access to educational resources and clinical experiences.

Provide a narrative describing how the program demonstrates compliance with A2006. **If no other institutions are involved, write N/A.** In the narrative, include quoted key phrases from the standard affiliation agreement that discuss both:

   •   Policies specific to activities or processes
   •   *Learner* access to educational resources and clinical experiences

List all institutions with which the program has an affiliation agreement (note which preceptors are included in each agreement). Include a copy of all signed agreements in **Appendix A2006. If no other institutions are involved, write N/A.**

A3   Program Personnel

Include the following in **Appendix A3**: Written job description <u>and</u> Curriculum Vitae on the CV TEMPLATE for: Program director and all *program faculty*. Include the person's last name in the file name for both the job description and the CV.

A3001

The program has a designated program director who:

   a)   has at least three (3) years of higher education experience.
   b)   holds a doctoral degree.

This was addressed by completing the **Program Datasheet** in **Appendix A1001** and **CV TEMPLATES** for **Appendix A3**.

A3002

Program faculty include at least one 1.0 FTE PA-C (or emeritus) *faculty* member(s) made up of no more than two individual people.

This was addressed by completing the **Program Datasheet** in **Appendix A1001**.

A3003

Administrative staff include at least 1.0 FTE.

This was addressed by completing the **Program Datasheet** in **Appendix A1001**.

A3004

Principal faculty and the program director have academic appointments and privileges *comparable* to other *faculty* with similar academic responsibilities in the institution.

> Do the *principal faculty* and the program director have academic appointments and privileges *comparable* to those of other *faculty* at the institution? ☐Yes ☐No

> **If No, provide a narrative** describing how the program demonstrates compliance with A3004. What are the differences? How are the different appointments and privileges *comparable*?

A3005

Program faculty maintain responsibility for the following:
   a) developing, reviewing, and revising as necessary the mission statement, *goals,* and *competencies* of the program.
   b) selecting applicants for admission to the program.
   c) providing *learner* instruction.
   d) evaluating *learner* performance.
   e) academic counseling of *learners*.
   f) designing, implementing, coordinating, and evaluating the curriculum.
   g) evaluating the program.

A3005a-g	Enter Below the *Faculty* Member(s) Name(s) or the Group/Committee (responsible for each substandard)
a)	
b)	
c)	
d)	
e)	
f)	
g)	

> **Provide a narrative** describing how the *program faculty* maintain responsibility for **A3005a-g**.

> **This was addressed in part** by completing the **CV TEMPLATES** and appending **Job Descriptions** for **Appendix A3**.

A3006

All *program faculty*:
   a) meet program-defined academic and experiential qualifications to teach in their assigned instructional areas.
   b) are evaluated in their assigned instructional areas.
   c) are granted *sufficient* time and resources needed for performance improvement.

This was addressed in part by completing the **CV TEMPLATES** for **Appendix A3.**

List the program-defined academic and experiential qualifications to teach assigned instructional areas.

> **Provide a narrative** describing how the program evaluates *faculty* in their assigned instructional areas.

> **Provide a narrative** describing how the program ensures *sufficiency* of time and resources for performance improvement.

A3007
The *principal faculty* and program director have *sufficient* and relevant professional development time and financial resources, commensurate with their appointment FTE percentage, including at a minimum:
   a) continuing medical education to maintain the license and certification required in the job description.
   b) annual renewal of relevant licensure and certification.
   c) development of teaching skills related to the method of curriculum delivery.

This was addressed in part by completing the **CV TEMPLATES** for **Appendix A3**.

> **Provide a narrative** describing how the program demonstrates compliance with A3007.

A4   Operations and Policies

The program is required to provide an active hyperlink(s) directly to the specific page(s) of the program's website where this information is found. If the program information is not *published* on a website, the program is required to place an electronic copy of the program's brochure or *published* document that provides this information in **Appendix A4**.

A4001
The program defines, publishes, makes *readily available,* and consistently applies written policies and procedures that govern *learners* as they enter, progress through, and graduate from the program. These include policies relevant to:
   a) academic recruitment and admissions.
   b) degree requirements, including timelines and deadlines.
   c) financial assistance.
   d) *learner* performance evaluation, feedback, and advisement.
   e) *learner* retention.
   f) *learner* progression and deceleration.
   g) *learner* withdrawal.
   h) *learner* dismissal.
   i) due process, grievance, and appeals,
   j) *learner* rights and responsibilities, conduct, and professionalism expectations.
   k) nondiscrimination and *mistreatment*.

In the table below, **list** the web address and policy name for each of the A4001a-h sub-standards.

A4001a-k	Policy Name	Web address URL Link (or document name and page number, if applicable)
a)		
b)		
c)		
d)		
e)		
f)		
g)		
h)		
i)		
j)		
k)		

Provide a narrative describing how the program ensures that policies and procedures are *readily available* to *learners* and consistently applied in compliance with A4001.

A4002

The sponsoring institution and program's publications and advertising *accurately* reflect the program offered.

List the URL website link(s) for program announcements and advertisements or append any announcements or advertisements that are not online as a pdf in **Appendix A4**.

Explain the program's process for reviewing all announcements and advertisements.

A4003

The program defines, publishes, and makes *readily available* to the public general program information including:
  a) the program's ARC-PA accreditation status as provided by the ARC-PA.
  b) the program's mission, *goals*, and *purpose*.
  c) evidence of its *effectiveness* in meeting its *goals*.
  d) all *program faculty*.
  e) all required curricular components.
  f) program-defined *learning outcomes* and *competencies*.
  g) academic credit offered by the program.
  h) estimates of the total cost of attendance related to the program.
  i) refund policies.

A4003a-i	Website URL Link (or document and page number, if applicable)
a)	
b)	
c)	
d)	

e)	
f)	
g)	
h)	
i)	

IF **any of the a-i sub-standards not available online, provide a narrative** describing how the program makes each sub-standard *readily available* to the public. Append program information that is not available online as a pdf in **Appendix A4**.

IF **any of the a-i sub-standards are different per track** (if applicable), then **define** and **describe below**.

A4004

The program defines, publishes, consistently applies, and makes *readily available* to the public its admission and enrollment practices that address:

   a) favored or preferred specified characteristics, individuals, or groups (if applicable).
   b) prior education.
   c) awarding or granting *advanced placement*.
   d) required work experience.

A4004a-d	Website URL Link (or document and page number, if applicable)
a)	
b)	
c)	
d)	

   Provide a narrative to explain how the program ensures that admission and enrollment practices are consistently applied. And, if the program has any of the a-d sub-standards not available online, provide a narrative describing how the program makes each *readily available* to the public. Append any admission or enrollment practices that are not available online as a pdf in **Appendix A4004**.

