



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

COMPLIANCE MANUAL

FOR POST-PROFESSIONAL PA DOCTORAL PROGRAMS

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Compliance Manual 1st Edition Accreditation Standards
for
Post-Professional PA Doctoral Programs
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Disclaimer: This manual is provided strictly as an informational resource for Post-Professional PA Doctoral program faculty and staff. Adherence to any suggestions is completely voluntary and does not guarantee compliance with any accreditation standard(s). The suggestions provided should not be exhaustive of all proper methods and procedures necessary to achieve successful accreditation outcomes. The sponsoring institution, program director, and faculty are expected to apply their professional skills and experience to determine the applicability of any suggestion to their program.

Change Notifications:

11/17/25 – Standard C1001 revised to remove the requirements for the sufficiency of resources related to technology and the effectiveness of resources related to technology.

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Introduction/Overview

The Post-Professional PA Doctoral Program (PPDP) Standards are minimum expectations for educational quality and content. The Standards apply to each PPDP accredited by the ARC-PA.

This manual should be used by program faculty, administrative staff, and administrators to facilitate the preparation and writing of any type of report for the ARC-PA.

Note: Terms that are *italicized* are defined in the Glossary of the PPDP Standards.

Accreditation Policies

The ARC-PA Policies and Bylaws can be found on the ARC-PA web site at: [Policies and Bylaws – ARC-PA](#)

Program Review Cycle

The maximum length of time between validation visits with commission review for PPDPs is seven (7) years. A PPDP, once accredited, remains accredited until the program formally terminates its accreditation status or the ARC-PA terminates the program's accreditation through a formal action. When the ARC-PA withdraws accreditation, the letter transmitting that decision specifies the date at which the accreditation ceases. A site visit or any required reporting by the program does not affect the accreditation status of a program unless it is accompanied by a formal ARC-PA accreditation action.

Demonstrating Compliance with the Standards

Post-professional doctoral programs are expected to be in compliance with the ARC-PA Accreditation Standards at all times. The purpose of the Compliance Manual is to improve program understanding of the various ways to demonstrate compliance with the Standards.

Responsibility for Demonstrating Compliance

The Institution and the Post-Professional Doctoral program are responsible for demonstrating compliance with each of the Standards. The role of the site visitors is to verify, validate, and clarify information and evidence as presented by the program. In some cases, the ARC-PA is prescriptive about what it needs to review; that is, specific materials are listed in the application, appendices, and required materials for review at the site visit. However, the ARC-PA does not generally address process issues, thereby allowing programs and institutions to develop processes best suited to their program. While the ARC-PA may require specific information to clarify process issues that may affect accreditation, it is the program's responsibility to address these in detail as specified in the Standards.

The Standards are the requirements to which an accredited program is held accountable, and they are the basis on which the ARC-PA will confer or deny program accreditation. The ARC-PA expects all accredited programs to be in compliance with the Standards at all times.

When writing a report for the ARC-PA, the program will use the most current edition of the Standards

located on the ARC-PA website.

Focused Questions

To assist in writing the report narrative, this manual includes focused questions designed to illustrate the essential components of each standard. These questions can be used to guide faculty as they consider and evaluate the program's compliance with each standard. The focused questions in this guide should not be the only lens through which the Standards are evaluated and explored, as they are not all-inclusive; program leaders need to consider their program and write the report accordingly. However, the focused questions provide some guidance for ensuring that the minimum aspects of each standard are considered when program faculty evaluate the program's compliance with the Standards. Focused questions can also be shared with program personnel to assist in their preparation for interviews during an accreditation visit.

Essential Evidence

The essential evidence included in this manual is based on evidentiary sources that are commonly used and, unless otherwise noted, required documentation considered as evidence of compliance with each standard. Essential evidence should be maintained by programs as an objective means of documenting and/or recording a program's compliance with the Standards. Programs are encouraged to demonstrate their creativity and innovation by going beyond the minimum requirements for each standard. Some evidence boxes include an "Of note" section to provide additional information and/or examples of various means and materials that programs can use to demonstrate compliance with individual standards.

SECTION A: ADMINISTRATION**A1 INSTITUTIONAL SPONSORSHIP AND ADMINISTRATIVE STRUCTURE**

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*.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • Which national <i>institutional accrediting agency</i> accredits the institution? • What is the doctoral degree-granting authority body?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> • Certificate of accreditation from a national <i>institutional accrediting agency</i>. • Documentation of the authority to grant doctoral degree. • Discussions with institutional officials and <i>program faculty</i>.

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

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • What is the mission of the sponsoring organization, school, college, or department? • What is the mission of the PPDP program? • How are the missions aligned?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> • Mission statements of the program and the department, college, school, or institution. • Side-by-side comparison of alignment between the program mission and the mission of the department, college, school, or institution. • Discussions with institutional officials and <i>program faculty</i>.
<p>Of note:</p> <ul style="list-style-type: none"> • The PPDP mission statement is different from and does not need to align with the entry-level PA program's mission statement.

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.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • How does the sponsoring institution ensure effective program leadership? • What steps will the sponsoring institution take to fill a <i>vacancy</i> in the program director's position? • How does the sponsoring institution ensure effective program administration? • How does the sponsoring institution ensure compliance with the ARC-PA accreditation Standards and policies?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> • Descriptive narrative of the process for program director evaluation to include leadership, administration, and compliance with ARC-PA Standards and policies. • Documents indicated the institutional process for and evidence of evaluating the program director's leadership of the program. • Documents indicated the institutional process for and evidence of evaluating the program administration. • Discussions with institutional officials, <i>program faculty</i>, staff, and <i>learners</i>. <p>Of note:</p> <ul style="list-style-type: none"> • For both interim and newly appointed program directors, describe how the sponsoring institution initially evaluated candidates at the time of selection, as well as the procedures in place for the ongoing evaluation of the program director. • Consistency is demonstrated between the narrative and the program's self-study report.

