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

Nurse Practitioner & Physician Assistant Residency Program

Application for Nurse Practitioner & Physician Assistant Residency Program Accreditation©

Revised 1.2026

For NP & PA Residency Program *Accreditation Standards*, first edition as of 1.2024©

Name of Program: Enter Name of Program	**Clinical Specialty Discipline:** Enter Clinical Specialty Discipline
City and State: Enter City and State	**Dates of Site Visit:** Enter Dates of Site Visit
Is the institution applying for *accreditation* of multiple NP & PA residency programs? ☐ **Yes** ☐ **No**	

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PREFACE

The nurse practitioner (NP) and physician assistant (PA) residency program *accreditation* process conducted by the ARC-PA is a voluntary one entered into by institutions and programs that sponsor a structured educational experience for post-graduation advanced practice providers. To be eligible to apply for *accreditation*, programs *must* be operational with at least one enrolled trainee at the time of application.

The *accreditation* process begins with a determination of program eligibility/candidacy and involves a thorough review of the program's institutional support, *curriculum*, and self-assessment process. The program is eligible to continue its *accreditation* status with subsequent evaluations and commission reviews as defined in ARC-PA policies and processes. *Accreditation* - Initial is an *accreditation* status first awarded when the program satisfactorily demonstrates the ability to meet the NP & PA Residency Program *Accreditation Standards.*

After successfully completing the initial *accreditation* process, the program is eligible for the status of *Accreditation* - Continued.

The program will be subject to denial of *accreditation* and to denial of future eligibility for *accreditation* in the event that any of the statements or answers made in documents or the application are false or in the event that the program violates any of the NP & PA Residency Program *Accreditation* Policies rules or regulations governing applicant programs.

NP & PA RESIDENCY PROGRAM REVIEW

Accreditation of *NP & PA residency programs* is a voluntary process initiated by the sponsoring institution. It includes a comprehensive review of the program relative to the NP & PA Residency Program *Accreditation Standards* and it is the responsibility of the NP & PA residency program to demonstrate its compliance with the NP & PA Residency Program *Accreditation Standards*. *Accreditation* decisions are based on the ARC-PA's evaluation of information contained in the NP & PA Residency Program *accreditation* application, the report of the virtual *site visit* evaluation team, any additional requested reports or documents submitted to the ARC-PA by the NP & PA residency program or organization and the NP & PA residency program *accreditation* history. New unsolicited information submitted after a *site visit* will not be accepted or considered by the ARC-PA as part of that *accreditation* review process.

PLEASE NOTE

- The term "NP & PA trainee(s)" as used in this document refers to those individuals enrolled in the *NP & PA residency program*.
- *Italics* are used to reflect words and terms defined in the glossary of the NP & PA Residency Program *Accreditation Standards*.

This version of the *NP & PA Residency Program Accreditation Standards* includes *annotations* for some individual standards. *Annotations* are considered an integral component of the standards to which they refer. They clarify the operational meaning of the standards to which they refer and may be changed over time to reflect current educational or clinical practices. *Annotations* are not suggestions for methods of compliance. Such suggestions may be found in the NP & PA Residency Program *Accreditation* Manual.

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NOTE ABOUT APPENDICES

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

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

TECHNICAL DIRECTIONS FOR COMPLETING THE APPLICATION

This application and its appendices were developed for use with Word 2010 or later for PC. As some features of the documents are NOT compatible with Word for Mac, the use of a Mac for completion is NOT recommended.

The application and appendices require programs to complete tables, provide narratives and mark text boxes. To complete the tables, left click inside the cells and type the required information. To provide narratives, left click inside the narrative boxes and begin typing. Although the fields may appear small, they will expand to allow as much text as needed. If the text extends beyond the page, the document will automatically repaginate. **DO NOT** insert tables or graphs into the boxes or fields. Please append them if required. To mark a check box, left click inside the box.

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

Note that words appearing in *italics* are defined in the glossary of the NP & PA Residency Program *Accreditation Standards*.

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

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

After you have completed the application and each appendix, use the "Save" or "Save As" command under the File menu. The application and each appendix are to be saved with the same name it was given by the ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 1b NP & PA Residency Program Budget ABC. **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.** The application and templates provided by the ARC-PA are to be saved in the format in which they were created. **DO NOT SAVE AS PDF.** Program-generated documents can be saved in any format. The document *must* be saved in the appropriate folder. For example: App 1b NP & PA Residency Program Budget ABC is to be saved in the Appendix 01 folder.

If you have any difficulties or questions, contact the ARC-PA offices. Contact information can be found on the ARC-PA website, Home - ARC-PA

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Please submit the completed application and appendices through the ARC-PA submission portal as directed in the Saving and Submissions Instructions at the end of the application.

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

1. Complete web addresses for web pages designed in support of compliance with the NP & PA Residency Program *Standards must* be *readily available* for site visitors at the time of the *site visit* and as requested by the commissions.
2. Electronic versions of each course document supporting compliance *must* be *readily available* for site visitors at the time of the *site visit* and as requested by the commissions.
3. Electronic versions of ALL signed agreements with other entities providing *didactic course* or *clinical rotation must* be *readily available* for site visitors at the time of the *site visit* and as requested by the commissions.
4. Data and activities presented in ARC-PA TEMPLATES and program-designed graphic presentations *must* be verifiable. Documents and materials in support of entries *must* be available for review during the *site visit* and as requested by the commissions.

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

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STANDARD 1: SPONSORSHIP, MISSION, GOVERNANCE AND RESOURCES

INTRODUCTION

The administrative operation of NP & PA program includes collaboration between the *program educators*, the administrative and support *staff*, and the *sponsoring organization leadership*. The program provides an environment that fosters intellectual challenge and a spirit of inquiry. The *sponsoring organization* supports the program with *sufficient* and sustainable resource capacity to achieve the *role-specific competencies* and *program outcomes*.

GENERAL PROGRAM INFORMATION

Provide a one to two-paragraph overview describing the program. **Include**: a brief description of the sponsoring institution; the type and number of *NP and PA trainees* planned for admission each year; a brief description of the *curriculum* including length and how the program plans to meet its *goals*. **Include any other unique features you believe will help the Commission know the program better.**

If this overview is available on a web site, include the URL here Enter URL

Overview of the program:

Include the completed **NP & PA Residency Program Datasheet** in **Appendix 01.**

1.1 The *mission*/values/goals of the program are congruent with that of the *sponsoring organization*.

ANNOTATION: The *mission* of the NP & PA program *must* be congruent with the *core values*, *mission* and goals of the sponsoring institution.

Provide the *mission*, *core values* and goals of the **institution.**

Provide the *mission*, *core values* and goals of the **program.**

Describe how the *mission*, *core values* and goals of the program are **congruent with that of the *sponsoring organization*.**

1.2 The *program administrator* is experientially and *educationally qualified* to facilitate the achievement of the *role-specific competencies* and *program outcomes*, and each trainee's specialty area residency program.

ANNOTATION: The *program administrator* has the requisite experience, knowledge and administrative skills in the specialty of the program to facilitate the achievement of the *role-specific competencies* and *program outcomes* in the specialty areas.

SAMPLE

This was addressed in part by completing the **NP & PA Residency Program Datasheet** for **Appendix 01**.

Provide narrative describing the criteria (detail the required experience and education) used for the selection of *program administrator* AND indicate who is/are the individual(s) ultimately responsible for the decision to hire.

1.3 The *program administrator* has the authority to:

a. Develop and implement the *mission* of the program;
b. Administer and lead the program;
c. Prepare the program budget with *program educators*' input; and
d. Administer the *resources* allocated to the program.

ANNOTATION: The *program administrator* is responsible and has the authority for the administration of the program to include development and implementation of the *mission* of the program with *stakeholders* of the program, operate and lead the program, preparing the program budget and allocation of *resources* to the program.

This was addressed in part by completing the **NP & PA Residency Program Datasheet** for **Appendix 01**.

Provide narrative describing the job responsibilities of the *program administrator*. Indicate who is/are the individual(s) ultimately responsible for developing the *program administrator's* job responsibilities.

1.4 *Stakeholders* have opportunities to provide input into program processes and/or decision-making.

Provide narrative describing the *stakeholders* and their opportunities to provide input into the program process and/or decision making.

1.5 The *program administrator* has *sufficient* time and *resources* to fulfill the role and responsibilities.

ANNOTATION: The *program administrator* has *sufficient* protected time and *resources* (e.g., human, fiscal, academic, technology, equipment) necessary to fulfill the role and responsibilities. In addition, the *program administrator* has *sufficient* protected time to provide *trainees timely* access for assistance and counseling regarding their academic progress.

Program Administrator's FTE percent dedicated to the program:

Provide narrative describing approximately the **number of hours per week/month** or year the *program administrator* has dedicated to the program.

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Provide narrative describing sufficiency of the **human resources** available to the *program administrator* to fulfill their role and responsibilities.

Provide narrative describing sufficiency of the ***fiscal resources*** available to the *program administrator* to fulfill their role and responsibilities.

Provide narrative describing sufficiency of the ***technology resources*** available to the *program administrator* to fulfill their role and responsibilities.

1.6 The program has *sufficient* and sustainable *fiscal resources* to support the program and its *mission* at all *locations* and for all method(s) of delivery.

ANNOTATION: The program budget is *sufficient* to assure budgetary needs of the program are met to fulfill its *mission* at all *locations* and for all method(s) of delivery.

This was addressed in part by completing the **NP & PA Residency Program Datasheet** and **NP & PA Residency Program Budget TEMPATE (Excel**) for **Appendix 1a**.

Provide narrative describing the institution's approach to the allocation of financial resources for the NP & PA residency program, including the flexibility to deviate from *standard* practices when needed.

1.7 The program has *sufficient* and sustainable *physical resources* to support the program and its *mission* at all l*ocations* and for all method(s) of delivery.

ANNOTATION: The program has *sufficient physical resources* (e.g., *sufficient* classrooms, labs and clinical practices sites for *trainees*; sleeping rooms for call duty, space for confidential academic counseling of *trainees*) to support the program and its *mission* at all *locations* and for all method(s) of delivery.

This was addressed by completing the **NP & PA Residency Program Datasheet** for **Appendix 1a** and the **Clinical Experiences (Rotation) TEMPLATE** for **Appendix 1c**.

1.8 The program has *sufficient* and sustainable human resources to support the program and its *mission* at all *locations* and for all method(s) of delivery.

ANNOTATION: The program has *sufficient* and sustainable administrative, and *staff* human resources needed on a daily and ongoing basis, to support the *program administrator* and *program educators* in accomplishing their assigned tasks and to support the program and its *mission* at all *locations* and for all method(s) of delivery.