A4005

The program makes *learner* admission decisions in accordance with clearly defined and *published* practices of the institution and program.

List all the program's currently *published* admission decision practices/ criteria in the table provided below. (The Program is required to provide forms used in the admissions process in **Appendix A4004**.)

Admission Decision Practice/Criteria (add rows if needed)	Website URL Link (where it is *published* and page number if applicable)
Example: preference is given to veterans	Example: URL link where that is published
Example: a masters degree is required	Example: URL link where that is published

A4006

Programs that grant *advanced placement* keep documentation within each *learner's* file verifying competency for the curricular components in which *advanced placement* is given.

> **Provide a narrative** describing how the program demonstrates compliance with A4006 or **enter N/A if** *advanced placement* is not offered. Include a description of how the program assesses competency for any component where a *learner* may receive *advanced placement* or otherwise not need to complete the full curriculum. (If *advanced placement* differs per program track, please define and describe below).

A5 Faculty Records

A5001

Program faculty records include:
   a) current job descriptions that include duties, responsibilities, and required qualifications specific to each *faculty* member.
   b) current curriculum vitae.
   c) appointment letter or contract.
   d) percent effort (FTE) dedicated to the doctoral program.

This was addressed in part by completing **the CV TEMPLATES and Job Descriptions** for **Appendix A3.**

> **Provide a narrative** describing how the program maintains and updates *faculty* records, explain the internal process for generating appointment letters/contracts, and explain how the program calculates the percent effort required for a *faculty* member.

SECTION B CURRICULUM AND INSTRUCTION

B1 Curriculum and Instruction

B1001

The curriculum is consistent with the:
   a) program mission.
   b) program *goals*.

c) program *competencies*.

Highlight relevant/aligned terms in <mark>yellow</mark> for clarity.

IF additional rows are needed for *goals* and *competencies* per program track, then contact accreditation services for assistance.

List the Program Mission, *Goals*, and *Competencies* in this column.	**Show** the Alignment to the Curriculum in this column by using Course *Goals*, Course *Learning Outcomes*, or *Instructional Objectives*.
Program Mission:	
Program *Goals*:	
Program *Competencies*:	

Provide a narrative describing how the program developed and reviews the curriculum to maintain consistency with the program mission, goal, and *competencies*.

IF *goals* and *competencies* differ between program tracks, please **define** and **describe** below.

| |
| |

B1002

The curriculum instruction maps to the program-defined *competencies* in a way that demonstrates where *competencies* are taught and assessed.

In the table below, **document** the program-defined *competencies* with the aligned course(s) and linked assessment.

IF additional rows are needed contact Accreditation Services.

Program-defined Competency	Course(s)	Assessment

Provide a narrative describing how the program maps the curriculum to the program's *competencies*.

IF *competencies* differ between program tracks, please **define** and **describe** below.

| |
| |

B1003

At least 60% of the *program curriculum* is taken once enrolled in the doctoral program at the degree-granting institution.

Provide a narrative describing how the program demonstrates compliance with B1003. **IF the program requires all *learners* to complete all curricular components, write "N/A" in the box.**

Detail which courses a *learner* may be exempt from or receive advanced standing or credit instead of taking the full curriculum; **describe** how the percentage of the curriculum would be calculated for a *learner* if a prerequisite was allowed to substitute for part of the curriculum.

| |
| |

B1004

For each course, the program defines and publishes for students the following detailed information in syllabi or appendix to the syllabi:

    a) course name.
    b) course description.
    c) outline of topics to be covered.
    d) course *learning outcomes.*
    e) course *instructional objectives*.
    f) *faculty* instructor of record.
    g) detailed description of each *learner* assessment(s)/evaluation(s).
    h) grading plan.

Include all course syllabi demonstrating a-h, organized by program track (if applicable) in **Appendix B1004.**

B1005

The curriculum includes instruction in the following leadership concepts:

    a) strategic thinking.
    b) fiduciary responsibility.
    c) professional advocacy.
    d) developing high-performing teams.
    e) outcome assessment.
    f) quality improvement processes.

You may use one or more rows in the tables below to demonstrate compliance with sub-standards a-f. Add rows only if needed. Highlight relevant terms for clarity. Do not include course outcomes in the second column; list only the *instructional objectives* or relevant instructional materials/content. Content and materials will be available for review at the time of the site visit.

IF additional rows are needed contact Accreditation Services.

Provide the *Instructional Objectives* grouped by Course Number/Name for **A. Strategic Thinking**:

Course Prefix, Number, and Name	*Instructional Objective* or Course content (one per box)

Provide the *Instructional Objectives* grouped by Course Number/Name for **B. Fiduciary Responsibility**:

Course Prefix, Number, and Name	*Instructional Objective* or Course content (one per box)

Provide the *Instructional Objectives* grouped by Course Number/Name for **C. Professional Advocacy**:

Course Prefix, Number, and Name	*Instructional Objective* or Course content (one per box)

Provide the *Instructional Objectives* grouped by Course Number/Name for **D. Developing High-Performing Teams**:

Course Prefix, Number, and Name	*Instructional Objective* or Course content (one per box)

Provide the *Instructional Objectives* grouped by Course Number/Name for **E. Outcome Assessment**:

Course Prefix, Number, and Name	*Instructional Objective* or Course content (one per box)

Provide the *Instructional Objectives* grouped by Course for **F. Quality Improvement Processes**:

Course Prefix, Number, and Name	*Instructional Objective* or Course content (one per box)

Describe where the instruction for **substandards a-f** for each specific track, if applicable.

B1006

The curriculum includes a *doctoral-level*, program-defined capstone or culminating project that is a required component to be completed by all graduates.

> **Provide a narrative** describing how the program demonstrates compliance with B1006. Include a description of the capstone/project, student instructions, and an assessment plan for the capstone or project.
>
> **IF** the capstone or culminating project differs per program track, please **define** and **describe** below.

B1007

The curriculum includes instruction in the following areas, consistent with the program focus:
   a) theories.
   b) policies and legal aspects.

IF additional rows are needed contact Accreditation Services.

Provide the *Instructional Objectives* grouped by Course for <u>B1007a</u> **(Theories)**:

Course Prefix, Number, and Name	*Instructional Objective* or Course content (one per box)

Provide the *Instructional Objectives* grouped by Course for <u>B1007b</u> **(Policies and Legal Aspects)**:

Course Prefix, Number, and Name	*Instructional Objective* or Course content (one per box)

Describe where the instruction for **substandards a-b** for each specific track, if applicable.