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.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • What is the program's budget, including its sources of funding, allocation of resources? • How does the budget support the educational program and fulfill the program's obligations from recruitment through graduation? • How does the program determine whether the budget is <i>sufficient</i> (i.e., what factors are considered)? • How does the program provide input into the budgetary process?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> • A completed budget template that includes the program's fiscal resources.

- Evaluation or other documentation to determine whether the financial resources are *sufficient*.
- Discussions with institutional officials, *program faculty*, and staff.

Of note:

- See also Accreditation Maintenance Policy #9 for reporting responsibilities related to substantive decreases in fiscal support.

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*:

- program faculty*.
- administrative staff*.

FOCUSED QUESTIONS

- How many FTE *faculty* did the program's self-assessment determine to be *sufficient* (SSR)? How many FTE for *administrative staff*?
- How does the sponsoring institution determine whether the current number of *faculty* and staff employed in the program is *sufficient*?
- What is the *faculty* FTE assigned to the program?
- Do the *program faculty* have adequate time to meet the needs of the *learners*?
- How many *administrative staff* (headcount and FTE) are assigned to the program?

ESSENTIAL EVIDENCE

- Information from Program Data Sheet.
- Description and explanation of how many *program faculty* and *administrative staff* the program considers *sufficient* to fulfill its obligations to all matriculating and enrolled *learners*.
- Describe how the program determines the *faculty* and *administrative staff* workloads.
- Evaluation or other documentation to determine whether the human resources for *program faculty* and the human resources for *administrative staff* are *sufficient*.
- Discussions with institutional officials, *program faculty*, staff, and *learners*.

A2003 The sponsoring institution provides the program with *sufficient* resources to ensure *learner* acquisition of *competencies*. The resources include the following:

- 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.

FOCUSED QUESTIONS

- What educational materials are available to ensure *learners'* acquisition of the *competencies*?
- What educational technology resources and support are available to ensure *learners'*

acquisition of the *competencies*?

- What does the curriculum require regarding research? Does the curriculum require access to the IRB process?
- If yes, what research and IRB support, as required by the curriculum, are available to ensure *learners'* acquisition of the *competencies*?
- Describe how the sponsoring institution supports the program in course development?
- Describe how the sponsoring institution supports the program in instructional?
- What library or *equivalent* online resources are available for the *program faculty* and *learners* of the program?
- How do *learners* access these resources (e.g., on-site, online, both)?
- How does the sponsoring institution determine the sufficiency of resources and support to ensure *learner* acquisition of the *competencies*?

ESSENTIAL EVIDENCE

- List of resources and support provided by the institution for each substandard a-f.
- Evidence of *learner* access to the library or other digital resources determined by the program to be *equivalent*.
- Evaluation or other documentation to determine whether the resources and support are *sufficient* for *learner* acquisition of the *competencies*.
- Discussions with institutional officials, *program faculty*, and *learners*.

Of note:

- Examples of educational resources could include access to equipment, books, reference guides, study tools, simulations, etc.
- Examples of technology resources and support could include digital learning tools, online learning platforms, software/hardware, computers/tablets, IT support or help desk ticketing system, evidence of *faculty*, staff, and/or student training on educational technology software or tools, etc.
- Research and IRB support are dependent on the specific requirements of the *program's curriculum*. Examples could include policies and protocols, submission forms, documentation of research mentorship programs or *faculty*-student research collaboration, institutional IRB guidance documents, etc.
- Examples of course development support could include policies or procedures for new course creation, *faculty* development workshops, course development support staff, etc.
- Examples of instructional design support could be access to instructional designers, documentation of design consultations, *faculty* development related to instructional design, etc. If *learners* do not have access to the institution's library, the program must demonstrate equivalency in digital resources. Examples could include remote and on-campus access to digital resources via library portals, librarian support, whether on-campus or remote, and access to databases to support *learner* achievement of the *competencies*.
- Examples of *equivalent* digital resources may be a library website with a listing of databases and references available to *learners*.

A2004 The sponsoring institution provides the program with *sufficient* resources, including:

- a) *student support services*.
- b) financial aid support.
- c) disability and ADA support.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • What <i>student support services</i> are available for <i>learners</i>? • What financial aid support resources are available to the <i>learners</i>? • What disability support services are available to <i>learners</i>? • How does the sponsoring institution ensure that <i>student support services</i>, financial aid support, and disability and ADA support are <i>sufficient</i> for the program?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> • List of institutional <i>student support services</i> available. • Financial aid website with a description of services. • Disability services website with a description of services. • Evaluation or other documentation to determine whether the resources (substandards a-c) are <i>sufficient</i>. • Discussions with institutional officials, <i>program faculty</i>, staff, and <i>learners</i>.

A2005 The sponsoring institution provides the program with reliable IT support services that meet the needs of the program.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • What IT support services are required by the program, and how are these needs met by the sponsoring institution? • What IT support services are available to the program? • Are the IT support services reliable?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> • Description of the reliable IT support services that meet the needs of the program. • Discussions with institutional officials, <i>program faculty</i>, staff, and <i>learners</i>.

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.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • Does the program require clinical experiences outside of the scope of the <i>learner's</i>

<p>employment?</p> <ul style="list-style-type: none"> • If yes, who ensures agreements include the responsibilities of each party? • Do agreements specify the governing policies? • Do the agreements specify <i>learner</i> access to educational resources and clinical experiences? • Are the agreements fully signed by someone with the authority to sign on behalf of the institution?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> • Signed and executed affiliation agreements, addenda to an affiliation agreement, or a business agreement, if applicable. • Schedule of required student clinical experiences and verification of access to educational resources, if applicable. • Discussions with <i>program faculty</i>, staff, and <i>learners</i>.