SAMPLE

This was addressed in part by completing the **NP & PA Residency Program Datasheet** for **Appendix 1a**.

List of staff support personnel with corresponding FTE percent dedicated to the program:

Provide narrative describing the measures used to determine sufficiency of human resources to support the program and its *mission* at all *locations* and for all method(s) of delivery.

1.9 *Support services* for instructional technologies are commensurate with the needs of *program educators*, regardless of method(s) of delivery used.

ANNOTATION: The program has access to current technology, *support services* and *resources* for *instructional technology* needs of the program and *program educators*.

Provide narrative describing access to current technology, *support services* and *resources* for *instructional technology* needs of the program and *program educators* are *sufficient* regardless of the method(s) of delivery used.

STANDARD 2: PROGRAM EDUCATORS AND PRECEPTORS

INTRODUCTION

Qualified NP & PA residency *program educators* and *preceptors* ensure the achievement of the *role-specific competencies* and *program outcomes*.

2.1 *Program educators* are educationally and *experientially qualified* to facilitate achievement of the *role-specific competencies* and *program outcomes*.

ANNOTATION: The *program educators* (those with dedicated FTE to the program) have the requisite experience, and knowledge in the specialty of the program to facilitate the achievement of the *role-specific competencies* and *program outcomes* in the specialty areas.

This was addressed in part by completing the NP & PA Residency Program Datasheet for **Appendix 1a.**

Provide narrative describing the criteria (required education and experience) used for the selection of *program educators*. Indicate who is/are the individual(s) ultimately responsible for the decision to hire.

2.2 *Program educators*:

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a. are *sufficient* in number and experience to supervise the number of *trainees* to achieve the *role-specific competencies* and *program outcomes*;
b. have clearly defined role(s) and responsibilities;
c. are oriented to their role(s) and responsibilities; and
d. are mentored.

ANNOTATION: The program has *sufficient program educators* (those with dedicated FTE to the program) assigned to provide enrolled *trainees* with the supervision, mentorship, education, and evaluation necessary to achieve the *role-specific competencies* and *program outcomes*. In addition, the program has *sufficient program educators* to assure that *trainees* have *timely* access to *program educators* for assistance and counseling regarding their academic progress.

This (2.2b) was addressed in part by completing the **NP & PA Residency Program Datasheet** for **Appendix 1a**.

Provide narrative describing how the program determines sufficiency of *program educators* and experience to supervise the number of *trainees* to achieve the *role-specific competencies* and *program outcomes* (2.2a)

Provide narrative describing how *program educators* are oriented to their role(s) and responsibilities. (2.2c)

Provide narrative describing how *program educators* are mentored. (2.2d)

2.3 *Program educators* maintain expertise in their areas of responsibility and participate in *professional development*.

ANNOTATION: *Program educators* (those with dedicated FTE to the program) have the expertise that represents knowledge and skills reflective of current practice within the area specialty of the program.

Provide narrative describing how *program educators* maintain expertise in their areas of responsibility and practice in *professional development*.

2.4 *Program educators*' performance:
a. is regularly evaluated in accordance with the *sponsoring organization*'s policy/procedure; and
b. demonstrates effectiveness in the assigned area(s) of responsibility.

ANNOTATION: Performance evaluation of each program educator (those with dedicated FTE to the program) occurs in a manner and timeline consistent with *sponsoring organization*'s policy/procedure. The evaluation includes assessments of teaching, scholarly activity, and any additional responsibilities.

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Provide narrative describing how the *program educators*' performance is regularly evaluated in accordance with the *sponsoring organization*'s policy/procedure (2.4a)

Provide narrative describing how the *program educators* demonstrate effectiveness in the assigned area(s) of responsibility. (2.4b)

2.4a	**Insert** URL, with specific page number if needed.
Performance Evaluation policy	

2.5 *Preceptors* are educationally and *experientially qualified* to facilitate achievement of the *role-specific competencies* and *program outcomes* in the specialty area.

ANNOTATION: The *preceptors* have the requisite experience, and knowledge in the specialty of the program to facilitate the achievement of *role-specific competencies* and *program outcomes* in the specialty areas.

Provide narrative describing the criteria (required education and experience) used for the selection of the *preceptors*.

2.6 Program *preceptors*:

a. are *sufficient* in number and experience to supervise the number of enrolled *trainees* to achieving the *role-specific competencies* and *program outcomes*,
b. have clearly defined role(s) and responsibilities,
c. are oriented to their role(s) and responsibilities; and
d. are mentored.

ANNOTATION: The program has *sufficient preceptors* assigned to provide enrolled *trainees* with the supervision, mentorship, education, and evaluation necessary to achieve the *role-specific competencies* and *program outcomes*.

Insert number of current preceptors:

Provide narrative describing how the program determines sufficiency of program *preceptors* and experience to supervise the number of *trainees* to achieve the *role-specific competencies* and *program outcomes* (2.6a)

Provide narrative describing *preceptor* roles and responsibilities. (2.6b)

Provide narrative describing how *preceptors* are oriented to their role(s) and responsibilities. (2.6c)

SAMPLE

Provide narrative describing how *preceptors* are mentored. (2.6d)

2.7 *Preceptors*' performance:
a. is regularly evaluated by *program educators* and *trainees*; and
b. demonstrates effectiveness in the assigned area(s) of responsibility.

ANNOTATION: Performance evaluation by *program educators* and *trainees* of each *preceptor* occurs in a manner and timeline consistent with *sponsoring organization*'s policy/procedure. The evaluation includes assessments of teaching, and any additional responsibilities.

Provide narrative describing how the *preceptors*' performance is regularly evaluated by *program educators* and *trainees* (2.7a)

Provide narrative describing how the *preceptors*' performance is evaluated to assess their effectiveness in their assigned area(s) of responsibility. (2.7b)

STANDARD 3: TRAINEES

INTRODUCTION

Policies and services support the achievement of *role-specific competencies* and *program outcomes*.

3.1 The program's current ARC-PA accreditation status and the ARC-PA contact information is accurate and readily accessible to the public.

	Provide the hyperlink directly to the page of the program's website where this information is made available.
ARC-PA *accreditation* status	

3.2 Program and/or *sponsoring organization* policies that address admission, progression, completion, employment, and technology are:
a. Publicly accessible;
b. Current;
c. Non-discriminatory;
d. Communicated in a clear and *timely* manner; and
e. Consistently applied to all *trainees*.

3.2a-e	**Insert URL**, with specific page number if needed.
a. admission policy	

SAMPLE

b. progression policy	
c. completion policy	
d. employment policy	
e. technology policy	

Complete Admission Policies and Procedures TEMPLATE in Appendix 2a.

3.3 A *written* employment agreement between the employer and each trainee is current and includes:

a. Specify expectations for all parties
b. Specify remuneration and benefits; and
c. Ensure the protection of the *trainees*.

Provide a sample *written* employment agreement between the employer and trainee in **Appendix 2b**.

3.4 *Program educators* and/or administrators have input into the selection of *trainees* admitted into the program.

This was addressed by completing the **NP & PA Residency Program Datasheet** for **Appendix 01**.

3.5 Orientation to the program emphasizes *program requirements* and the *trainees*' obligations to the *sponsoring organization*.

ANNOTATION: The trainee is provided an orientation to all *program requirements* and obligations (e.g., duty hours, required curricular components, policies regarding moonlighting or otherwise working during the program, post-completion requirements or responsibilities).

Provide narrative describing how the institution provides an orientation to the program emphasizing *program requirements* and the *trainees*' obligations to the *sponsoring organization*.

Provide a sample of the program's orientation agenda and materials in **Appendix 2b.**

3.6 *Trainees must* be clearly identified as such to distinguish them from students and other health care professionals.

ANNOTATION: The *trainees must* be clearly identified as such to distinguish them from physicians, medical residents, *staff* advanced practice provider other health care professionals and students.

Provide narrative describing how the institution identified *trainees* as such to distinguish them from students and other health care professionals.

SAMPLE

3.7 Program records reflect that formal grievances and formal *complaints* related to the program receive *due process* and include evidence of resolution.

ANNOTATION: Program has a well-defined process and procedure for grievances and *complaints* related to the program submitted by *program educators* and *trainees*.

3.7	**Insert URL**, with specific page number if needed.
Grievance policy and procedure	Enter text here
Complaints related to the program policy	Enter text here

3.8 *Trainees must* be provided:

a. Information related to instructional technologies requirements that is accurate, clear, consistent, and accessible.
b. Orientation to instructional technologies and technological support.

ANNOTATION: The trainee has access to and is orientated to current *instructional technology* and provided technology support for the achievement of the *role-specific competencies* and *program outcomes* in the specialty areas.

Provide narrative describing how *trainees* are provided information related to instructional technologies requirements that is accurate, consistent, and accessible. (3.8a)

Provide narrative describing *trainees*' orientation to *instructional technology* and technology support. (3.8b)

3.9 *Support services* are commensurate throughout the program with those needed for role transition.

ANNOTATION: *Support services* assist the trainee to reach their academic and career goals typically include academic advising, tutoring, and health resources.

Provide narrative describing the *support services* to assist the trainee to reach their academic and career goals to include **academic advising**.

Provide narrative describing the *support services* to assist the trainee to reach their academic and career goals to include **tutoring**.

Provide narrative describing the *support services* to assist the trainee to reach their academic and career goals to include **health resources.**

SAMPLE

STANDARD 4: CURRICULUM

INTRODUCTION

The NP & PA residency program demonstrates evidence of an effective *curriculum* that enhances *trainees*' abilities to provide patient-centered care and working in collegial, *interprofessional* teams.

ANNOTATION: The *curriculum* addresses the application of medical behavioral and social sciences; patient assessment and clinical medicine; and clinical practice.

Provide narrative describing the overall curricular content of the program. The narrative *should* provide a general overview of the *curriculum*, an understanding of the duration and length of required and elective rotations, and timing of didactic *curriculum* in relation to rotations. The narrative *should* correlate with the *curriculum* sequence outlined in **Appendix 3a**.

Complete the **Curriculum Sequence TEMPLATE** for **Appendix 3a.**

Does your program offer *international education experiences?* ☐ Yes ☐ No
If **YES**, complete the rest of the application and complete the **International Experiences TEMPLATE** for **Appendix 3b.**

4.1 *Professional standards*, guidelines, and *competencies* are the basis for *sufficient* curricular depth and breadth and demonstrated capability in the clinical practice specialty area.

ANNOTATION: The *curriculum* reflects the depth and breadth needed to meet the role specific *competencies* and *program outcomes* in the specialty areas.