B1008
If the program includes courses that are primarily clinical internships or practicums, the experiences and preceptors:
  a) are evaluated with documentation maintained by the program to include *learner* evaluation of the preceptor and clinical site.
  b) enable the *learners* to meet the program-defined *learning outcomes*.

IF applicable, provide sample evaluation instruments of **Preceptors and Sites in Appendix B1004.**
IF not applicable, enter NA.

Provide a narrative describing how the program evaluates preceptors and clinical sites, including whether they enable the *learners* to meet the program's *learning outcomes.*

IF the curriculum differs per program track, please **define** and **describe** it below.

B2   Assessment of Learning

B2001
The program conducts *frequent*, objective, and documented evaluations of *learner* performance to ensure *learners* meet the program's *learning outcomes* for all curricular components.
  a) The evaluations align with what is expected and taught.

b) The evaluations allow the program to identify *learners'* deficiencies in achieving *learning outcomes* in a *timely* manner.
c) The program addresses deficiencies in a *timely* manner.
d) The evaluations and outcomes are documented in the *learner's* record.

This was addressed in part by submitting course syllabi in **Appendix B1004**.

Provide a narrative describing how the program documents the alignment of *learning outcomes* to the assessment item that will demonstrate *learner* achievement of that learning outcome.

Explain the program's process to identify a deficiency should one occur, how a deficiency would be addressed, and documented in the *learner's* record.

B2002

The program documents the equivalency of options for experiences and achievement of *learning outcomes* when instruction for *learners* in the same educational track is:
a) conducted in different settings and/or
b) provided by different pedagogical and instructional methods or techniques.

Provide a narrative describing how the program demonstrates compliance with B2002. Explain how the program determines equivalency. Provide a summary of the comparison of the level of achievement of the *learning outcomes* for each group (different setting, different instructional method, etc). Documentation will be reviewed by the site visit team.
Write N/A if this does not apply to your program.

SECTION C EVALUATION

AT THIS STAGE (**INITIAL ACCREDITATION**), THE PROGRAM IS EXPECTED TO HAVE A DEFINED SELF-ASSESSMENT PROCESS TO EVALUATE PROGRAM EFFECTIVENESS THAT INCLUDES ADMISSIONS, CURRICULUM TO ACHIEVE COMPETENCIES, RESOURCES, AND SUCCESS IN MEETING THE PROGRAM'S GOALS. PROGRAMS ARE **REQUIRED TO ADDRESS C1001**.

C1 Ongoing Program Self-Assessment

C1001

The program's self-assessment process documents program *effectiveness* and fosters program improvement. At a minimum, the process includes:
a) admissions.
b) *effectiveness* of the curriculum in preparing *learners* to achieve program *competencies.*
c) *sufficiency* of *faculty* and *staff.*
d) *effectiveness* of *faculty* and *staff.*
e) success in meeting the program's *goals.*

This was addressed in part by completing the **SSR Appendix C1 Data TEMPLATE**.

> **Provide a narrative** that describes the program's approach to self-assessment (for each track, if applicable) that includes each component a-e of this standard and references the **SSR Appendix C1 Data TEMPLATE** as needed.
> - **Include** a description of personnel and committee responsibilities and the timing of the overall process.
> - **Explain** how the process was designed to be ongoing rather than periodic.
> - **Explain** how the results of the self-study are applied to the program and evaluated for effectiveness.

C1002

The program prepares a self-study report as part of the accreditation application that *accurately* and *succinctly* documents the implementation of the self-assessment process (data gathering and critical *analysis*) and its results, leading to conclusions identifying strengths and areas needing improvement with appropriate action plans.

Note: This standard is not applicable for Initial Accreditation applicant programs.

If the program has different tracks, document the process and resulting conclusions for the specific track, if applicable.

C1002a. ADMISSIONS

C1002A. ADMISSIONS - DATA

1. Describe the following related to data on the effectiveness of the admissions process:
   - What qualitative and quantitative data is collected? (Be specific. If a survey question is utilized, please provide the name of the survey, question number, and question text).
   - What is the benchmark for each data point for determining effectiveness?
   - For qualitative data, what was the benchmark for determining a theme?

C1002A. ADMISSIONS - ANALYSIS and CONCLUSIONS

1. For each data source and/or data point described in C1001 for Admissions, summarize the results by data point.

2. Considering the summary of results above, describe how the data are compared to each other and what trends were identified.
Click here to enter text.

3. Based on the *analysis* above, what **strengths** did the program identify regarding the effectiveness of the admissions process? If there is more than one area of strength, please number them clearly.
   - Include the program's benchmarks or criteria for determining a program strength (i.e., exceeding a benchmark for 2 years in a row).
   - If these data did not identify any areas of strength yet, write N/A.

- Do not include subjectively determined strengths. This area is only for data-driven conclusions of strength.

4. Based on the *analysis* above, what **areas needing improvement** did the program identify regarding the effectiveness of the admissions process? If there is more than one area needing improvement, please number them clearly.

- Include the program's benchmarks or criteria for determining a program area that needs improvement (i.e., falling below benchmark in 2 or more data points for 2 years in a row or a downward trend in 1 or more data points).
- What is the action plan for each area, including what will be done and an anticipated completion date? If there is more than one area needing improvement, please number them clearly in the narrative.
- Do not include subjectively determined things that the program needs to improve. This area is only for data-driven conclusions of areas needing improvement.

C1002b. *Effectiveness* of the Curriculum in Preparing *Learners* to Achieve Program *Competencies*

C1002B. CURRICULUM EFFECTIVENESS - DATA

1. Describe the following related to data on the *effectiveness* of the curriculum:
- What qualitative and quantitative data is collected? (Be specific. If a survey question is utilized, please provide the name of the survey, question number, and question text).
- What is the benchmark for each data point for determining *effectiveness*?
- For qualitative data, what was the benchmark for determining a theme?

C1002B. CURRICULUM EFFECTIVENESS - ANALYSIS and CONCLUSIONS

1. For each data source and/or data point described in C1001 for the *effectiveness* of the curriculum, summarize the results by data point.

2. Considering the summary of results above, describe how the data are compared to each other and what trends were identified.

3. Based on the *analysis* above, what **strengths** did the program identify regarding the *effectiveness* of the curriculum? If there is more than one area of strength, please number them clearly.
- Include the program's benchmarks or criteria for determining a program strength (i.e., exceeding a benchmark for 2 years in a row).
- If these data did not identify any areas of strength yet, write N/A.
- Do not include subjectively determined strengths. This area is only for data-driven conclusions of strength.