A3 PROGRAM PERSONNEL

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.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • How many years of higher education experience did the program director possess at the time of appointment to the position? • Does the program director hold a doctoral degree?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> • Current CV of the program director verifying three (3) years of full-time higher education experience at the time of appointment. • The program director's current CV documents the attainment of a doctoral degree. • Consistency is demonstrated through the information provided in the application, the program director's CV, and the job description. <p>Of note:</p> <ul style="list-style-type: none"> • The standard does not delineate a specific type of doctoral degree. • The standard does not require the program director to be a PA.

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.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • How many <i>program faculty</i> are assigned to the program (headcount and FTE)? • Is there at least one 1.0 FTE PA <i>faculty</i> member, assigned to the program, who is currently NCCPA-certified or holds a NCCPA emeritus status? Is this 1.0 FTE comprised of no more than two individuals?

ESSENTIAL EVIDENCE

- A list of *program faculty*, including the percentage effort that is allocated to the program.
- *Program faculty* CVs are current, on ARC-PA templates, and document that at least one 1.0 FTE *program faculty* member is an NCCPA-certified PA or holds NCCPA emeritus status. The 1.0 FTE may be comprised of no more than two individuals.
- *Faculty* files include evidence of current NCCPA certification or NCCPA emeritus status for the 1.0 FTE PA *program faculty*.
- *Faculty* files contain fully executed appointment letters or contracts verifying PA *program faculty* appointments.
- Discussions with institutional officials, *program faculty*, and *learners*.

Of note:

- The 1.0 FTE may include the program director.

A3003 *Administrative staff* include at least 1.0 FTE.

FOCUSED QUESTIONS

- How many *administrative staff* members are dedicated to the program (headcount and FTE)?

ESSENTIAL EVIDENCE

- Identification of *administrative staff*, demonstrating at least 1.0 FTE dedicated to the program.
- Discussions with institutional officials, *program faculty*, *administrative staff*, and *learners*.

Of note:

- If a staff member's FTE is shared with administrative officials, other department initiatives, or programs, delineate their FTE that is specific to the program.
- This position may be filled by more than one person, so long as the total FTE commitment to the program is a minimum of 1.0 FTE.
- Student-workers and administrative time allocations from *faculty* are not counted toward the minimum FTE.
- See also Standard A2002 and the self-study report. The number of individuals providing administrative support to the program may need to be more than 1.0 FTE minimum due to the number of *learners*, the academic and administrative complexity of the program, and responsibilities assigned to *program faculty* and *administrative staff* within the program.

A3004 *Principal faculty* and the program director have academic appointments and privileges *comparable* to other *faculty* with similar academic responsibilities in the institution.

FOCUSED QUESTIONS

- What are the academic appointments and privileges of *program faculty*?
- Are the *program faculty* appointments and privileges *comparable* to other similar *faculty* at the institution?

- Do *program faculty* have *comparable* opportunities for promotion and tenure?
- Are opportunities for university committee appointments *comparable* for all *faculty* with similar academic responsibilities within the institution?

ESSENTIAL EVIDENCE

- A listing of the academic appointments and privileges available to the program director and *principal faculty*.
- Institutional *faculty* manuals, policies, and collective bargaining agreements, if applicable, related to employment, university privileges such as committee membership, and classification/rank/promotion and tenure guidelines apply to all *principal faculty* and the program director. Some may be college-specific but are *comparable* across the institution.
- Discussions with institutional officials and *program faculty*.

A3005 *Program faculty* maintain responsibility for the following:

- developing, reviewing, and revising as necessary the mission statement, *goals*, and *competencies* of the program.
- selecting applicants for admission to the program.
- providing *learner* instruction.
- evaluating *learner* performance.
- academic counseling of *learners*.
- designing, implementing, coordinating, and evaluating the curriculum.
- evaluating the program.

FOCUSED QUESTIONS

What *program faculty* member(s) is/are responsible for each of the following?

- Developing the mission?
- Developing the *goals*?
- Developing the *competencies*?
- Reviewing and revising the mission?
- Reviewing and revising the *goals*?
- Reviewing and revising the *competencies*?
- Selecting applicants for admission to the PA program?
- Providing *learner* instruction?
- Evaluating *learner* performance?
- Academic counseling of *learners*?
- Designing the curriculum?
- Implementing the curriculum?
- Coordinating the curriculum?
- Evaluating the curriculum?
- Evaluating the program?

ESSENTIAL EVIDENCE

- Completion of the Responsibilities Table provided in the application.
- Job descriptions of *program faculty* documenting responsibility of the substandards a-g, across the *program faculty*.
- Consistency between *program faculty* job descriptions and the application.

- Discussions with *program faculty*, staff, and *learners*.

Of note:

- For each substandard (a-g), a *program faculty* member will be assigned as responsible. This responsibility may rest with an individual, group, or committee.
- It is not necessary for all *faculty* members to be responsible for all the substandards.

A3006 All *program faculty*:

- meet program-defined academic and experiential qualifications to teach in their assigned instructional areas.
- are evaluated in their assigned instructional areas.
- are granted *sufficient* time and resources needed for performance improvement.

FOCUSED QUESTIONS

- What are the educational/ academic qualifications required to teach assigned instructional areas? (Is it the same or different for instructional *faculty*, *principal faculty*, and the program director?)
- What are the experiential and other qualifications to teach assigned instructional areas? (Is it the same or different for instructional *faculty*, *principal faculty*, and the program director?)
- How are *program faculty* members (e.g., instructional *faculty*, *principal faculty*, and the program director) vetted to ensure that they have these educational/academic qualifications?
- How are *program faculty* members (e.g., instructional *faculty*, *principal faculty*, and the program director) vetted to ensure that they have the experiential qualifications?
- How are *program faculty* (e.g. instructional *faculty*, *principal faculty*, and the program director) evaluated for *effectiveness* in assigned instructional areas?
- How does the program ensure *program faculty* (e.g. instructional *faculty*, *principal faculty*, and the program director) are granted *sufficient* time needed for performance improvement?
- How does the program ensure that *program faculty* (e.g. instructional *faculty*, *principal faculty*, and the program director) are granted *sufficient* resources needed for performance improvement?