Provide narrative describing the considerations used to determine "*sufficient* breadth and depth" of the program *curriculum*.

4.2 The *role-specific competencies* are used to:
a. organize the *curriculum*;
b. guide instruction; and
c. direct learning activities that are appropriate for all methods of delivery.

ANNOTATION: The *curriculum* design/organization enables instruction and learning activities for the trainee to meet *program outcomes*.

This was addressed in part by completing the ***role-specific competencies*** **of the trainee at the completion of the program for Appendix 3c**.

Provide narrative describing how the *role-specific competencies* are used to **organize the *curriculum*.** (4.2a)

SAMPLE

Provide narrative describing how the *role-specific competencies* are used to **guide instruction.** (4.2b)

Provide narrative describing how the *role-specific competencies* are used to **direct learning activities that are appropriate for all methods of delivery**. (4.2c)

Include in **Appendix 04**, documents for <u>each *didactic component* and clinical experience offered in the program</u>, the program *must* have a document that includes:

- outline of topics to be covered,
- *learning outcomes*,
- faculty educator ,if known, and
- methods of trainee assessment/evaluation

4.3 Emphasizing the role of the trainee, the *curriculum* incorporates the following concepts in all learning environments:

a. principles in quality improvement;
b. patient safety;
c. patient-centered care;
d. interpersonal and *interprofessional communication*;
e. professional identity; and
f. contemporary *evidence-based* practice, research, and/or scholarship.

ANNOTATION: The *curriculum* has *learning outcomes* stated in measurable terms for all components of this *standard*.

4.3 a-f	**List** where this is taught in the program (by course/ lecture)	**Provide** the specific, related *learning outcome*.
a. principles in quality improvement;	Enter text here	Enter text here
b. patient safety;	Enter text here	Enter text here
c. patient-centered care;	Enter text here	Enter text here
d. interpersonal and *interprofessional communication*;	Enter text here	Enter text here

SAMPLE

e. professional identity;	Enter text here	Enter text here
f. contemporary *evidence-based* practice, research, and/or scholarship.	Enter text here	Enter text here

4.4 To optimize healthcare outcomes, the *curriculum* enables the trainee to independently assume the responsibilities within a clinical practice specialty area and emphasizes:

a. *leadership* capacity including delegation; prioritization, advocacy, and conflict resolution;
b. the continuing development of *clinical reasoning* and performance improvement;
c. the application of evolving biomedical and science, ethics, *information literacy*, and informatics;
d. teamwork and *interprofessional* collaboration; and
e. *value-based care*, including the evaluation of healthcare data and performance improvement methods.

ANNOTATION: The *curriculum* has *learning outcomes* stated in measurable terms for all components of this *standard*.

4.4 a-e	**List** where this is taught in the program (by course/ lecture)	**Provide** the specific, related *learning outcome*.
a. *leadership* capacity including delegation; prioritization, advocacy, and conflict	Enter text here	Enter text here
b. the continuing development of *clinical reasoning* and performance improvement;	Enter text here	Enter text here
c. the application of evolving biomedical and science, ethics, *information*	Enter text here	Enter text here

SAMPLE

literacy, and informatics;		
d. *interprofessional* teamwork and collaboration;	Enter text here	Enter text here
e. *value-based care*, including the evaluation of healthcare data and performance improvement methods.	Enter text here	Enter text here

4.5 The *curriculum* identifies:
- a. the diversity of the population(s) served;
- b. addresses the health disparities of the population(s) served; and
- c. prepares the *trainees* to provide culturally sensitive care.

ANNOTATION: The *curriculum* has *learning outcomes* stated in measurable terms for all components of this *standard*.

4.5 a-c	**List** where this is taught in the program (by course/ lecture)	**Provide** the specific, related *learning outcome*.
a. the diversity of the population(s) served;	Enter text here	Enter text here
b. addresses the health disparities of the population(s) served; and	Enter text here	Enter text here
c. prepares the *trainees* to provide culturally sensitive care.	Enter text here	Enter text here

4.6 The program assures that learning and clinical experiences are of *sufficient* quantity, quality, and variety for each a trainee to achieve competency in the clinical practice specialty area and to achieve the *role-specific competencies* and *program outcomes*.

ANNOTATION: The clinical experiences provide the trainee access to *sufficient* patient populations, clinical procedures and other clinical experiences to achieve competency in the clinical practice specialty area and to achieve the *program outcomes*.

SAMPLE

This was addressed in part by completing the **Clinical Experiences (Rotation) TEMPLATE** for **Appendix 1c** and provided ***learning outcomes*** for each clinical rotation for **Appendix 04.**

Include a blank copy(ies) of the **form(s) used in this process to ensure clinical sites** ability to provide needed clinical experience and **forms used by *preceptors* to evaluate *trainees*** during clinical experience in **Appendix 05.**

Provide narrative indicating how the program determined the sufficiency of patient populations and how the clinical experiences provide the trainees access to the **patient populations** needed to achieve competency in the clinical practice specialty and to achieve the *program outcomes*.

Provide narrative indicating how the program determined the sufficiency of clinical procedures and how the clinical experience provides the trainee access to the clinical **procedures** needed to achieve competency in the clinical practice specialty and to achieve the *program outcomes*.

Provide narrative indicating how the program determined the sufficiency for the variety of experiences and how the experience provides the trainee access to the **variety** needed to achieve competency in the clinical practice specialty and to achieve the *program outcomes*.

4.7 Evaluation methodologies are:

a. varied;
b. reflect established *professional standards*;
c. reflect clinical practice specialty area *competencies*; and
d. support the measurement of the *program outcomes*.

ANNOTATION: The evaluation methodologies are grounded in the *professional standards*, reflective of current clinical practice specialty, and *program outcomes*; based on consideration of education theory and principles and linked to *didactic courses* and clinical experiences. A variety of instructional methods are selected to maximize learning, chosen based on the nature of the content, needs of the *trainee* and the defined expected *outcomes*.

This was addressed in by completing for each *didactic course* and clinical experience offered in the program, course documents that course description, course goal/rational, outline of topics to be covered, *learning outcomes*, method of trainee assessment/evaluation and plan for grading for **Appendix 04.**

4.8 The length of time required for program completion is:

a. congruent with the attainment of the *role-specific competencies* and *program outcomes*;
b. consistent with the purpose of the *sponsoring organization*; and
c. consistent with current research on best practices.

ANNOTATION: The length of the program ensures the expected *role-specific competencies* and *program outcomes* will be met by each trainee for program completion.

SAMPLE

Provide narrative describing how the length of time required for program completion is **congruent with the attainment of the *role-specific competencies* and *program outcomes*.** (4.8a)

Provide narrative describing how the length of time required for program completion is consistent **with the purpose of the *sponsoring organization***. (4.8b)

Provide narrative describing how the length of time required for program completion is consistent **with current research on best practices**. (4.8c)

4.9 *Learning experiences* are *evidence-based*, reflect contemporary practice and nationally established patient health and safety goals, and support the achievement of the *role-specific competencies* and *program outcomes*.

ANNOTATION: *Learning experiences* refers to any interaction, course, clinical experience or other experiences in which learning takes place.

Provide narrative describing how the *learning experiences* are *evidence-based*, reflect contemporary practice and nationally established patient health and safety goals, and support the achievement of the *role-specific competencies* and *program outcomes*.

4.10 *Written* agreements for the clinical *practice learning experiences* are:

a. current;
b. specify expectations for all parties; and
c. ensure the protection of the *trainees*.

ANNOTATION: *Written* and signed agreements between the advanced practice provider program and each facility involved in training, defining the responsibilities for each institution involved in the supervised clinical practice of the *trainees*. There is no expectation of a written agreement if all clinical experiences occur within the program's healthcare system.

Include a copy of all signed agreements in **Appendix 05**.

4.11 Learning activities, instructional materials, and evaluation methods are appropriate for all instructional *delivery formats*.

ANNOTATION: Instructional *delivery formats* (face-to-face, remote, online, hybrid) meet the educational needs of the trainee.

Provide narrative describing how the learning activities, instructional materials, and evaluation methods are appropriate for all instructional *delivery formats*.

SAMPLE

STANDARD 5: EVALUATION

INTRODUCTION

The program *must* have a robust and systematic process of ongoing self-assessment to review the quality and *effectiveness* of their educational practices, policies, and *outcomes*. This process *should* be conducted within the context of the *mission* and *goals* of both the sponsoring institution and the program, using the *NP and PA Residency Program Accreditation Standards* as the point of reference. A well-developed process occurs throughout the year and across all components of the program. It critically assesses all aspects of the program relating to sponsorship, *resources*, *trainees*, operational policies, and didactic and clinical *curriculum*. The process is used to identify strengths and areas in need of improvement and *should* lead to the development of plans for corrective intervention with subsequent evaluation of the effects of the interventions. The program's data collection and evaluation *must* be submitted using forms and processes developed by the ARC-PA. The data sources specified are considered minimums. Programs are encouraged to use additional data sources.

The NP & PA residency program demonstrates program and curricular effectiveness.

The systematic plan of evaluation contains data collection and analysis of:

- Administrative and Institutional Resources
- Program Educators and Preceptors
- Trainees
- Curriculum

Sufficient data collection and analysis to inform program decision-making for the determination of strengths, weaknesses, opportunities, and threats.

In responding to *standards* **5.1 – 5.5, Complete Appendix 07 Self-Study Report (Timeline for Data Gathering Template and Self-Assessment Narrative).**

5.1 The program demonstrates evidence of *trainees'* achievement of each **role-specific competency** and **program outcome**. The plan of evaluation contains:

a. Ongoing assessment trended over time, of the extent to which *trainees* attain each role-specific competency and program outcome.
b. Documentation of data collection and critical *analysis* used in program decision-making for the maintenance and improvement of *trainees*' attainment of each role-specific competency and program outcome.
c. A minimum of three (3) most recent years of role-specific competency and program outcome achievement data.

ANNOTATION: A well designed program self-assessment process reflects the ability of the program in collecting and interpreting evidence of trainee's achievement of each role-specific competency and *program outcomes*.

SAMPLE

5.2 *Program completion rates* demonstrate evidence of program effectiveness. The *expected level of achievement* for program completion, with rationale, is determined by the *program educators*. The plan of evaluation contains:

a. Ongoing assessment trended over time, of the extent to which *trainees* complete the program.
b. Documentation of data collection and critical *analysis* used in program decision-making for the maintenance and improvement of *trainees*' completion of the program.
c. There is a minimum of three (3) most recent years of annual completion data.

ANNOTATION: A well-designed self-assessment process reflects the ability of the program in collecting and interpreting evidence of program effectiveness as it relates to *program completion rates*.