4. Based on the *analysis* above, what **areas needing improvement** did the program identify regarding the *effectiveness* of the curriculum? If there is more than one area needing improvement, please number them clearly.
- Include the program's benchmarks or criteria for determining a program area that needs improvement (i.e., falling below benchmark in 2 or more data points for 2 years in a row or a downward trend in 1 or more data points).

- What is the action plan for each area, including what will be done and an anticipated completion date? If there is more than one area needing improvement, please number them clearly in the narrative.
- Do not include subjectively determined things that the program needs to improve. This area is only for data-driven conclusions of areas needing improvement.

C1002c. Sufficiency of *Faculty* and *Staff*

C1002c. Sufficiency of Faculty - Data

1. Describe the following related to data on the sufficiency of *faculty*:
- What qualitative and quantitative data is collected? (Be specific. If a survey question is utilized, please provide the name of the survey, question number, and question text.)
- What is the benchmark for each data point for determining *effectiveness*?
- For qualitative data, what was the benchmark for determining a theme?

C1002c. Sufficiency of Faculty - ANALYSIS and CONCLUSIONS
1. For each data source and/or data point described in C1001 for sufficiency of *faculty*, summarize the results by data point.

2. Considering the summary of results above, describe how the data are compared to each other and what trends were identified.

3. Based on the *analysis* above, what **strengths** did the program identify regarding the sufficiency of *faculty*? If there is more than one area of strength, please number them clearly.
- Include the program's benchmarks or criteria for determining a program strength (i.e., exceeding a benchmark for 2 years in a row).
- If these data did not identify any areas of strength yet, write N/A.
- Do not include subjectively determined strengths. This area is only for data-driven conclusions of strength.

4. Based on the *analysis* above, what **areas needing improvement** did the program identify regarding the sufficiency of *faculty*? If there is more than one area that needs improvement, please number them clearly.
- Include the program's benchmarks or criteria for determining a program area that needs improvement (i.e., falling below benchmark in 2 or more data points for 2 years in a row or a downward trend in 1 or more data points).
- What is the action plan for each area, including what will be done and an anticipated completion date?
- Do not include subjectively determined things that the program needs to improve. This area is only for data-driven conclusions of areas needing improvement.

C1002c. Sufficiency of staff - Data

1. Describe the following related to data on the sufficiency of *staff*:
- What qualitative and quantitative data is collected? (Be specific. If a survey question is utilized, please provide the name of the survey, question number, and question text.)

- What is the benchmark for each data point for determining *effectiveness*?
- For qualitative data, what was the benchmark for determining a theme?

C1002c. SUFFICIENCY OF STAFF - ANALYSIS and CONCLUSIONS

1. For each data source and/or data point described in C1001 for sufficiency of *staff*, summarize the results by data point.

2. Considering the summary of results above, describe how the data are compared to each other and what trends were identified.

3. Based on the *analysis* above, what **strengths** did the program identify regarding the sufficiency of *staff*? If there is more than one area of strength, please number them clearly.
- Include the program's benchmarks or criteria for determining a program strength (i.e., exceeding a benchmark for 2 years in a row).
- If these data did not identify any areas of strength yet, write N/A.
- Do not include subjectively determined strengths. This area is only for data-driven conclusions of strength.

4. Based on the *analysis* above, what **areas needing improvement** did the program identify regarding the sufficiency of *staff*? If there is more than one area that needs improvement, please number them clearly.
- Include the program's benchmarks or criteria for determining a program area that needs improvement (i.e., falling below benchmark in 2 or more data points for 2 years in a row or a downward trend in 1 or more data points).
- What is the action plan for each area, including what will be done and an anticipated completion date?
- Do not include subjectively determined things that the program needs to improve. This area is only for data-driven conclusions of areas needing improvement.

C1002d. *EFFECTIVENESS* OF *Faculty* and *Staff*

C1002d. EFFECTIVENESS OF FACULTY - DATA

1. Describe the following related to data on the *effectiveness* of *faculty*:
- What qualitative and quantitative data is collected? (Be specific. If a survey question is utilized, please provide the name of the survey, question number, and question text).
- What is the benchmark for each data point for determining *effectiveness*?
- For qualitative data, what was the benchmark for determining a theme?

C1002d. EFFECTIVENESS OF FACULTY - ANALYSIS and CONCLUSIONS

1. For each data source and/or data point described in C1001 for *effectiveness* of *faculty*, summarize the results by data point.

2. Considering the summary of results above, describe how the data are compared to each other and what trends were identified.

3. Based on the *analysis* above, what **strengths** did the program identify regarding the *effectiveness* of *faculty*? If there is more than one area of strength, please number them clearly.
- Include the program's benchmarks or criteria for determining a program strength (i.e., exceeding a benchmark for 2 years in a row).
- If these data did not identify any areas of strength yet, write N/A.
- Do not include subjectively determined strengths. This area is only for data-driven conclusions of strength.

4. Based on the *analysis* above, what **areas needing improvement** did the program identify regarding the *effectiveness* of *faculty*? If there is more than one area that needs improvement, please number them clearly.
- Include the program's benchmarks or criteria for determining a program area that needs improvement (i.e., falling below benchmark in 2 or more data points for 2 years in a row or a downward trend in 1 or more data points).
- What is the action plan for each area, including what will be done and an anticipated completion date?
- Do not include subjectively determined things that the program needs to improve. This area is only for data-driven conclusions of areas needing improvement.

C1002D. EFFECTIVENESS OF STAFF - DATA

1. Describe the following related to data on the *effectiveness* of *staff*:
- What qualitative and quantitative data is collected? (Be specific. If a survey question is utilized, please provide the name of the survey, question number, and question text).
- What is the benchmark for each data point for determining *effectiveness*?
- For qualitative data, what was the benchmark for determining a theme?

C1002D. EFFECTIVENESS OF STAFF - ANALYSIS and CONCLUSIONS

1. For each data source and/or data point described in C1001 for the *effectiveness* of *staff*, summarize the results by data point.

2. Considering the summary of results above, describe how the data are compared to each other and what trends were identified.

3. Based on the *analysis* above, what **strengths** did the program identify regarding the *effectiveness* of *staff*? If there is more than one area of strength, please number them clearly.
- Include the program's benchmarks or criteria for determining a program strength (i.e., exceeding a benchmark for 2 years in a row).
- If these data did not identify any areas of strength yet, write N/A.
- Do not include subjectively determined strengths. This area is only for data-driven conclusions of strength.