ESSENTIAL EVIDENCE

- Evidence of program-defined academic and experiential qualifications that are included in the job descriptions specific to the position or individual in the position.
- Description of the *program faculty* vetting process, which includes evaluation of the academic and experiential qualifications set forth by the program.
- A current CV or other program form documents that the *program faculty* have been vetted and meet the (a) academic and experiential qualifications of the program prior to instructing *learners*.
- Evidence that *program faculty* are (b) evaluated for *effectiveness* following instruction provided.
- Documentation of time and resources available to all *program faculty* for performance improvement.
- Evaluation or other documentation to determine whether *sufficient* time and resources are provided to all program faculty for performance improvement.

- Discussions with *program faculty* and *learners*.

Of note:

- The time and resources needed for performance improvement may vary among *program faculty*, depending on their roles and level of participation in the program.

- 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.

FOCUSED QUESTIONS

- How is professional development time allocated for *principal faculty* and the program director, commensurate with their appointment FTE percentage?
- Does the allotted professional development time include continuing medical education to maintain licensure and certification required in the job description?
- Does the allotted professional development time include instruction in skills related to curriculum delivery?
- What financial resources are provided to the *principal faculty* and the program director for continuing medical education?
- What financial resources are provided to the *principal faculty* and the program director for annual renewal of relevant licensure and certification?
- What financial resources are provided to the *principal faculty* and the program director for the development of teaching skills related to the method of curriculum delivery?
- How was the allotted time for substandards a-c determined as *sufficient*?
- How were the financial resources for substandards a-c determined as *sufficient*?

ESSENTIAL EVIDENCE

- Completed Program Budget template reveals *sufficient* financial resources related to professional development.
- Evaluation or other documentation to determine whether *sufficient* time and financial resources are provided to the *principal faculty* and program director, commensurate with their appointment FTE percentage.
- Discussions with institutional officials, the program director, and *principal faculty*.

Of note:

- Evidence may include documentation in the program director and *principal faculty* files indicating completion of professional development, including CME for maintenance of certification
- *Sufficient faculty* should be employed with the program to allow *faculty* time to participate in professional development.
- “Relevant” includes those related to or required by the person’s job description or role in the

program.

- See also Standard A2001, the program receives *sufficient* financial resources from the sponsoring institution.

A4 OPERATIONS AND POLICIES

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:

- academic recruitment and admissions.
- degree requirements, including timelines and deadlines.
- financial assistance.
- learner* performance evaluation, feedback, and advisement.
- learner* retention.
- learner* progression and deceleration.
- learner* withdrawal.
- learner* dismissal.
- due process, grievance, and appeals.
- learner* rights and responsibilities, conduct, and professionalism expectations.
- nondiscrimination and *mistreatment*.

FOCUSED QUESTIONS

- What are the program's policies on addressing each of the substandards a-k?
- What are the program's procedures for addressing each of the substandards a-k?
- Where are the program policies and their related procedures *published*?
- How does the program ensure that the policies and procedures are consistently applied?

ESSENTIAL EVIDENCE

- The Program publishes policies and procedures for substandards a-k, to include:
 - Academic recruitment and admissions,
 - Requirements, including timeline and deadlines for completion of the program,
 - Financial assistance,
 - *Learner* performance evaluation,
 - *Learner* performance feedback,
 - *Learner* performance advisement,
 - *Learner* retention,
 - *Learner* progression,
 - *Learner* deceleration,
 - *Learner* withdrawal,
 - *Learner* dismissal,
 - *Learner* due process,
 - *Learner* grievance,
 - *Learner* appeals,
 - *Learner* rights and responsibilities,
 - *Learner* conduct,
 - *Learner* professionalism expectations,
 - *Learner* nondiscrimination, and

- *Learner mistreatment.*

- Evidence defined and *published* policies and procedures are *readily available* to *learners* from the time of matriculation through graduation.
- Evidence that the *published* policies and procedures for substandards a-k are adhered to and consistently applied, as verified by *learner* files, graduate files, and program documents.
- The progression policies and procedures define the academic standards required to progress in the program.
- The withdrawal procedures clearly define how the *learner* withdraws from courses and how they withdraw from the program.
- The due process procedure ensures that when concerns arise regarding a *learner's* academic performance, professionalism, conduct, or related issues, the *learner* is given written notice and an opportunity to respond before a final decision is made.
- The grievance procedures clearly define how a *learner* would file a grievance and how the grievance is adjudicated (with timing).
- The appeals procedures clearly define how the *learner* would appeal a decision or grade and how the appeal is adjudicated (with timing).
- Discussions with *program faculty* and *learners*.

Of note:

- Evidence of *readily available* policies and procedures may be provided through a manual, handbook, or webpage.
- The degree requirements and deadlines may be stated in various ways, so long as they are clear to *learners*. This may include specifying a maximum allotted time or time limit for program completion.
- The program specifically states deceleration is or is not an option, including any details or limitations.

A4002 The sponsoring institution and program's publications and advertising *accurately* reflect the program offered.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • Is the website current and does it <i>accurately</i> reflect the program? • How and where does the program advertise? Are these advertisements current and accurate? • Were the announcements, publications, and advertisements an accurate reflection of the program?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> • Institutional and program announcements, publications, and advertisements are consistent with each other and <i>accurately</i> reflect the program (includes both printed and electronic documents). • Discussions with <i>learners</i> and recent graduates.
Of note:
<ul style="list-style-type: none"> • Evidence of publications and advertisements may be in the form of a URL or PDF copy.

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.