5.3 *Program satisfaction rates* for advanced practice providers and employers demonstrate program effectiveness. The *expected level of achievement* for program satisfaction, with rationale, is determined by *program educators*. The plan of evaluation contains:

a. Ongoing assessment of the extent to which satisfaction rates demonstrate program effectiveness trended over time, of graduates and employers.
b. Documentation of data collection and critical *analysis* used in program decision-making for the maintenance and improvement of graduates and employers' satisfaction rates of program effectiveness.
c. There is a minimum of three (3) most recent years of annual program satisfaction data.

ANNOTATION: A well-designed self-assessment process reflects the ability of the program in collecting and interpreting evidence of program effectiveness as it relates to satisfaction rates for advanced practice providers and employers.

5.4 Advanced practice provider *employee retention rates*, as applicable, demonstrate evidence of program effectiveness. The *expected level of achievement* for employee retention, with rationale, is determined by the *program educators*. The plan of evaluation contains:

a. Ongoing assessment of the extent to which retention rates demonstrate program effectiveness trended over time.
b. Documentation of data collection and critical *analysis* used in program decision-making for the maintenance and improvement of retention rates that demonstrate program effectiveness.
c. There is a minimum of three (3) most recent years of annual retention data.

ANNOTATION: A well-designed self-assessment process reflects the ability of the program in collecting and interpreting evidence of program effectiveness as it relates to *employee retention rates*.

5.5 Job placements rates, as applicable, demonstrate evidence of program effectiveness. The *expected level of achievement* for job placement, with rationale, is determined by the *program educators*. The plan of evaluation contains:

a. Ongoing assessment of the extent to which *job placement rates* demonstrate program effectiveness trended over time.

SAMPLE

b. Documentation of data collection and critical *analysis* used in program decision-making for the maintenance and improvement of *job placement rates* that demonstrate program effectiveness.
c. There is a minimum of three (3) most recent years of annual job placement data.

ANNOTATION: A well-designed self-assessment process reflects the ability of the program in collecting and interpreting evidence of program effectiveness as it relates to job placements.

☐ I attest that the NP & PA Residency Program and *Sponsoring Organization* agree as part of their self-assessment process to include: a) ongoing assessment of the extent to which *program completion rates*, *program satisfaction rates*, *employee retention rates* and job placements rate demonstrate program effectiveness over time, b) documentation of data collection and critical *analysis* used in program decision-making for the maintenance and improvement of *program completion rates*, *program satisfaction rates*, *employee retention rate* and job placements rates that demonstrate program effectiveness, and c) there is a minimum of three (3) most recent years of annual program completion data, program satisfaction data, employee retention data and job placement data.

FINAL COMMENTS

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

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

SAMPLE

REQUIRED APPENDICES FOR NP & PA RESIDENCY PROGRAM 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 01	a) **NP & PA Residency Program Datasheet TEMPLATE** b) **NP & PA Program Budget TEMPLATE** c) **NP & PA Trainee Clinical Experiences Excel TEMPLATE**
Appendix 02	a) **NP & PA Residency Program Admission and Procedures TEMPLATE** b) Electronic copy of program's brochure if program information is not *published* on program website c) Forms to be used to screen *trainee* applications or select candidates for class positions d) Blinded sample of correspondence provided to those accepted to the program including *written* conditions of appointment/employment, whether provided to them electronically or by paper e) Blinded sample of correspondence provided to those accepted to the program listing conditions and benefits of appointment/employment to include all areas of *Standard* 3.2, whether provided to them electronically or by paper. (If different from above). f) Policies demonstrating compliance with 3.2 as noted in the application. The program is NOT to include an entire manual/handbook in response to a *standard* about specific policy content, but only the appropriate page(s) labeled with the *standard* for which the page provides evidence. g) Blinded sample *written* employment agreement between the employer and trainee to include all areas of *Standard* 3.3. h) Provide a sample of the program's orientation agenda and materials to include all areas of *Standard* 3.5. i) Policies demonstrating compliance with 3.7 as noted in the application. The program is NOT to include an entire manual/handbook in response to a *standard* about specific policy content, but only the appropriate page(s) labeled with the *standard* for which the page provides evidence.
Appendix 03	a) **Curriculum Sequence TEMPLATE** b) **International Experiences TEMPLATE,** if applicable. c) The *role-specific competencies expected* of the *trainee* at the completion of the program.
Appendix 04	Zip file containing program-created document used for **ALL** courses in the *curriculum* that *must* include at a minimum: • course name, • course description,

SAMPLE

APPENDIX	CONTENT
	• course goal/rationale, • outline of topics to be covered, • *learning outcomes,* • faculty instructor of record if known, • methods of *trainee assessment*/evaluation, and • plan for grading. Providing copies of course documents in the application of record does not negate the need for programs to **include evidence of compliance in appendices** as required throughout the application. The site visitors will NOT search this appendix for evidence of compliance.
Appendix 05	a) Blank copy(ies) of forms used in the process to ensure clinical sites ability to provide trainee's access to *sufficient* patient populations, clinical procedures, and other clinical experiences to achieve competency in the clinical practice specialty area and to achieve the *program outcomes* in relation to 4.7. b) Blank copy(ies) of forms used by *preceptors to* evaluate *trainees* during *clinical experiences.* c) Copies of signed agreements between the sponsoring institution and a clinical affiliate providing clinical *practice learning experiences* in relation to 4.8
Appendix 06	Copies of handbooks/manuals containing policies. Providing copies of handbooks/manuals in the application of record does not negate the need for programs to append evidence of compliance in appendices as required throughout the application. The site visitors will NOT search this appendix for evidence of compliance. The handbooks and manuals appended to the program's application may be used by the commission, as needed, as evidence of compliance with the *Standards*.
Appendix 07	a) **SSR Document**, using ARC-PA provided document b) **Timeline for Data Gathering and Analysis TEMPLATE** and self-assessment process narrative
Use space below to attach other documents in subsequently numbered appendices as needed to support responses	
Enter text	Enter text
Enter text	Enter text

SAMPLE

APPENDIX	CONTENT
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Enter text	Enter text

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STATEMENTS AND SIGNATURES FOR NP & PA RESIDENCY PROGRAM ACCREDITATION APPLICATION

Enter organization 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 NP & PA Residency Program as an Educational Program for the Physician Assistant and Nurse Practitioner 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 *NP & PA Residency Program Accreditation 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 AND THE COMMISIONS IS FINAL.

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

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

The signatures also acknowledge that the program may not exceed the maximum numbers of *trainees* as identified in this application.

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.

SAMPLE

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

Chief Administrative Officer of Program's *Sponsoring* ***Organization*****:**
As listed in the Program Management Portal
Enter name Enter date
The name that appears here is deemed an electronic signature.

Program Administrator**:**
Enter name Enter date
The name that appears here is deemed an electronic signature.

SAMPLE

ON-SITE MATERIAL LIST FOR NP & PA RESIDENCY PROGRAM ACCREDITATION SITE VISITS

The supplemental materials required for the site visit team *must* 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 ***must*** 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 NP & PA Residency Program *Standards must* be *readily available* for site visitors at the time of the *site visit* and as requested by the commissions.
2. Electronic versions of each course document supporting compliance *must* be *readily available* for site visitors at the time of the *site visit* and as requested by the commissions.
3. Electronic versions of ALL signed agreements with other entities providing *didactic course* or *clinical rotation must* be *readily available* for site visitors at the time of the *site visit* and as requested by the commissions.
4. Data and activities presented in ARC-PA TEMPLATES and program-designed graphic presentations *must* be verifiable. Documents and materials in support of entries *must* be available for review during the *site visit* and as requested by the commissions.

1) Program promotional materials and catalogs, access to the program's web site
2) Minutes from program committee meetings to include *Program Educators, curriculum,* self-assessment/planning, etc.
3) Completed affiliation agreements with other institutions involved in the program
4) List of required texts/*resources* for *trainees*
5) Line-item operational program budget
6) *Trainee* handbooks/manuals containing policies
7) *Written* policies re: *Program Educators* and trainee grievance and appeals process
8) Completed *trainee* contracts / appointment letters
9) *Trainee* records maintained by program
10) *Program Educators* records to include *written* job descriptions and CVs for all *Program Educators* assigned to the program.
11) Current CV for each course director
12) The complete schedule of didactic sessions for the past year and as far as planned into the future, with names of presenters, topics, and when presented.
13) Documents to include expected *trainee learning outcomes* for all didactic and clinical courses or components in the program
14) *Trainee* evaluation instruments (*written* exams, OSCEs, patient logs, *preceptor* completed performance evaluations etc.) used to evaluate *trainee* progress throughout the program
15) Tabulated composite data from trainee evaluation of courses and instructors.
16) List of *preceptors* their specialties, and their practice sites who regularly and currently provide *trainee* supervision on clinical experiences
17) Assignment schedule for current *trainees* completing clinical experiences
18) Individual *trainee* documentation of clinical experiences completed
19) Completed graduate *trainee* evaluations of *curriculum* and program effectiveness

SAMPLE

20) Completed *preceptor* evaluations of *trainee* performance and suggestions for *curriculum* improvement.

SAMPLE

SAVING AND SUBMISSION OF NP & PA RESIDENCY PROGRAM 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. For example: App 1b NP & PA Residency Program Budget ABC. **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

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

The document *must* be saved in the appropriate folder. For example: App 1b NP & PA Residency Program Budget ABC is to be saved in the Appendix 01 folder.

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

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

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

The program *must* 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 staff at postgraduateaccreditation@arc-pa.org if unclear about the directions.