4. Based on the *analysis* above, what **areas needing improvement** did the program identify regarding the *effectiveness* of *staff*? If there is more than one area that needs improvement, please number them clearly.

- Include the program's benchmarks or criteria for determining a program area that needs improvement (i.e., falling below benchmark in 2 or more data points for 2 years in a row or a downward trend in 1 or more data points).
- What is the action plan for each area, including what will be done and an anticipated completion date?
- Do not include subjectively determined things that the program needs to improve. This area is only for data-driven conclusions of areas needing improvement.

C1002e. SUCCESS IN MEETING PROGRAM *GOALS*

C1002E. SUCCESS IN MEETING PROGRAM GOALS - DATA

1. Describe the following related to data on the success of the program in meeting its *goals*:
- What qualitative and quantitative data is collected? (Be specific. If a survey question is utilized, please provide the name of the survey, question number, and question text).
- What is the benchmark for each data point for determining *effectiveness*?
- For qualitative data, what was the benchmark for determining a theme?

C1002E. SUCCESS IN MEETING PROGRAM GOALS - ANALYSIS and CONCLUSIONS
1. For each data source and/or data point described in C1001 for success in meeting program *goals*, summarize the results by data point.

Considering the summary of results above, describe how the data are compared to each other and what trends were identified.

3. Based on the *analysis* above, what **strengths** did the program identify regarding the program's success in meeting its *goals*? If there is more than one area of strength, please number them clearly.
- Include the program's benchmarks or criteria for determining a program strength (i.e., exceeding a benchmark for 2 years in a row).
- If these data did not identify any areas of strength yet, write N/A.
- Do not include subjectively determined strengths. This area is only for data-driven conclusions of strength.

4. Based on the *analysis* above, what **areas needing improvement** did the program identify regarding the success in meeting the program's *goals*? If there is more than one area that needs improvement, please number them clearly.
- Include the program's benchmarks or criteria for determining a program area that needs improvement (i.e., falling below benchmark in 2 or more data points for 2 years in a row or a downward trend in 1 or more data points).
- What is the action plan for each area, including what will be done and an anticipated completion date?
- Do not include subjectively determined things that the program needs to improve. This area is only for data-driven conclusions of areas needing improvement.

SECTION D ELIGIBILITY EVALUATION

D1   Eligibility Requirements

D1001

Programs applying for accreditation demonstrate compliance with all accreditation Standards, or a specific plan to comply when operational. Specifically:

a) The program is offered by, or located within, institutions chartered by and physically located within the *United States.*

b) A single institution is clearly identified as the program's sponsor and is authorized under applicable law to provide a doctoral program.

c) The sponsoring institution is accredited by, and in good standing with, a national *institutional accrediting agency* and is authorized by that agency to confer a doctoral degree.

d) The curriculum and policies are approved by the institutional process before the site visit.

Date of **Curriculum** Approval:	Enter Date.
IF not approved yet, date of **planned** approval:	Enter Date.
Date of **Policies** Approval:	Enter Date.
IF not approved yet, date of **planned** approval:	Enter Date.

e) At the time of application, the program has:
   i. a program director responsible for the administration and management of the program.
   ii. a chief administrative officer or designee assigned to be responsible for the development of the program. The ARC-PA does not consider a *consultant* to be an appropriate designee.

This information will be on the **Program Data Sheet**.

ACCREDITATION MAINTENANCE POLICIES

Reporting Responsibilities

1. The program will inform the ARC-PA within twenty (20) business days of the program's knowledge of any:
   a) change in the accrediting agency for the sponsoring institution.
   b) adverse accreditation action (probation, withdrawal of accreditation) received from the sponsoring institution's accrediting agency.

   As the Program Director, I am aware of this responsibility. Enter Initials.

2. The program will agree to and cooperate with periodic comprehensive and/or focused program reviews by the ARC-PA. Such reviews may include a site visit, which is scheduled as determined by the ARC-PA.

   As the Program Director, I am aware of this responsibility. Enter Initials.

3. The program will submit reports or documents as required by the ARC-PA.

   As the Program Director, I am aware of this responsibility. Enter Initials.

4. The program will inform the ARC-PA in writing of personnel changes of its program director (or interim) within fifteen (15) business days of the *vacancy*.

   As the Program Director, I am aware of this responsibility. Enter Initials.

5. The program will demonstrate *active* recruitment to permanently fill vacated or interim program director positions. The program will provide an initial plan and quarterly updates to the ARC-PA on progress in filling open or interim program director positions.

   As the Program Director, I am aware of this responsibility. Enter Initials.

6. An interim program director (IPD) will meet the qualifications of the program director.

   As the Program Director, I am aware of this responsibility. Enter Initials.

7. The appointment of the interim program director (IPD) position *must*:
   a) occur within fifteen (15) business days of the *vacancy.*
   b) not exceed 12 months.

   As the Program Director, I am aware of this responsibility. Enter Initials.

8. The program will notify the ARC-PA in writing, using forms and processes developed by the ARC-PA, no less than six (6) months before implementation of proposed changes in the following:
   a) the program expands to an additional site.
   b) requirements for program completion/graduation.
   c) the curriculum that results in an increase in the *learner* tuition.
   d) program length, greater than one month.
   e) degree or certificate granted at program completion.

   As the Program Director, I am aware of this responsibility. Enter Initials.

9. The program will inform the ARC-PA in writing within 30 calendar days, using forms and processes developed by the ARC-PA, when it encounters a substantive decrease in fiscal support of:
   a) 20% or more decrease in overall budget or for program expenditures.
   b) 5% or more decrease in its operating budget.

   As the Program Director, I am aware of this responsibility. Enter Initials.

10. The program and the sponsoring institution will 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 will include the completed signed Statements and Signature page found at the bottom of this document.

Required Appendices for PPDP Initial Accreditation 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.