FOCUSED QUESTIONS

- Where are each of the substandards a-i *published*?
- What is the review process and timing of review for each of these publications?
- Is the program's current accreditation status *published* in an online location that is intuitive and easily accessible to students and the general public?
- Are the program's mission, *goals*, and *purpose* defined?
- Are the *goals* measurable with specified benchmarks?
- Does the evidence of *effectiveness* in meeting the *goals* include the most recent outcomes?
- Are all current *program faculty* listed on the website?
- Are all required curricular components listed on the website?
- Has the program defined measurable program *learning outcomes* or *competencies*?
- Are the credits listed for the entire curriculum?
- What is the estimated total cost of enrollment related to the program?
- What is the policy for the refund of tuition?

ESSENTIAL EVIDENCE

- The program's website clearly describes all components of the standard. Provide a document or URL for each sub-standard a-i.
- Information is easily accessible to the general public.
- The program's publication of its ARC-PA accreditation status uses the current and official wording provided by the ARC-PA in its entirety, exactly as written.
- The program publishes evidence of current success in achieving its *goals* in a format that is easily interpreted by the public, including data, benchmarks, outcomes, and conclusions.
- The program publishes, at a minimum, the names, credentials, and designated roles and titles of its *faculty*.
- The *published* curriculum is consistent with the curriculum provided in the application and includes all courses.
- The program defines, publishes, and makes *readily available* its outcomes (regardless of nomenclature, e.g., program *learning outcomes* or *competencies*) to the general public.
- The *published* program costs are current, inclusive of all required expenses, and are presented

in a manner that allows the general public to easily determine the total cost of enrollment.

- Refund policies are presented in a *readily available* format so that *learners* can determine when, how, and in what amount (in dollars, percentage, or other unit of measure) tuition and fees are refunded.
- Consistency is demonstrated between the application and website.
- Discussions with institutional officials, *faculty*, and enrolled students.

Of note:

- Program *goals* do not include required components of the curriculum since achievement is guaranteed at 100%.
- Programs in initial accreditation status may not yet possess the required information for public disclosure. In such instances, the program should clearly indicate on its website that the information is not yet available and provide an estimated timeline for when the required information will be *published*.
- The program is not required to publish individual course *learning outcomes* on its website. Rather, the Standard requires the program to publish the outcomes expected of *learners* upon program completion, whether these are titled program *learning outcomes* or *competencies*.

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.

FOCUSED QUESTIONS

- Are the program admission and enrollment practices and procedures *published* online where a member of the public can easily locate them?
- Does the program have admission and enrollment practices that favor or prefer certain applicant characteristics, individuals, or groups? If so, what are the favored or preferred criteria?
- What are the admission requirements regarding prior academic courses, degrees, and/or minimum GPAs?
- Does the program award *advanced placement*? If so, does the program define *advanced placement* and describe how it is determined?
- Does the program require work experience for applicants? If so, what are the admission requirements related to that work experience?

ESSENTIAL EVIDENCE

- Institutional and program documents and website(s) consistently and clearly define and publish all components of the Standard, a-d.
- Defined and *published* practices are *readily available* to the public in a way that is easy to locate.
- If applicable, the program's preference for certain admission characteristics (e.g. higher GPA, etc.) is clearly identified.

- If applicable, the program's preference for certain groups (e.g. religious groups, ethnic groups, cultural groups, membership in a group, etc.) is clearly identified.
- The program clearly identifies all requirements of prior education (e.g., minimum GPA(s), minimum credit hours, specific required majors, minimum degrees, required prerequisite courses, etc.) for admission to the program.
- The program has *published* whether *advanced placement* is offered, along with a description of the practice for awarding or granting it.
- If the program grants *advanced placement*, there is a practice in place to ensure that it is consistently applied.
- If applicable, prior work experience (e.g., paid vs volunteer, specific discipline requirements, duration of work experience, etc.) is clearly identified.
- Consistency is demonstrated through the application materials, the program's website(s), and discussions with *program faculty*, staff, and *learners*.

Of note:

- It is not required that the program disclose more than just a preference. The number of points or other scoring metrics does not need to be disclosed to applicants.
- If programs utilize characteristics to break ties or influence decisions, then those would be considered preferences.
- See also Standard A4005 related to the program making *learner* admission decisions in accordance with its defined and published practices.
- See also Standard A4006 related to the documentation of *advanced placement*.

A4005 The program makes *learner* admission decisions in accordance with clearly defined and *published* practices of the institution and program.

FOCUSED QUESTIONS

- What are the practices for making admission decisions?
- Are descriptions of these practices defined and *published* on the program website(s)?

ESSENTIAL EVIDENCE

- Evidence of written admission practices that are defined.
- The program's admission documents (e.g., forms, rubrics, etc. used to screen applications for admission), as submitted in the program's application of record, along with discussions with *program faculty*, are consistent with and reflect the practices *published* on the program's website.
- Documentation verifying that admission requirements were consistently met is maintained in individual *learner* files.

Of note:

- The number of points or other scoring metrics does not need to be disclosed or *published* to applicants.
- A copy of the actual rubrics does not need to be disclosed or *published* to applicants.
- See also Standard A4004 related to the program defining, publishing, and consistently applying

its admission and enrollment practices.

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.

FOCUSED QUESTIONS

- Does the program offer *advanced placement*? If not, answer N/A.
- If the program grants *advanced placement*, how is competency for that content determined by the program?
- How does the program document that the *learner* met the competency for the curricular component in which advanced placement was awarded?

ESSENTIAL EVIDENCE

- Records of *learners* granted *advanced placement* include documentation verifying that each curricular component, for which *advanced placement* was granted, was met.
- Competency assessments are documented for all *learners* who have been granted *advanced placement*.

Of note:

- See also Standard A4004c for defined and *published* admission and enrollment practices for awarding *advanced placement*.

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.