SAMPLE

GLOSSARY

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

TERM	DEFINITION
Accreditation	A voluntary, peer-review, self-regulatory process by which non-governmental associations recognize educational institutions or NP & PA programs that have been found to meet or exceed standards and criteria for quality.
Accurately	Free from error
Administration, Sponsoring Organization	The administrative officers or executives with primary responsibility for carrying out the mission and purpose of the sponsoring organization. Including, but not limited to: a president, chief executive officer (CEO), chief nursing officer (CNO), NP & PA director, physician assistant director, or chancellor.
Administrative Capacity	The actual capabilities and resources (i.e., fiscal, human, physical, and learning) available to the sponsoring organization that directly support the mission and purpose of the sponsoring organization in the achievement of an NP & PA's role-specific competencies and program outcomes.
Advanced Practice Registered Nurse (APRN)	A licensure status which may include clinical nurse specialist, nurse practitioner, certified registered nurse anesthetist, or certified nurse midwife.
Alternative Methods of Delivery	Methods of delivering a NP & PA program or course/module that differ from traditional in person/in-a-classroom instructional methods, including a variety of non-traditional means of interaction between NP & PA trainees and program educators. Examples include, but are not limited to, instructional television (ITV), DVD/podcast learning packages, and online delivery. See distance education definitions below.
Analysis	Study of compiled or tabulated data interpreting cause and effect relationships and trends, with the subsequent understanding and conclusions used to validate current practices or make changes as needed for program improvement.
Asynchronous Learning	Learning and instruction that do not occur in the same place or at the same time.
Chief Nursing Executive/Officer	The individual with responsibility and authority for executive decisions and administrative activities of the sponsoring organization for the NP & PA program.
Clinical Reasoning	A process through which an NP & PA collects and analyzes information about a patient/client or a patient/client care situation and develops a plan of action to address identified patient/client needs. Includes evaluation of patient/client outcomes and self-reflection to enhance clinical reasoning in the future.
Communication	An interactive process through which ideas and expectations are transmitted to others. Interpersonal – Communication, involving others, used to identify patient/client care needs. Interprofessional – Communication, among healthcare professionals, used to identify and meet patient/client care goals and ensure patient/client safety.
Comparable	Similar but not necessarily identical.
Competencies	The knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities required for NP & PA practice specific to the specialty of the program.

SAMPLE

TERM	DEFINITION
Complaint	A formal allegation against a NP & PA program, typically expressed as a written, signed statement. A complaint is an assertion that a wrong or hardship was suffered specific to the individual's participation in the sponsoring organization's NP & PA program. A NP & PA program's record of complaints *must* include all complaints filed since initial accreditation or reaccreditation, whichever was the last accreditation site visit.
Contractual Agreement	An agreement between two or more entities for the delivery of all or part of the elements used in a NP & PA program.
Core values	Those beliefs or ideals that form the foundation for the work of a sponsoring organization.
Curriculum	A planned educational experience. This definition encompasses a breadth of educational experiences, from one or more sessions on a specific subject, to a clinical experience, to the entire educational program.
Deceleration	The loss of an NP and/or PA trainee from the entering cohort, who remains matriculated in the program.
Delivery Formats	Methods used to convey knowledge, skills, and behaviors from program educators to NP & PA trainees. Methods include, but are not limited to, traditional in-person/in-a-classroom techniques (e.g., lecture and "flipped classroom") and the use of synchronous and asynchronous technologies (e.g., online and simulation).
Didactic course	Organized instructional content on a specific topic or general content area provided in a defined and pre-established format over an extended period of time, such as a series of lectures, seminars, or workshops.
Diversity Concepts	Knowledge about persons, communities, regions, countries, cultures, and ethnicities other than one's own; essential as a basis for the provision of culturally sensitive care.
Due Process	A disciplined, analytical decision-making procedure in which relevant standards are applied by a properly constituted and authorized body using a method that is based on published rules of procedure and is free of improper influence.
Educationally Qualified	Documented educational qualifications that prepare the program educator to facilitate NP & PA trainee achievement of the role-specific competencies and program outcomes; program educators and nurse and physician assistant administrators and preceptors, *must* hold all educational qualifications required by the sponsoring organization and, as applicable, the state and the sponsoring organization's accrediting agency.
Employee Retention Rate	Percentage of NP & PAs who are retained by the employer. The definition of employee retention rate is the number of NP & PAs who remain employed with the employer from the time of enrollment in the NP & PA program for the period of time specified by the program educators; the program *must* provide a rationale for the expected level of achievement it sets.
Equivalent	Resulting in the same outcome or end result.
Evidence-Based	Actions, processes, or methodologies that are grounded in and flow from the translation of substantive and current research.
Expected Level of Achievement	A measurable index that reflects a desired outcome, often set as a desired percentage of achievement.
Experientially Qualified	Documented current or recent direct engagement in a significant manner in clinical experiences for those whose role includes teaching; for those engaged in administration, documented current or recent direct engagement in a significant manner in administrative functions in NP & PA education or

SAMPLE

TERM	DEFINITION
	administration. Program educators and nurse and physician assistant administrators *must* hold all experiential qualifications required by the sponsoring organization and, as applicable, the state and the sponsoring organization's accrediting agency.
Graduate Degree	A master's degree or doctoral degree.
Hybrid Education	An educational method of delivery in which instruction occurs using both distance and traditional education methods of delivery.
Information Literacy	The ability to identify what information is needed for a specific purpose and to access, evaluate, and use credible forms of information in achieving that purpose.
Instructional Technology	The method(s) and delivery system(s) used by program educators to convey course content to NP & PA trainees.
Interprofessional	Sharing of information among two or more healthcare professionals working together as a team with a common purpose and mutual respect.
Job Placement Rate	Percentage of NP & PA trainees employed in a position for which a NP & PA program prepared them; the program *must* provide a rationale for the expected level of achievement set.
Leadership	The ability to guide and/or direct others to accomplish common goals through the use of teamwork and collaboration and principles of effective leadership.
Learning Experiences	Planned learning activities that are sufficient and appropriate to achieve the role-specific competencies and/or program outcomes, which are overseen by qualified program educators who provide feedback in support of learning.
Learning Outcomes	The knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities that have been attained at the completion of a curricular component or supervised clinical experience.
Location	Site where a NP & PA program is delivered, in whole or part, including the main location and off-site location instructional sites.
Maximum Class Size	Maximum potential number of NP & PA trainees enrolled for each admission cycle.
Mission/Philosophy	The sponsoring organization statement that designates fundamental beliefs and characteristics and provides guidance and direction for a NP & PA program and services offered.
Must	A term used to designate requirements that are compelled or mandatory. "*Must*" indicates an absolute requirement.
NCCPA	National Commission on Certification of Physician Assistants
Nurse Practitioner (NP) & Physician Assistant (PA)	An individual who has completed the advanced education and training that qualifies them for licensure as a nurse practitioner or physician assistant. The education of an advanced practice provider qualifies the individual to (1) manage patient problems and (2) prescribe and provide diagnostic and therapeutic services within the scope of practice allowable by the terms of their professional license, specifically licensure as a nurse practitioner or physician assistant.
Nurse Practitioner & Physician Assistant Obligations	Commitments the trainee makes to the sponsoring organization in order to be accepted into and participate in the NP & PA program offered.
Outcome	Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the NP & PA trainees should be able to demonstrate upon completion of the course/module. Course/module

SAMPLE

TERM	DEFINITION
	learning outcomes/objectives *must* be consistent with standards of contemporary NP & PA practice and support achievement of the role-specific competencies and program outcomes. Course/module learning outcomes/course objectives: • *must* be aligned and linked to the end-of-program learning outcomes; • should have a single, measurable action; • support the NP & PA's achievement of the role-specific competencies and program outcomes; • typically progress from "simple/advanced beginner" to "complex/full competent NP & PA" as NP & PA trainees advance through a NP & PA curriculum; and • organize, guide, and direct course curricular matters such as, but not limited to, the inclusion of content, learning activities, selection of practice learning experiences, evaluation methodologies, and selection of practice learning environments.
Partnership	An agreement (formal relationship) between a sponsoring organization and an outside agent/agency to accomplish specific objectives and goals over a period of time.
Practice Learning Environments	Settings that facilitate NP & PA trainees' application of knowledge, skills, and behaviors in the performance of nursing responsibilities, as allowed by level of licensure and defined by the sponsoring organization, which support the achievement of the role-specific competencies and program outcomes. Settings include, but are not limited to, acute-care and specialty hospitals, long-term care facilities, ambulatory care centers, physician offices, and community and home health care.
Practice Learning Experiences	Direct hands-on, planned learning activities with appropriate patients/clients, interactions with the interprofessional team, and interactions with the patient's/client's family and friends that are sufficient and appropriate to achieve the role-specific competencies and program outcomes, and are overseen by qualified program educators and their designees (e.g., preceptor, nurse manager, physician assistant supervisor) who provide feedback in support of learning.
Preceptor	An academically and experientially qualified person who has received formal training to function as a resource, role model and to provide supervision of the NP & PA trainee during the NP & PA program. Preceptors may also provide didactic instruction to the NP & PA trainee during the NP & PA program. The duties of the preceptor are developed by the sponsoring organization, consistent with sponsoring organization policies and state regulatory requirements, if applicable.
Professional Standards/Guidelines for Physician Assistant and Nursing Practice	A set of guidelines approved by a nationally recognized organization for use in the development and evaluation of a NP & PA curriculum.
Program Length	NP & PA programs are formal educational programs in a medical or surgical specialty that offer structured curricular, including didactic and clinical components, to educate NP & PAs. Programs typically involve full-time study of 12-24 months duration.
Program Completion Rate	The percentage of NP & PA trainees who complete a NP & PA program within a period of time determined by the program educators. The definition for a NP &

SAMPLE

TERM	DEFINITION
	PA program completion rate is the number of NP & PA trainees who complete the program from enrollment in the NP & PA program within the period of time specified by the program educators; the program *must* provide a rationale for the expected level of achievement set.
Program Administrator	The individual (Nurse, Nurse Practitioner, Physician Assistant) with responsibility and authority for planning, implementing, and evaluating the administrative and instructional activities of the NP & PA program(s) within the sponsoring institution.
Program Educators	Individuals who teach and evaluate NP & PA trainees enrolled in a NP & PA program, are academically qualified, and experientially qualified in the content areas in which they teach.
Program Educator's Professional Development	Activities that facilitate a program educator's maintenance or enhancement of expertise. Examples include, but are not limited to, certification, continuing education, formal advanced education, clinical practice, research, publications, and other scholarly activities.
Program Educator's Workload	Percentages of time that reflect the manner in which the sponsoring organization characterizes, structures, and documents the nature of a program educator's teaching and non-teaching responsibilities. Workload duties include, but are not limited to, teaching, advisement, administration, committee activity, service, clinical practice, research, and other scholarly activities.
Program Requirements	Commitments the program expects of the NP & PA trainee who participate in the NP & PA program.
Program Length	Total time required to complete the defined NP & PA program, inclusive of all required prerequisite courses/modules. The rationale for the program length *must* be consistent with the purpose of the sponsoring organization and current research on best practices for NP & PA programs as identified by the sponsoring organization.
Program Outcomes	Measurable indicators that reflect the extent to which the purposes of a NP & PA program are achieved and by which program effectiveness is documented, to include the required assessment of the following NP & PA program outcomes: program completion; NP & PA and employer program satisfaction; job placement rates and employee retention rates.
Program Satisfaction Rate	Percentage of NP & PA trainees and employer who express satisfaction with a NP & PA program within a defined period of time; the program *must* provide a rationale for the expected level of achievement set.
Program Options	The specialty tracks available within a single nurse practitioner and physician assistant residency program (e.g., cardiovascular and orthopedic specialties).
Prospective NP & PA Trainees	Any individuals who have requested information about the program or submitted information to the program.
Published Documents	All written forms of communication distributed by a NP & PA program and/or sponsoring organization, including paper and electronic sources intended to inform the public.
Readily Available	Made accessible to others in a timely fashion via defined program or institution procedures.
Recognized regional or specialized and professional accrediting agencies	• Accreditation Association for Ambulatory Health Care (AAAHC) • Accreditation Commission for Health (ACH) • American Osteopathic Association (AOA) • Commission on Accreditation of Rehabilitative Facilities (CARF) • DNV Healthcare • Healthcare Facilities Accreditation Program