Include the following appendices with the application:

APPENDIX	CONTENT
Appendix A1001 (Administration)	a) **Program Datasheet TEMPLATE** b) **Program Budget TEMPLATE**
Appendix A2006 (Affiliation Agreements)	Copies of the fully executed Affiliation Agreement(s) which define the responsibilities of each party related to the educational program for *Learners* including: a) Whose Policies Govern. b) *Learner* Access to Educational Resources and Clinical Experiences. Each affiliation agreement will be uploaded as an individual file and named according to the institution with whom the agreement was made.
Appendix A3 (Program Personnel)	a) Written Job Descriptions **AND** Curricula Vitae, using **ARC-PA CV TEMPLATE** (in the **Apdx A3 folder**), for: • Program Director • *Principal Faculty* (Job descriptions include duties and responsibilities specific to each person) • *Staff* b) Organizational diagram/chart including all Administrators, *Program Faculty*, and *Staff*
Appendix A4 (Policies)	Policies demonstrating compliance as noted in the application. Include the Standard number in the policy's file name for clarity. **Copies of Handbooks and Manuals** containing policies for *Faculty*, *Staff*, or *Learners*. (While the site visitors will NOT search this appendix for evidence of compliance, the documents and manuals appended to the program's application may be used by the commission, as needed, as evidence of compliance with the *Standards*).
Appendix A4004 (Admissions)	a) Electronic copy of program's brochure if program information is not *published* on program website b) A blinded sample of correspondence provided to those inquiring about the program, whether provided electronically or as a physical copy. c) Forms to be used to screen applications for admission. The document title for each form should include the standard for which the form/document provides evidence.
Appendix B1004 (Curriculum)	

APPENDIX	CONTENT
	The course syllabus for every course in the *curriculum* that will include at a minimum: • course name. • course description. • outline of topics to be covered. • course *learning outcomes.* • course *instructional objectives*. • *faculty* instructor of record. • detailed description of each *learner* assessment(s)/evaluation(s). • grading plan. **IF** the program is under institutional restrictions to include any of the requirements for Standard B1004 within its course syllabi, then the program will **include** that information as an **appendix** to the course syllabi. Each syllabus file name will contain the Prefix, Number, and Course Name (abbreviated). DO NOT create sub-folders in this appendix.
Appendix C1 (Self-Study Report)	a) **SSR Apdx C1 Data Gathering Analysis TEMPLATE**
Use space below to attach other documents in subsequently numbered appendices as needed to support responses	
Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text

Statements and Signatures for PPDP Accreditation Application

Enter institution name and Enter program name (collectively, "the Program"); I hereby apply to the **Accreditation Review Commission on Education for the Physician Assistant** ("**ARC-PA**") for accreditation of the Program as a Post-Professional PA Doctoral Program (PPDP) in accordance with and subject to the procedures and regulations of the **ARC-PA**. On behalf of the Program, I have read and agree to the conditions set forth in the **ARC-PA's** most current edition of the PPDP Standards and other materials describing accreditation and the accreditation process. I authorize the **ARC-PA** to make whatever inquiries and investigations it deems necessary to verify the contents of this application.

The Program understands 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 and education, provided that the Program's identification with that information has been deleted.

The Program hereby agrees 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; the denial or withdrawal of the Program's accreditation or eligibility for accreditation; or any other action by the **ARC-PA.**

Notwithstanding the above, should the Program file suit against the **ARC-PA**, the Program agrees that any such suit shall be brought in a federal or state court in Cook County, Illinois and shall be governed by, and construed under, the laws of the United States and the State of Illinois without regard to conflicts of law. The Program consents to the jurisdiction of such courts in Cook County and agrees that venue in such courts is proper. The Program further agrees that the **ARC-PA** shall be entitled to all costs, including reasonable attorneys' fees, incurred in connection with the litigation.

THE PROGRAM UNDERSTANDS THAT THE DECISION AS TO WHETHER IT QUALIFIES FOR ACCREDITATION AND ALL OTHER DECISIONS OF THE ARC-PA IN CONNECTION WITH THE ACCREDITATION PROCESS REST 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.

ON BEHALF OF THE PROGRAM, 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 these application documents 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 PPDP Accreditation Site Visits

The supplemental materials required for the site visit team will be available to the site visitors at least seven calendar days prior to the visit. While not all materials listed will necessarily be reviewed by site visitors, the following materials will be available for review prior to and during the site visit. Site visitors may not need to review all these materials and may request additional materials/documents **during the visit.**

1. *Complete web addresses for web pages designed in support of compliance with the Standards will be readily available for site visitors at the time of the site visit and as requested by the commission.*

2. *Electronic versions of each course document supporting compliance will be readily available for site visitors at the time of the site visit and as requested by the commission.*

3. *Electronic versions of ALL signed agreements with other entities providing didactic or clinical experiences will be readily available for site visitors at the time of the site visit and as requested by the commission.*

4. *Data and activities presented in ARC-PA TEMPLATES and program-designed graphic presentations will be verifiable. Documents and materials in support of entries will be available for review during the site visit and as requested by the commission.*

1) Program promotional materials and catalogs, access to the program's website
2) Minutes from program committee meetings to include *Program Faculty, curriculum,* self-assessment/planning, etc.
3) *Learner* handbooks/manuals containing policies
4) *Learner* records maintained by program
5) *Program faculty* records to include *written* job descriptions and CVs for all *Program Educators* assigned to the program.
6) Evaluation instruments (*written* exams, *preceptor* completed performance evaluations etc.) used to evaluate *learner* progress throughout the program.
7) Tabulated composite data from *learner* evaluation of courses and instructors.
8) List of *preceptors,* their specialties, and their practice sites who regularly and currently provide *learner* supervision on *clinical experiences or practicum.*
9) Completed *learner* evaluations of *curriculum* and program *effectiveness*
10) If applicable - Completed *preceptor* evaluations of *learner* performance and suggestions for *curriculum* improvement.

Saving and Submission of PPDP Accreditation 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. **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 will be saved in the appropriate folder.

The application will 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 an electronic copy of the application to include:
- Complete application and all appendices.
- Completed institutional signature page. (Electronically signed is acceptable.)

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 submit.

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

Appendix 1 for PPDP Initial Accreditation Application

Institutional and Program Datasheet

Today's date: Enter date

Official program name: (To be listed on Certificate of Accreditation) Enter program name

Address: Enter address including city, state and zip

Program phone #: Enter phone #

Program fax #:   Enter fax #

Program web site address: Enter web site address

E-mail address: Enter email address

Institutional sponsor: (entity regionally accredited):   Enter sponsor

Type of institution: Choose institution type

Institution description: Choose description

Financial type: Choose financial type

I Name of nationally recognized regional accrediting body and date of granting and expiration of current accreditation: [1]**:** Choose accrediting agency

Program institutionally located in: Choose location

Number of tracks offered: Enter # here

Month cohort(s) begin: Enter the number of total tracks and track(s)name(s).
Maximum number of cohorts per year: Enter number of cohorts per year

Maximum cohort size planned: Enter number

Degree(s) to be awarded (Complete name of degree & acronym):   Enter degree

---

[1]
Middle States Association of Colleges and Schools- Commission on Higher Education (MSA-CHE)
New England Association of Schools and Colleges- Commission on Institutions of Higher Education (NEASC-CIHE)
North Central Association of Colleges and Schools- The Higher Learning Commission (NCA-HLC)
Northwest Commission on Colleges and Universities (NWCCU),
Southern Association of Colleges and Schools- Commission on Colleges (SACS)
Western Association of Schools and Colleges- Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU)

In the table below, please enter the number of semesters and the number of months that it may take a learner to complete the program (at a minimum, as it was intended for the average learner, and at a maximum). If there is no minimum or maximum, write N/A instead of a number in the boxes below.