FOCUSED QUESTIONS

- Where are *faculty* records maintained?
- Do all *program faculty* records include:
 - a current job description outlining the duties, responsibilities, and qualifications specific to the *faculty* member?
 - a current curriculum vitae (CV)?
 - a fully executed appointment letter or contract?
 - documentation specifying their percent effort (FTE) to the doctoral program?

ESSENTIAL EVIDENCE

- *Faculty* records contain current and accurate position descriptions that include the duties, responsibilities, and qualifications specific to each *program faculty* member (either by name, title, or role).

- *Faculty* records contain a current and accurate CV for all *program faculty* members.
- *Faculty* files contain fully executed appointment letters or contracts verifying *faculty* appointments.
- *Faculty* files contain documented evidence to indicate the percent effort (FTE) dedicated to the doctoral program.
- Consistency is demonstrated through the application and required documents that address each substandard within the *faculty* files.

Of note:

- The required qualifications must be clearly differentiated from the preferred qualifications.
- The CV located in *program faculty* files must be up to date (listing the *faculty* member's current position), but is not required to be on an ARC-PA template.
- The CV submitted within the application is on the ARC-PA template.
- The CV located in the *program faculty* file and the CV submitted within the application are consistent with each other.

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*.

FOCUSED QUESTIONS

- How was the curriculum developed?
- How are the mission, *goals*, and *competencies* aligned to the curriculum?
- What are the key principles highlighted by the program's mission? Where are these key principles taught in the curriculum?
- What are the key components of each program goal? Where are these taught in the curriculum?
- How is the curriculum consistent with the program *competencies*?

ESSENTIAL EVIDENCE

- Application demonstrates alignment between the components of the mission, *goals*, and *competencies* with the curriculum.
- Evidence that the curriculum supports student achievement of all the program-defined *competencies*.
- Discussions with *program faculty*.

Of note:

- See also Standard B1002 regarding the mapping of curriculum instruction to *competencies*, demonstrating where they are taught and assessed.

B1002 The curriculum instruction maps to the program-defined *competencies* in a way that demonstrates where *competencies* are taught and assessed.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • How was the curriculum determined? • For each program competency, which course(s) provide instruction to develop that competency? • For each program competency, which course(s) provide assessment to determine <i>learner</i> achievement? • How does the program align what is taught with what is assessed?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> • Curriculum alignment matrix demonstrating which courses address each of the <i>competencies</i>. • Highlighted course outcomes and <i>instructional objectives</i> that prepare the <i>learner</i> to achieve each competency. • Discussions with <i>program faculty</i> verify the curriculum maps to the program-defined <i>competencies</i>.

B1003 At least 60% of the *program curriculum* is taken once enrolled in the doctoral program at the degree-granting institution.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • Which courses could a <i>learner</i> be exempted from or receive advanced standing or credit in lieu of taking the full curriculum? • How would the percent of the curriculum be calculated for a <i>learner</i> if a prerequisite was allowed to substitute for part of the curriculum?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> • Files for all <i>learners</i> document curriculum components that were awarded <i>advanced placement</i>, with the percentage calculated. • Discussions with the <i>program faculty</i> and <i>learners</i> verify that at least 60% of the <i>program curriculum</i> is taken in the doctoral program after enrollment. <p>Of note:</p> <ul style="list-style-type: none"> • See also Standard A4004c for defined and <i>published</i> admission and enrollment practices for awarding <i>advanced placement</i>. • See also Standard A4006 related to the documentation of <i>advanced placement</i>.

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.

FOCUSED QUESTIONS

- Does each course syllabus (or learning management software platform) include the correct course name?
- Does each course syllabus include a course description? Does the course description match the course description online and in the catalog?
- Does each course syllabus include an outline of topics to be covered in the course? Does the outline of topics align with the *learning outcomes* and *instructional objectives*?
- Does each course syllabus include measurable course *learning outcomes*?
- Does each course syllabus include *instructional objectives*?
- Does each course syllabus include the name of the *faculty* instructor of record?
- Does each course syllabus include a description of every assessment and evaluation in the course?
- Does each course syllabus include a grading plan?

ESSENTIAL EVIDENCE

- Evidence of a syllabus, or appendix to the syllabus, that includes:
 - the course name.
 - a course description.
 - an outline of topics that align with the *learning outcomes* and *instructional objectives*.
 - measurable *learning outcomes* that clearly define program expectations.
 - *instructional objectives* in measurable terms that guide student learning.
 - the name of the *faculty* instructor of record for the current, most recent, or next iteration of the course.
 - a description of each assessment and evaluation. The description of each assessment and evaluation allows the reviewer to identify how they align with the instructional content and enables the *learner* to understand what will be expected of them.
 - a detailed grading plan listing each scored assessment and the points or percentage assigned.

Of note:

- All required and elective courses have a syllabus.
- There should be demonstrated alignment between course *learning outcomes* and the assessments (see also Standard B2001). An alignment matrix in the syllabus may be helpful. This is one example of what an alignment matrix within the syllabus might look like:

Learning Outcomes	Instructional Method	Assessment Method
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- Information may be included in the learning management system or student handbook(s); however, programs are required to pull out required information to submit as course syllabi, and an appendix to the syllabi, in its application of record.
- The syllabus for a course has a document with a similar name submitted within the application to facilitate document location and review.
- The outline of topics includes all major topics that the course will cover. Therefore, phrases such as “this is not an all-inclusive list” should not be used.
- All course *learning outcomes* are assessed to demonstrate that every *learner* has achieved the outcomes, while *instructional objectives* are to guide learning and achievement of the *learning outcomes*.
- Programs are not required to assess every instructional objective, even though they are written in measurable terms.
- Using ‘TBD’ or ‘TBA’ or other indications that the course does not have a *faculty* instructor of record is not acceptable, except for applicant programs applying for initial provisional accreditation.
- The descriptions of assessment(s) and evaluation(s) provide the *learner* with information and will include more than a listing of assessment and evaluation titles.
- The grading plan allows the *learner* to understand how the final course grade is calculated by listing each assessment individually with its point value, percent of grade, or pass/ fail status. If a numeric final course score is converted to a letter grade, then the conversion table from numeric score to letter grade is *published* (e.g., 90-100 = A, 80-89=B, etc.).