SAMPLE

TERM	DEFINITION
	• The Joint Commission (formerly the Joint Commission on Accreditation of Healthcare Organizations) • Liaison Committee on Medical Education (LCME) • Middle States Association of Colleges and Schools • New England Association of Schools and Colleges • North Central Association of Colleges and Schools • Northwest Association of Schools and Colleges • Southern Association of Colleges and • Schools Western Association of Schools and Colleges
Remediation	The program's defined process for addressing deficiencies in an NP & PA trainee's knowledge and skills, such that the correction of these deficiencies is measurable and can be documented.
Resources, Fiscal	The financial support required for securing the personnel, supplies, materials, equipment, and services necessary to ensure the achievement of the NP & PA role-specific competencies and program outcomes.
Resources, Physical	Equipment, classrooms, laboratories, offices, and other common spaces used by the NP & PA trainees enrolled in a NP & PA program, and the program educators teaching the NP & PA program courses/modules that are necessary to ensure the achievement of the role-specific competencies and program outcomes.
Resources, Technological	The materials, activities, and technologies that facilitate the development of NP & PA trainees' knowledge, skills, and behaviors necessary to ensure the achievement of the NP & PA program role-specific competencies and program outcomes.
Role-Specific Competencies	Expected, measurable levels of trainee performance upon completion of an NP & PA program that demonstrates the integration of specified knowledge, skills, and behaviors. Competencies may include, but are not limited to, specific knowledge areas, clinical judgments, and behaviors based upon the role and/or scope of practice after completion of the NP & PA program. The competencies are used to organize the curriculum, guide instruction and direct learning activities that are appropriate for all methods of delivery.
Single NP & PA Program	A NP & PA program that may be offered at more than one location under the auspices of a single sponsoring organization and a single program administrator, offering the same curriculum with the same role-specific competencies for each program option (i.e., specialty track), and using a shared systematic plan of evaluation.
Site Visit	A process whereby peer evaluators determine the extent to which the NP & PA program meets the standards and criteria in order for the commissioners to make accreditation decisions.
Should	The term used to designate requirements that are so important that their absence *must* be justified. (The onus of this justification rests with the program; it is the program's responsibility to provide a detailed justification why it is not able to comply with any standards including the term should.)
Sponsoring Organization	The entity with overall responsibility and authority for the NP & PA program (e.g., university, college, hospital/medical center, career center).
Staff	Personnel who facilitate the attainment of the goals and outcomes of the NP & PA program, including clerical and other support persons. Staff do not include preceptors, program educators, or the program administrator.
Stakeholder	Any individual or group with an interest in but no direct responsibility for the development or delivery of a NP & PA program (e.g., patients/clients, non-

SAMPLE

TERM	DEFINITION
	nurse/PA residents/trainees, non-program educators, non-sponsoring employers, healthcare providers, and citizens).
Standard	Agreed-upon expectations to measure quantity, extent, value, and education quality.
Substantive Change	A significant modification or expansion of the nature and scope of a NP & PA program.
Sufficient	Enough or adequate for the purpose of achieving the NP & PA program role-specific competencies and program outcomes. Enough to meet the needs of a situation or proposed end.
Sufficient Program Educators	Typically reflected by (1) the ratio of the number of program educators to the total number of NP & PA trainees enrolled in all NP & PA program courses/modules required for a NP & PA program or programs; (2) the program educators' workload; and (3) the non-program responsibilities required by the sponsoring organization.
Support Services	The services provided by the sponsoring organization to include remediation that are available to facilitate the NP & PA trainee in the transition from dependent to interdependent or independent practice at the level of licensure within the jurisdictional scope of practice.
Sustainability of Resources	The capacity of the sponsoring organization to continue financial, human, and physical resources at a sufficient level to ensure that the role-specific competencies and program outcomes can be achieved.
Syllabus	A written document that includes the content name, description, goals; outline of topics to be covered; expected learning outcomes; method(s) of NP & PA trainee assessment/evaluation; and plan for determining successful completion of expected competencies.
Synchronous Learning	Learning and instruction that occur at the same time and in the same place.
Systematic Plan for Evaluation	A written performance improvement plan emphasizing the ongoing, comprehensive assessment of the NP & PA role-specific competencies and program outcomes. See Section 5 in the NP & PA Standards and Criteria for the required elements in the performance improvement plan.
Teaching out	Allowing NP & PA trainees already in the program to complete their education or assisting them in enrolling in an accredited post graduate program, if one exists, in which they may continue their education.
Technical Standards	Requirements for participation in an NP & PA residency/traineeship program or activity. They include but are not limited to physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the residency/traineeship program for successful entry into the profession.
Timely	Without undue delay; as soon as feasible after giving considered deliberation.
Traditional Education	An educational method of delivery in which instruction occurs when a learner and instructor are in the place at the same time (e.g., face-to-face). This method of delivery may be web-enhanced/supported.
Trainee	A licensed NP or PA provider who is matriculated in an NP & PA program.
Written	On paper or available in electronic format.
United States	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. A program may satisfy the requirement of supervised clinical practice

SAMPLE

TERM	DEFINITION
	experiences through medical facilities located in the United States and through a limited number of medical facilities that are accredited by the United States Joint Commission and operated by the American government under a signed Status of Forces Agreement with the host nation.
Value-Based Care	Employing safe, appropriate, and effective evidence-based care that takes into account a patient's/client's wishes and preferences resulting in improved patient satisfaction and enduring results at reasonable cost for the patient/client; Quality over Cost over Time.

SAMPLE

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

a) **NP & PA Residency Program Data Sheet TEMPLATE**

b) **NP & PA Program Budget TEMPLATE**

c) **NP & PA Trainee Clinical Experiences Excel TEMPLATE**

The application and each appendix are to be saved with the same name it was given by the ACEN/ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 1b NP & PA Residency Program Budget ABC. **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

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

The document must be saved in the appropriate folder. For example: App 1b NP & PA Residency Program Budget ABC is to be saved in the Appendix 01 folder.

SAMPLE

Appendix 1 for NP & PA Residency Program Accreditation Application

NP & PA Residency Program Data Sheet TEMPLATE

Complete NP & PA Residency Program Datasheet for *sponsoring organization*, *program administrator, program educators* and *staff*.

Sponsoring Organization

Sponsoring Organization Name:	Enter Sponsoring Organization Name.
Street Address:	Enter Street Address.
City, State, Zip code:	Enter City, State, Zip.

Chief Executive Officer

Name, Title, and Credentials:	Enter Name, Title, and Credentials.
Street Address	Enter Street Address.
City, State, Zip code:	Enter City, State, Zip.
Email address:	Enter email address.
Phone number:	Enter phone number.

Sponsoring Organization Accreditation Status

Institutional Accreditation:	Enter Sponsoring Organization Accreditor.
Current Accreditation Status:	Enter Current Accreditation Status.
Last Review:	Select Last Review Date.
Next Review:	Select Next Review Date.

NP & PA Residency Program Information

Official Program Name:	Enter Official Program Name.
Street Address:	Enter Street Address.
City, State, Zip code:	Enter City, State, Zip.
Length of the entire NP & PA Residency Program (months)	Enter program length.
Maximum class size*	Enter max class size.
Number of entering cohorts per year	Enter # of cohorts.
Maximum aggregate NP & PA trainee enrollment**	Enter max aggregate trainee enrollment.
Program begins (list month/day/year)	Enter a date.
Yearly stipend/salary that each NP & PA trainees is paid while in the program	Enter trainee yearly stipend/salary.
Cost of yearly benefits (housing, insurance, meals, etc.) **paid for each NP & PA trainee**	Enter cost of yearly benefits per trainee.

SAMPLE

* *Maximum class size* is the maximum potential number of NP & *PA trainees* enrolled for each admission cycle.

** Maximum Aggregate NP & PA Trainee Enrollment is the maximum potential number of NP & PA trainees enrolled simultaneously at any point in time in the program.

Identify the physical resources available for the program within the institution:

Resources	Dedicated	Shared	Capacity
Classrooms	☐	☐	Enter text.
Lab space	☐	☐	Enter text.
Simulation space	☐	☐	Enter text.
Sleeping rooms for "call"	☐	☐	Enter text.
Program Educators offices	☐	☐	Enter text.

Respond to the following, explaining all "No" answers:

	Yes	No
There is a medical library in the sponsoring institution	☐	☐ Enter text.
The program has its own meeting/conference room.	☐	☐ Enter text.
The program has space for confidential academic counseling for NP & PA trainees by program educators.	☐	☐ Enter text.
The program has secure storage for NP & PA files.	☐	☐ Enter text.

Comment: Enter text here.

Nurse Administrator of the Sponsoring Institution

Name, Title, and Credentials:	Enter Name, Title, and Credentials.
Street Address	Enter Street Address.
City, State, Zip code:	Enter City, State, Zip.
Email address:	Enter email address.
Phone number:	Enter phone number.

Program Administrator Reports To

Name, Title, and Credentials:	Enter Name, Title, and Credentials.
Street Address	Enter Street Address.
City, State, Zip code:	Enter City, State, Zip.

SAMPLE

Email address:	Enter email address.
Phone number:	Enter phone number.

Program Administrator:

1.2 The program administrator is experientially and educationally qualified to facilitate the achievement of the end-of-program learning outcomes and program outcomes, and each advanced practice provider trainee's specialty area residency program.

ANNOTATION: The program administrator has the requisite experience, knowledge and administrative skills in the specialty of the program to facilitate the achievement of the end-of-program learning and program outcomes in the specialty areas.

1.3 The program administrator has the authority to:
a. Develop and implement the mission of the program;
b. Administer and lead the program;
c. Prepare the program budget with program educators' input; and
d. Administer the resources allocated to the program.