TIMETABLE	Semesters to Completion	Months to Completion
Minimum	Enter # of Semesters	Enter # of Months
Intended as Designed	Enter # of Semesters	Enter # of Months
Maximum	Enter # of Semesters	Enter # of Months

Proposed start date (month/year) for the first cohort admitted following ARC-PA accreditation (if unsure, provide best estimate): Enter month/year

Estimated total tuition & fees for the entire program:
     Resident: $ Enter amount
     Non-resident: $ Enter amount

Chief Administrative Officer of the Sponsoring Institution: (receives copies of accreditation correspondence)
Notify the ARC-PA regarding any changes via email to accreditationservices@arc-pa.org ****

Name prefix:	Choose an item
First name:	Enter first name
Middle name (or initial):	Enter middle name
Last Name:	Enter last name
Academic credentials:	Enter credentials
Institution title:	Choose an item or enter new title
Address:	Enter address
	Enter city, Enter state Enter zip
Phone #:	Enter phone #
Fax #:	Enter fax #
E-mail address:	Enter email address

Program Director Reports To:
Notify the ARC-PA regarding any changes immediately via email to accreditationservices@arc-pa.org ****

Name prefix:	Choose an item
First name:	Enter first name
Middle name (or initial):	Enter middle name
Last Name:	Enter last name
Academic credentials:	Enter credentials
Institution title:	Choose an item or enter new title
Address:	Enter address
	Enter city, Enter state Enter zip

Phone #:	Enter phone #
Fax #:	Enter fax #
E-mail address:	Enter email address

Program Director:

A3001 The program has a designated program director who:
   a) has at least three (3) years of higher education experience.
   b) holds a doctoral degree.

****Notify** the ARC-PA regarding any changes immediately via email to accreditationservices@arc-pa.org **

First name:	Enter first name
Middle name (or initial):	Enter middle name
Last Name:	Enter last name
Academic credentials:	Enter credentials
PA Program alma mater and graduation date: Institution Name and Graduation Date	
Doctoral degree institution and graduation date: Institution Name and Graduation Date	
Years of higher education experience (calculate any partial FTE into a full-time equivalent): Enter #.# years	
Program title:	Enter title
FTE% with program:	Enter %
Address:	Enter address
	Enter city, Enter state Enter zip
Phone #:	Enter phone #
Fax #:	Enter fax #
E-mail address:	Enter email address

Principal Faculty:

A3002 *Principal faculty* include at least one 1.0 FTE PA-C (or emeritus) *faculty* member(s) made up of no more than two individual people.

List all *Principal Faculty*:

First Name, Last Name	All Academic Credentials (MD, PhD, PA-C)	FTE Dedicated to this program	Program Role(s) (i.e. didactic instruction, clinical instruction, assistant director, etc.)
Enter text here.	Enter text here.	Enter text here.	Enter text here.
Enter text here.	Enter text here.	Enter text here.	Enter text here.
Enter text here.	Enter text here.	Enter text here.	Enter text here.
Enter text here.	Enter text here.	Enter text here.	Enter text here.
Enter text here.	Enter text here.	Enter text here.	Enter text here.
Enter text here.	Enter text here.	Enter text here.	Enter text here.
Enter text here.	Enter text here.	Enter text here.	Enter text here.
Enter text here.	Enter text here.	Enter text here.	Enter text here.
Enter text here.	Enter text here.	Enter text here.	Enter text here.

Enter text here.	Enter text here.	Enter text here.	Enter text here.
Enter text here.	Enter text here.	Enter text here.	Enter text here.

Program Administrative Staff:

A3003   *Administrative staff* include at least 1.0 FTE.

List all *Administrative Staff*:

First Name, Last Name	FTE Dedicated to this program	Program Role(s) (i.e. admissions coordinator, administrative staff, etc.)
Enter text here.	Enter text here.	Enter text here.
Enter text here.	Enter text here.	Enter text here.
Enter text here.	Enter text here.	Enter text here.
Enter text here.	Enter text here.	Enter text here.
Enter text here.	Enter text here.	Enter text here.

Other relevant Institutional or program data that you wish to include:

Enter text

Appendix 1b for Accreditation Application
Institutional Resources TEMPLATE

Program Name:

Standard A1.06

Identify major sources of financial support and expenditures
for the program by completing the table.
Enter whole dollars only.
** Insert additional funding sources and/or expenditures

Month FY Begins:	Past FY	Current FY	Projected Next FY

Source of Funds

	Past FY	Current FY	Projected Next FY
Tuition and Fees assigned to the program			
State Appropriation			
Sponsoring Institution			
State Grants/Contracts			
Federal Grants/Contracts			
Private Foundation Specify here:			
Indirect Cost Recovery			
Endowment			
Gifts			
**			
**			
**			
Total	$ -	$ -	$ -

Expenditures

	Past FY	Current FY	Projected Next FY
Faculty* Salaries and Benefits.
List the number of FTE Faculty here:			
Staff* Salaries and Benefits.
List the number of FTE Staff here:			
Operations			
Faculty Development			
Institution Tax			
**			
**			
**			
Total	$ -	$ -	$ -

*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.

ARC-PA
*Accreditation Review Commission on Education
for the Physician Assistant, Inc.*

Updated 2025

Faculty Curriculum Vitae TEMPLATE

Program: Enter name of program

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

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

Office Location (Building and Room Number): Office location
Daytime phone: xxx-xxx-xxxx
Email at program: Email address

Qualifications - Highlight the educational and experiential qualifications that are relevant to the assigned duties of each program faculty member (Standard A3006).

Relevant / Required Educational Qualifications aligned with Job Description	**Relevant / Required Experiential Qualifications aligned with Job Description**
Qualification	Qualification
Qualification	Qualification
Qualification	Qualification
Qualification	Qualification
Qualification	Qualification
Qualification	Qualification
Qualification	Qualification
Qualification	Qualification
Qualification	Qualification
Qualification	Qualification

Education Include certificates, baccalaureate, professional education (to include PA), and graduate academic education. Begin with the most recent education and work backwards in reverse chronological order.