B1005 The curriculum includes instruction in the following leadership concepts:

- strategic thinking.
- fiduciary responsibility.
- professional advocacy.
- developing high-performing teams.
- outcome assessment.
- quality improvement processes.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> How and where are each of these topics taught in the curriculum? What are the <i>instructional objectives</i> and instructional techniques used to teach these topics?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> Provide <i>instructional objectives</i> that specify each topic. Provide any other evidence of instruction on these topics, such as lectures, activities, problem-based learning exercises, etc., using highlighting for clarity to identify which topic is covered. Discussions with <i>program faculty</i> and <i>learners</i>.

B1006 The curriculum includes a *doctoral-level*, program-defined capstone or culminating project that is a required component to be completed by all graduates.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> Describe the required capstone or culminating project. How does the program determine it is <i>doctoral-level</i>?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> Provide <i>instructional objectives</i> that specify each topic that prepares the <i>learner</i> to accomplish a <i>doctoral-level</i> capstone or culminating project. The instructions for completing the capstone or project. Examples of completed projects. Grading rubrics or worksheets that are used to assess the capstone or project. Discussions with <i>program faculty</i> and <i>learners</i>.

B1007 The curriculum includes instruction in the following areas, consistent with the program's focus:

- theories.
- policies and legal aspects.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> How and where are theories, policies, and legal aspects taught in the curriculum? What are the <i>instructional objectives</i> and instructional techniques used to teach these topics?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> Provide <i>instructional objectives</i> that specifically cover each topic (theories, policies, and legal aspects) consistent with the program focus. Provide any other evidence of instruction on these topics, such as lectures, activities, problem-based learning exercises, etc. Discussions with <i>program faculty</i> and <i>learners</i>.

B1008 If the program includes courses that are primarily clinical internships or practicums, the experiences and preceptors:

- are evaluated with documentation maintained by the program to include *learner* evaluation of the preceptor and clinical site.
- enable the *learners* to meet the program-defined *learning outcomes*.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> Does the program include clinical internships or clinical experiences? (If not, select N/A on the application.) <p>If so,</p> <ul style="list-style-type: none"> How are preceptors evaluated? How are clinical sites evaluated? How are these preceptors and sites evaluated to ensure they enable the <i>learners</i> to meet the program-defined <i>learning outcomes</i>?

<ul style="list-style-type: none"> • Where is this documented?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> • Site and preceptor evaluation tools used by the program. • Summary results of the documented evaluations for each site and preceptor. • Summary comparison of outcomes achieved by <i>learners</i> at each site. • Discussions with <i>program faculty</i> and <i>learners</i> <p>Of note:</p> <ul style="list-style-type: none"> • See also Standard B2002 related to the equivalency of experiences and achievement of the <i>learning outcomes</i>.

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.

- The evaluations align with what is expected and taught.
- The evaluations allow the program to identify *learners'* deficiencies in achieving *learning outcomes* in a *timely* manner.
- The program addresses deficiencies in a *timely* manner.
- The evaluations and outcomes are documented in the *learner's* record.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • How are the evaluations aligned with the instruction? • How does the program identify and address when a <i>learner</i> fails to achieve a learning outcome? • Where are evaluation results and <i>learner</i> outcomes documented?
ESSENTIAL EVIDENCE
<ul style="list-style-type: none"> • Documentation that assessments are specific (aligned) to the <i>learning outcomes</i>. • Review of assessment tools and results. • Demonstration that evaluations are designed to allow for the identification of the specific deficiency. • Documentation that any deficiencies, if applicable, are identified and addressed in a <i>timely</i> manner. • Documented evaluation and outcome of deficiency in the <i>learner's</i> file. • Discussions with <i>program faculty</i>.

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:

- conducted in different settings, and/or
- provided by different pedagogical and instructional methods or techniques.

FOCUSED QUESTIONS
<ul style="list-style-type: none"> • Which curricular components or courses offer varied settings for <i>learner</i> participation or instruction (Two different instructor options for the same course, face-to-face vs online

sessions, etc.)? How is equivalency measured?

- Which curricular components or courses offer varied delivery methods and/or techniques for *learners* to select (synchronous vs asynchronous; self-paced vs scheduled)? How is equivalency measured?

ESSENTIAL EVIDENCE

- Provide a list of courses where instructional setting, pedagogy, methods, or techniques are different for any *learner*.
- Documentation of *learners* experiencing each of the options.
- Documentation of the criteria used to establish equivalency of outcomes between the groups.
- Comparison of the level of achievement of the *learning outcomes* between the different settings or instructional methods.

Of note:

- If all *learners* in each track have identical experiences write N/A.
- See also Standard B1008.

SECTION C: EVALUATION

INTRODUCTION

The program will have a robust and systematic process of ongoing self-assessment to review its quality and effectiveness. This process will be conducted within the context of the mission and goals of both the sponsoring institution and the program by using the Accreditation Standards as a point of reference. A well-developed process occurs in an ongoing format and across all program phases. It includes analysis of direct and indirect data (both quantitative and qualitative) collected from learners, graduates, faculty, and staff, as applicable. It critically analyzes all aspects of the program through trends and comparisons of data from multiple sources. Ongoing assessment is used to identify strengths and areas needing improvement and leads to the development of plans for corrective intervention when needed. The data sources specified are considered minimums.

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*.

FOCUSED QUESTIONS

- How did the program develop the plan of ongoing self-assessment?
- What is the schedule for data collection?
- What is the schedule for *analysis* of the data?