ANNOTATION: The program administrator is responsible and has the authority for the administration of the program to include development and implementation of the mission of the program with stakeholders of the program, operate and lead the program, preparing the program budget and allocation of resources to the program.

3.4 Program educators and/or administrators have input into the selection of trainees admitted into the program.

Program Administrator

Name, Title, and Credentials:	Enter Name, Title, and Credentials.		
Street Address	Enter Street Address.		
City, State, Zip code:	Enter City, State, Zip.		
Email address:	Enter email address.		
Phone number:	Enter phone number.		
FTE % with the program	Enter FTE %.		
Certification(s)	**Certifying Body (abbreviation acceptable)**	**Initial certification Year**	**Re-certification Year**
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
Licensure(s) Information	**Title**	**State**	**Date of Expiration**
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
List the clinical experience that address Standard 1.2, to include institution name and description of position, and start/end dates.	Enter text here.		

SAMPLE

List the education qualifications that address Standard 1.2, to include name of institution, specialty, credential/degree earned, and year awarded	Enter text here.
List the job responsibilities that address Standard 1.3 a-d and 3.4	Enter text here.

Program Educators:

2.1 Program educators are educationally and experientially qualified to facilitate achievement of the role-specific competencies and program outcomes.

ANNOTATION: The program educators have the requisite experience, and knowledge in the specialty of the program to facilitate the achievement of the role-specific competencies and program outcomes in the specialty areas.

2.2 Program educators:

a. are sufficient in number and experience to supervise the number of enrolled NP & PA trainees to achieve the end end-of-program learning outcomes,
b. have clearly defined role(s) and responsibilities,
c. are oriented to their role(s) and responsibilities; and
d. are mentored.

ANNOTATION: The program has sufficient program educators assigned to provide enrolled advanced practice provider trainees with the supervision, mentorship, education, and evaluation necessary to achieve the end-of-program learning outcomes. In addition, the program has sufficient program educators to assure that advanced practice provider trainees have timely access to program educators for assistance and counseling regarding their academic progress.

3.4 Program educators and/or administrators have input into the selection of trainees admitted into the program.

Program Educators: Individuals who teach and evaluate advanced practice provider trainees enrolled in an advanced practice provider program, are academically qualified, and experientially qualified in the content areas in which they teach.

Program Educators

Name, Title, and Credentials:	Enter Name, Title, and Credentials.		
Street Address	Enter Street Address.		
City, State, Zip:	Enter City, State, Zip.		
Email address:	Enter email address.		
Phone number:	Enter phone number.		
FTE % with the program	Enter FTE %.		
Certification(s)	**Certifying Body (abbreviation acceptable)**	**Initial certification Year**	**Re-certification Year**

SAMPLE

	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
Licensure(s) Information	**Title**	**State**	**Date of Expiration**
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
List the clinical experience that addresses Standard 2.1	Enter text here.		
List the education qualifications that addresses Standard 2.1	Enter text here.		
List the job responsibilities that address Standards 2.2c and 3.4	Enter text here.		
List the job responsibilities that address Standard 3.4	Enter text here.		

Name, Title, and Credentials:	Enter Name, Title, and Credentials.		
Street Address	Enter Street Address.		
City, State, Zip code:	Enter City, State, Zip.		
Email address:	Enter email address.		
Phone number:	Enter phone number.		
FTE % with the program	Enter FTE %.		
Certification(s)	**Certifying Body (abbreviation acceptable)**	**Initial certification Year**	**Re-certification Year**
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
Licensure(s) Information	**Title**	**State**	**Date of Expiration**
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
List the clinical experience that addresses Standard 2.1	Enter text here.		
List the education qualifications that addresses Standard 2.1	Enter text here.		

MPLE

List the job responsibilities that address Standards 2.2c and 3.4	Enter text here.
List the job responsibilities that address Standard 3.4	Enter text here.

Name, Title, and Credentials:	Enter Name, Title, and Credentials.		
Street Address	Enter Street Address.		
City, State, Zip code:	Enter City, State, Zip.		
Email address:	Enter email address.		
Phone number:	Enter phone number.		
FTE % with the program	Enter FTE %.		
Certification(s)	**Certifying Body (abbreviation acceptable)**	**Initial certification Year**	**Re-certification Year**
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
Licensure(s) Information	**Title**	**State**	**Date of Expiration**
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
List the clinical experience that addresses Standard 2.1	Enter text here.		
List the education qualifications that addresses Standard 2.1	Enter text here.		
List the job responsibilities that address Standards 2.2c and 3.4	Enter text here.		
List the job responsibilities that address Standard 3.4	Enter text here.		

Name, Title, and Credentials:	Enter Name, Title, and Credentials.
Street Address	Enter Street Address.
City, State, Zip code:	Enter City, State, Zip.
Email address:	Enter email address.
Phone number:	Enter phone number.

FTE % with the program	Enter FTE %.		
Certification(s)	**Certifying Body (abbreviation acceptable)**	**Initial certification Year**	**Re-certification Year**
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
Licensure(s) Information	**Title**	**State**	**Date of Expiration**
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
	Enter text.	Enter text.	Enter text.
List the clinical experience that addresses Standard 2.1	Enter text here.		
List the education qualifications that addresses Standard 2.1	Enter text here.		
List the job responsibilities that address Standards 2.2c and 3.4	Enter text here.		
List the job responsibilities that address Standard 3.4	Enter text here.		

Administrative Support Staff:

1.8 The program has sufficient and sustainable human resources to support the program and its mission at all locations and for all method(s) of delivery.

ANNOTATION: The program has sufficient and sustainable administrative, and staff human resources needed on a daily and ongoing basis, to support the program administrator and program educators in accomplishing their assigned tasks and to support the program and its mission at all locations and for all method(s) of delivery.

Staff: Personnel who facilitate the attainment of the goals and outcomes of the NP & PA residency program, including clerical and other support persons. Staff do not include preceptors, program educators, or the program administrator.

Administrative Support Staff

Name, and Title:	Enter Name, and Title.
Street Address	Enter Street Address.
City, State, Zip code:	Enter City, State, Zip.
Email address:	Enter email address.
Phone number:	Enter phone number.

SAMPLE

FTE % with the program	Enter FTE %.
List the job responsibilities that address Standard 1.8	Enter text here.

Name, and Title:	Enter Name, and Title.
Street Address	Enter Street Address.
City, State, Zip code:	Enter City, State, Zip.
Email address:	Enter email address.
Phone number:	Enter phone number.
FTE % with the program	
List the job responsibilities that address Standard 1.8	Enter text here.

Name, and Title:	Enter Name, and Title.
Street Address	Enter Street Address.
City, State, Zip code:	Enter City, State, Zip.
Email address:	Enter email address.
Phone number:	Enter phone number.
FTE % with the program	Enter FTE %.
List the job responsibilities that address Standard 1.8	Enter text here.

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

Enter text here.

SAMPLE

Appendix 1 for NP & PA Residency Program Accreditation Application
Budget TEMPLATE

Program Name:

Identify major sources of financial support and expenditures for the program by completing the table.
Enter whole dollars only.
Be sure to enter the FYs.

Month FY Begins:	Past FY	Current FY	Projected Next FY
Source of Funds			
Tuition and Fees assigned to the program			
State Appropriation			
Sponsoring Institution			
State Grants/Contracts			
Federal Grants/Contracts			
Private Foundation Specify below:			
Indirect Cost Recovery			
Endowment			
Gifts			
Total	$ -	$ -	$ -
Expenditures			
Program Educators* Salaries and Benefits. List the number of FTE Program Educators below:			
Staff* Salaries and Benefits. List the number of FTE Staff below:			
Operations			
Travel			
Institution Tax			

SAMPLE

Total	$ -	$ -	$ -

*Program Educators and Staff salaries and benefits must reflect the total for all program educators/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.

SAMPLE

Appendix 1c for NP & PA Residency Program Accreditation Application

Clinical Experiences (Rotations) TEMPLATE

Maximum Class Size

List all clinical facilities, to include institutions, clinics, private offices, etc., that will be used by the program as clinical experiences in the **"Site Name"** column.
List the state in which the facility is located (use state abbreviation) in the **"ST"** column.
Indicate which facilities have a written agreement or memorandum of understanding (MOU) with the program/institution by placing an "x" in the appropriate cell.
Indicate which facilities are more than 50 miles from the program/institution by placing an "x" in the appropriate cell.
Indicate the required clinical experience (e.g. medical discpline) the site will be providing the program in the **"Clinical Experience"** column.
Insert the **number of NP & PA trainee** each site can take from each cohort for the offered clinical experience(s), as appropriate.
DO NOT alter the total row at the bottom.
Comments may be added at the bottom. See **example** on the right.

				Clinical Experience											
Site Name	ST	Written Agreement or MOU	More than 50 miles from program												

SAMPLE

Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0

Comments (to make a carriage return, hold down the ALT key and press Enter)

MPLE

EXAMPLE:

				Clinical Experience											
Site Name	**ST**	**Written Agreement or MOU**	**More than 50 miles from program**	General Orthopedics	Sports Medicine	Upper Extremity									
EXAMPLE: BEST HOSPITAL EVER	IL	X		5	10										
EXAMPLE: BEST HOSPITAL SOUTHWEST	NV	X	X		2	5									

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

a) **NP & PA Residency Program Admission Policies and Procedures TEMPLATE**

b) Electronic copy of program's brochure if program information is not *published* on program website.

c) Forms to be used to screen *trainee* applications or select candidates for class positions.

d) Blinded sample of correspondence provided to those accepted to the program including written conditions of appointment/employment, whether provided to them electronically or by paper.

e) Blinded sample of correspondence provided to those accepted to the program listing conditions and benefits of appointment/employment to include all areas of Standard 3.2, whether provided to them electronically or by paper. (If different from above).

f) Policies demonstrating compliance with 3.2, as noted in the application.
The program is NOT to include an entire manual/handbook in response to a standard about specific policy content, but only the appropriate page(s) labeled with the standard for which the page provides evidence.

g) Blinded sample written employment agreement between the employer and trainee to include all areas of Standard 3.3.

h) Provide a sample of the program's orientation agenda and materials to include all areas of Standard 3.5.

i) Policies demonstrating compliance with 3.7, as noted in the application.
The program is NOT to include an entire manual/handbook in response to a standard about specific policy content, but only the appropriate page(s) labeled with the standard for which the page provides evidence.

The application and each appendix are to be saved with the same name it was given by the ACEN/ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 1b NP & PA Residency Program Budget ABC. **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

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

The document must be saved in the appropriate folder. For example: App 2a NP&PA AdmissPolandProc ABC is to be saved in the Appendix 02 folder.