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

Graduate Medical Education / Postgraduate Clinical Education (include all residencies and fellowships) Begin with the most recent activity and work backwards in reverse chronological order.

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

Academic Appointments - List the past five academic positions beginning with the 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

Non-Academic Positions - List the past five non-academic positions beginning with the most recent 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

Certification - List all certifications earned. If the certification is no longer current, list the year it expired in the column for "Next Re-Certification Year."

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

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

Licenses Held - List all professional licenses held including expired licenses.

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

Professional Development - List all program-relevant professional development completed in the most recent six (6) calendar years.

Professional Development Description (abbreviation acceptable)	Month/ Year Completed
Professional development	Mo/Year
Professional development	Mo/Year
Professional development	Mo/Year
Professional development	Mo/Year
Professional development	Mo/Year
Professional development	Mo/Year
Professional development	Mo/Year
Professional development	Mo/Year
Professional development	Mo/Year
Professional development	Mo/Year

Other relevant information not covered above: Click here to enter text

Appendix 4 for Initial Accreditation Application

Program:

- **Provide** the active URL(s) directly to the specific page(s) of the program's website where this information is found.
- **Include** any brochures or published documents that are not found on a website as a pdf to provide information for the A4 Standards Operations and Policies.

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

Appendix A4004 for Initial Accreditation Application

Program:

   Include any brochures or published documents that are not found on a website as a pdf to provide information for Standard A4004.

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

SSR Appendix C1

Data Gathering and Analysis TEMPLATE
(To support the process described in response to C1001)

Complete the tables below regarding the program's self-assessment process.

- Include data sources in more than one category as appropriate (i.e. admissions data may be used as part of the analysis in more than one area).
- Data sources should be as specific as possible.
- For data sources that are surveys, include the survey name, question number, and question text. For example, a data source could be – "Learner survey, question 5, "rate the accessibility of program faculty to you when you have a question outside of class hours""
- The tables below must include the timing of data collection and analysis (for example: "end of each semester", "annually in August", etc.). The timing of data collection and analysis may be listed separately if appropriate, for example "Data collected March – April. Analysis annually in May." Indicate who (job title, committee name etc.) is responsible for critical analysis of the data and drawing conclusions.

Data Tables. Based on the data described in the tables below, a summary of the data (never raw data) gathered from each data source must be attached in Apdx C1 and displayed in a manner that allows the reader to follow the data analysis described in the narrative. Include three (3) years of data. Compile and label the data tables according to C1001 a-f.

Save this document in a folder labeled **Appendix C1**. Include an abbreviation of the program's name at the end of the document name. For example, Apdx C1 SSR Data Template UofABC.

C1001a. Admissions (Include all of the data sources that the program considers when determining if the admissions process is effective.)				
Data Source(s) Collected	Timing of Data Collection	Responsible Party(ies)	Timing of Data Analysis	Responsible Party(ies)
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text

C1001b. Effectiveness of the Curriculum in Preparing Learners to Achieve Program Competencies (Include all of the data sources that the program considers when determining if the curriculum adequately prepares learners to achieve program competencies.)				
Data Source	**Timing of Data Collection**	**Responsible Party(ies)**	**Timing of Data Analysis**	**Responsible Party(ies)**
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text

C1001c. Faculty Sufficiency (Include all of the data sources that the program considers when determining if the program faculty are sufficient to operate the educational program, comply with the Standards, and fulfill obligations to matriculating and enrolled learners.)				
Data Source	**Timing of Data Collection**	**Responsible Party(ies)**	**Timing of Data Analysis**	**Responsible Party(ies)**
Click here to enter text				
Click here to enter text				
Click here to enter text				
Click here to enter text				
Click here to enter text				

C1001c. Staff Sufficiency (Include all of the data sources that the program considers when determining if the program staff are sufficient to operate the educational program, comply with the Standards, and fulfill obligations to matriculating and enrolled learners.)				
Data Source	**Timing of Data Collection**	**Responsible Party(ies)**	**Timing of Data Analysis**	**Responsible Party(ies)**
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text

C1001d. Faculty Effectiveness (Include all of the data sources that the program considers when determining if the program faculty are effective in operating the educational program, complying with the Standards, and fulfilling obligations to matriculating and enrolled learners.)				
Data Source	**Timing of Data Collection**	**Responsible Party(ies)**	**Timing of Data Analysis**	**Responsible Party(ies)**
Click here to enter text				
Click here to enter text				
Click here to enter text				
Click here to enter text				

C1001d. Staff Effectiveness (Include all of the data sources that the program considers when determining if the program staff are effective in operating the educational program, complying with the Standards, and fulfilling obligations to matriculating and enrolled learners.)				
Data Source	**Timing of Data Collection**	**Responsible Party(ies)**	**Timing of Data Analysis**	**Responsible Party(ies)**
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text

C1001e. Success in Meeting Program Goals – GOAL 1
(For each goal, include all of the data sources that the program considers when determining how successful the program is at achieving that goal. There are tables in this section for 5 goals. **IF** you have less than 5 goals, leave the unnecessary tables blank**.)**

Goal 1: Click here to enter text

Data Source	Timing of Data Collection	Responsible Party(ies)	Timing of Data Analysis	Responsible Party(ies)
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text

C1001e. Success in Meeting Program Goals – GOAL 2
(For each goal, include all of the data sources that the program considers when determining how successful the program is at achieving that goal.)

Goal 2: Click here to enter text

Data Source	Timing of Data Collection	Responsible Party(ies)	Timing of Data Analysis	Responsible Party(ies)
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text

C1001e. Success in Meeting Program Goals – GOAL 3
(For each goal, include all of the data sources that the program considers when determining how successful the program is at achieving that goal.)

Goal 3: Click here to enter text

Data Source	Timing of Data Collection	Responsible Party(ies)	Timing of Data Analysis	Responsible Party(ies)
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text

C1001e. Success in Meeting Program Goals – GOAL 4 (For each goal, include all of the data sources that the program considers when determining how successful the program is at achieving that goal.)				
Goal 4: Click here to enter text				
Data Source	**Timing of Data Collection**	**Responsible Party(ies)**	**Timing of Data Analysis**	**Responsible Party(ies)**
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text

C1001e. Success in Meeting Program Goals – GOAL 5 (For each goal, include all of the data sources that the program considers when determining how successful the program is at achieving that goal.)				
Goal 5: Click here to enter text				
Data Source	**Timing of Data Collection**	**Responsible Party(ies)**	**Timing of Data Analysis**	**Responsible Party(ies)**
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text
Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text	Click here to enter text

* **IF** additional goal tables are needed contact Accreditation Services.