- Does/ Did the program document data collection and critical *analysis* used in program decision making?
- Does the program have a minimum of three years (most recent years) of data?

ESSENTIAL EVIDENCE

- Self-assessment plan of all sub-standards (a-e) to include data sources, timing of data collection, timing of data *analysis*, and responsible parties.
- Discussions with *program faculty* verify that the self-assessment process includes the required components of the Standard.

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 an appropriate action plan.

FOCUSED QUESTIONS

- Who is responsible for documenting the SSR?
- What criteria must be met for a program strength to be identified?
- How are areas in need of improvement identified?
- How are action plans developed?

ESSENTIAL EVIDENCE

- Review of Self-Study Report (SSR) verifies documentation of the implementation of the self-assessment process.
- Review of meeting minutes verifying data collection, *analysis*, conclusions, and development of action plans.
- Discussions with *program faculty* verify documentation of the process.

SECTION D: ELIGIBILITY FOR ACCREDITATION

INTRODUCTION

The accreditation process begins with determining institutional eligibility to sponsor a program. The process involves a thorough review of the planning, organization, evaluation, and proposed/actual content of a program in the advanced planning stages. The program will be subject to denial of accreditation and denial of future eligibility for accreditation if any of the statements or answers made in documents or the application are false.

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.
- 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.

ESSENTIAL EVIDENCE

- Information from the Program Data Sheet.
- Current accreditation of the sponsoring institution.
- Institutional approval of the curriculum.
- Program director's job description reflects role responsibilities for program administration and management.

ACCREDITATION MAINTENANCE POLICIES

Based on the data contained in any 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.

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

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*.
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.
6. An interim program director (IPD) will meet the qualifications of the program director.
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.
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.
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.
10. The program and the sponsoring institution will pay ARC-PA accreditation and associated fees as determined by the ARC-PA.

GLOSSARY

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

TERM	DEFINITION
Accurately	Free from error.
Active	Having practical operation or results, characterized by action rather than by contemplation or speculation.
Administrative Staff (Staff)	Those individuals who provide administrative, secretarial, or clerical help to the program. Administrative 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 curriculum for applicants to the program and/or a waiver of required coursework included in the curriculum for currently enrolled learners in the program, which results in the learner advancing in the curriculum without completing required curriculum components at the sponsoring institution.
Analysis	Study of compiled or tabulated data from multiple sources by interpreting data comparisons and trends, with the subsequent understanding and conclusions used to validate current practices or make changes as needed for program improvement.
Attrition	A reduction in number. Learner attrition: the permanent loss of a matriculated learner from their original cohort. Faculty/Staff attrition: the loss of a faculty or staff member from a position assigned to the program and calculated based on FTE (not headcount).
Comparable	Demonstrated to be similar but not necessarily identical.
Competencies	The program-defined, measurable outcomes, regardless of what the program titles them (e.g., program outcomes), that include the applicable knowledge, skills, reasoning and problem-solving abilities, and professional behaviors required for program completion.
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 faculty or staff.
Doctoral level	Doctoral level entails a rigorous academic pursuit characterized by advanced and focused study and research beyond the master's level, culminating in individuals' preparation for specialized expertise and scholarly contributions.
Effectiveness	The degree to which objectives are achieved and the extent to which problems are solved.
Equivalent	Resulting in the same level of outcome achievement or end results.
Formative Evaluation	Intermediate or continuous evaluation that may include feedback to help learners in achieving outcomes and goals.
Frequent	Occurring regularly at brief intervals.

TERM	DEFINITION
Goals	The end toward which effort is directed.
Institutional Accrediting Agencies	Examples include: 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) WASC Senior College & University Commission (WSCUC)
Instructional Objectives	Statements that describe measurable and observable actions or behaviors the learner will be able to demonstrate after completing a unit of instruction.
Learner	A participant who enrolls in the post-professional doctoral program; a student in the program.
Learning Outcomes	The program-defined, measurable outcomes, that include the applicable knowledge, skills, reasoning and problem-solving abilities, and professional behaviors required for course completion.
Mistreatment	Mistreatment is any behavior that disrespects the dignity of others or interferes with the learning process. It can be intentional or unintentional. Examples of <i>mistreatment</i> include: <ul style="list-style-type: none"> • Discrimination: Denying opportunities based on race, ethnicity, gender, sexual orientation, or other protected category • Humiliation: Publicly belittling or humiliating someone • Physical or psychological punishment: Threatening or actually inflicting physical harm • Unfair treatment: Intentionally singling out someone for arbitrary treatment • Exploitation: Requiring that someone perform personal errands or exploiting them in any other way
Principal Faculty	Those faculty working at least 50% FTE assigned to the PPDP who report to the program director.
Program Curriculum	The courses required by the program to complete the degree.
Program Faculty/Faculty	The program director and any faculty member/instructor teaching in the program.
Published	Presented in written or electronic format.
Purpose	The value of program; how or why a program exists and advances the field; the value of student success.
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.
Remediation	The program defined and applied process for addressing deficiencies in a learner's knowledge and skills, such that the correction of these deficiencies is measurable and is documented.
Student Support	Services aimed at helping students/learners reach their academic and

TERM	DEFINITION
Services	career goals. Such services typically include academic advising, tutoring, career services, financial aid, student health, writing services, computing and library resources and access.
Succinctly	Marked by compact, precise expression without wasted words.
Sufficient	Enough to meet the needs of a situation or proposed end.
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>Any active-duty US military member stationed abroad.</p> <p>A program may satisfy the requirement of clinical internships or experiences through medical facilities located in the United States and through a limited number of medical facilities 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>
Vacancy	A vacancy is created when an individual is not actively performing, able to perform, or accountable for the duties of their position due to termination, resignation, or absence (illness, terminal leave, sabbatical, etc.).