SAMPLE

Appendix 2a for NP & PA Residency Program Accreditation Application

Admission Policies and Procedures TEMPLATE

Complete the following by indicating which of the admission screening measures are utilized by the program:

☐	application	☐	standardized exams (i.e., GRE)	☐	community service
☐	personal statement	☐	reference letters/forms	☐	PANCE exam
☐	essays submitted with application	☐	GPA	☐	personal interviews
☐	review of transcripts	☐	healthcare experience	☐	narrative writing at time of interview
☐	Enter other	☐	Enter other	☐	Enter other

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

Individual	Application Screening	Interviewing	Final selection decision
Program Administrator	☐	☐	☐
Program Educators	☐	☐	☐
Preceptors	☐	☐	☐
Current *Trainees*	☐	☐	☐
Alumni	☐	☐	☐
Community organizations representatives	☐	☐	☐
APP employers	☐	☐	☐
Community APPs	☐	☐	☐
Community MDs/DOs	☐	☐	☐
Program admission staff	☐	☐	☐
Institutional representatives: (specify below)	☐	☐	☐
Enter institutional reps	☐	☐	☐
Enter institutional reps	☐	☐	☐
Other (specify below)	☐	☐	☐
Enter other	☐	☐	☐
Enter other	☐	☐	☐

Additional Comments:

Click here to enter text.

SAMPLE

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

a) **Curriculum Sequence TEMPLATE**

b) **International Experiences TEMPLATE,** if applicable.

c) The *role-specific competencies expected* of the *trainee* at the completion of the program.

The application and each appendix are to be saved with the same name it was given by the ACEN/ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 1b NP & PA Residency Program Budget ABC **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

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

The document must be saved in the appropriate folder. For example: App 3a NP & PA Residency CurrSequence ABC is to be saved in the Appendix 03 folder.

SAMPLE

Appendix 3a for NP & PA Residency Program Accreditation Application

Curriculum Sequence TEMPLATE

Complete Part A and Part B

PART A

Present a schematic representation of the program components and their sequences in the horizontal spaces as appropriate using the template below.

- **L** Lectures, seminars
- **C** Case conferences/grand rounds
- **R** Clinical experiences (rotations)
- **V** Vacation/Time off

Note: Begin the table in the top row with the month your program begins. Be sure to add the month abbreviation. Place the curriculum categories that occur in the boxes for the months and years of the program. (See sample below).

SAMPLE Curriculum (program begins in July)												
YR	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1	***L***	***L***	***L***	***L***	***C***	***C***	***C,R***	***L,C,R***	***R***	***R***	***R***	***R***
2	***R***	***V***	***C,R***	***L,C,E***	***C,R***	***R***	***R***					
3												

YOUR PROGRAM'S CURRICULUM												
YR	Mth	Mth	Mth	Mth	Mth	Mth	Mth	Mth	Mth	Mth	Mth	Mth
1	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter
2	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter
3	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter	Enter

Comments: Click here to enter text.

SAMPLE

PART B
Didactic Courses and Clinical Rotations

List **all** required and elective **didactic courses or sessions and clinical experiences (rotations)**, listing required experiences before electives. For each, indicate the number of contact hours and indicate the instructional methods used.

Course, Rotation	Instructional Methods											
	Number of contact hours	Lectures / Seminars	Group discussions	Online coursework	Simulation	Clinical skills lab	Laboratory	Problem based learning	Self-instructional module	Program educators site visit	Interaction with preceptors	Other: (Describe in comment below)
Enter text	#	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Enter text	#	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Enter text	#	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Enter text	#	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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Enter text	#	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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Enter text	#	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

SAMPLE

Comments: Click here to enter text.

SAMPLE

Appendix 3b for NP & PA Residency Program Accreditation Application

International Experiences TEMPLATE

Complete all questions below:

Are international experiences offered for *required* didactic or clinical experiences?
Select Yes or No

Explain as needed:
Click here to enter text

Are international experiences offered for *elective* didactic or clinical experiences?
Select Yes or No

Explain as needed:
Click here to enter text

Do you have program-established as well as *trainee*-established international experiences?
Select Yes or No

Explain as needed:
Click here to enter text

Are international experiences offered to all *trainees* enrolled in the program?
Select Yes or No

Explain as needed:
Click here to enter text

Do you have affiliation agreements for international experiences offered?
Select Yes or No

Explain as needed:
Click here to enter text

Does your program advertise the experiences offered outside the *United States*?
Select Yes or No

IF YES, does the information address travel, housing and other expenses?
Select Yes or No

Explain as needed:
Click here to enter text

Is the *trainee* responsible for any of the above costs?
Select Yes or No

SAMPLE

Explain as needed:

Click here to enter text

Describe how *the trainee competencies*/course objectives are developed for the international experiences.

Click here to enter text

Describe how *the trainees* are oriented to the role of the APP/mid-level practitioner in the international experience country.

Click here to enter text

Describe how the program evaluates international clinical sites and assures that the sites provide the *trainee* access to physical facilities, patient populations and supervision necessary to fulfill the program's expectations of the clinical experience.

Click here to enter text

Describe how the *trainee's* performance is assessed during international experiences.

Click here to enter text

Describe how *trainees* are covered for liability/malpractice issues on international experiences.

Click here to enter text

Describe measures taken to ensure *the trainee's* safety during international experiences.

Click here to enter text

Additional Comments:

Click here to enter text

SAMPLE

Place the following program-created document for **Appendix 04** in this folder:

Zip file containing documents used for **ALL** courses in the *curriculum* that *must* include at a minimum:

- course name,
- course description,
- course goal/rationale,
- outline of topics to be covered,
- *learning outcomes*,
- Instructor of record if known,
- methods of APP trainee assessment/evaluation, and
- plan for grading.

Providing copies of course documents in the application of record does not negate the need for programs to **include evidence of compliance in appendices** as required throughout the application. The site visitors will NOT search this appendix for evidence of compliance.

The documents for courses in the curriculum appended to the program's application may be used by the commission, as needed, as evidence of compliance with the *Standards*.

The application and each appendix are to be saved with the same name it was given by the ACEN/ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 1b NP & PA Residency Program Budget ABC. **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

The application and templates provided by the ACEN/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 course-related documents must be saved in the appropriate folder. For example: App 4 NP & PA CourseName ABC is to be saved in the Appendix 04 folder.

SAMPLE

Place the following documents for **Appendix 05** in this folder:

a) Blank copy(ies) of forms used in the process to ensure clinical sites ability to provide trainee's access to sufficient patient populations, clinical procedures and other clinical experiences to achieve competency in the clinical practice specialty area and to achieve the program outcomes in relation to 4.6.

b) Blank copy(ies) of forms used by *preceptors to* evaluate students during *clinical experiences.*

c) Copies of signed agreements between the sponsoring institution and a clinical affiliate providing clinical practice l*earning experiences* in relation to 4.8.

The application and each appendix are to be saved with the same name it was given by the ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 1b NP & PA Residency Program Budget ABC **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

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

The documents must be saved in the appropriate folder. For example: App 5a NP & PA Residency Forms ABC is to be saved in the Appendix 05 folder.

SAMPLE

Place the following program-created document for **Appendix 06** in this folder:

Copies of handbooks/manuals containing policies.

Providing copies of handbooks/manuals in the application of record does not negate the need for programs to **include evidence of compliance in appendices** as required throughout the application. The site visitors will NOT search this appendix for evidence of compliance.

The handbooks and manuals appended to the program's application may be used by the commission, as needed, as evidence of compliance with the *Standards*.

The application and each appendix are to be saved with the same name it was given by the ACEN/ARC-PA, with the inclusion of an abbreviation of the program's name at the end of the document name. For example: App 1b NP & PA Residency Program Budget ABC **Important Note – Abbreviate as necessary; the title may not exceed 20 characters, including spaces.**

The application and templates provided by the ACEN/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 documents must be saved in the appropriate folder. For example: App 6 NP & PA Residency Program Manual ABC is to be saved in the Appendix 06 folder.

SAMPLE

SELF-STUDY REPORT ©

For NP& PA Residency Program Accreditation Visit

To be submitted with the application in Appendix 7

The Self-Study Report (SSR) must be submitted according to the directions at the end of the application.

THE SELF-ASSESSMENT PROCESS

For Initial Accreditation Complete #1 - #5, append a sample of data collection instruments to assess the following:

- Administrative and Institutional Resources
- Program Educators and Preceptors
- Trainees
- Curriculum

For Continued Accreditation Complete #1 - #10, append a sample of data collection instruments and tabular or graphic displays of data collected by the program (both quantitative and qualitative) to assess over the past three years the following:

- Administrative and Institutional Resources
- Program Educators and Preceptors
- Trainees
- Curriculum

The self-assessment process is an objective, comprehensive evaluation of the NP & PA Residency Program with the aim of improving the program and demonstrating the program's compliance with the *Accreditation Standards*. Underlying the self-assessment process is a longitudinal evaluation of the program and its learning environment, facilitated through consecutive annual program evaluations that demonstrates evidence of program effectiveness. The focus of the self-assessment is on the trainees' achievement of each role-specific competency, as well as *program outcomes* (i.e., *program completion rates*, *satisfaction rates*, and/or retention rates and *job placements rates*). The self-assessment process will emphasize program strengths, self-identified areas for improvement, and opportunities and threats.

1. **List the Self-Study Group Participants**

   The Self-Study group participants are individuals engaged in the program's self-assessment process and resulting action plans and improvement efforts. It may be beneficial to include individuals such as Trainees, Alumni, Designated Institutional Officials and Department Chairperson.

   Self-Study Group Participants

Participant	Role
Enter Participant here.	Enter Role here.
Enter Participant here.	Enter Role here.
Enter Participant here.	Enter Role here.
Enter Participant here.	Enter Role here.
Enter Participant here.	Enter Role here.

SAMPLE

Enter Participant here.	Enter Role here.
Enter Participant here.	Enter Role here.
Enter Participant here.	Enter Role here.

2. List the Role-Specific Competencies

The first task of the Self-Study group is a discussion of the *role-specific competencies*. Role-specific competencies are expected, measurable levels of trainee performance upon completion of an advanced practice provider program that demonstrates the integration of specified knowledge, skills, and behaviors.

Program *Role-Specific Competencies*
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.

3. Standard 5.1

Describe the ongoing assessment, of the extent to which trainees attains each role-specific competency and program outcomes as it relates administrative and institutional resources; program administrator, program educators, preceptors and staff; trainees/graduates/employees and curriculum and identify the program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required.

Program's Self-Assessment Process and Timeline

Describe the program's self-assessment process to include the data sources collected, timing of data collection, responsible parties for data collection, timing of data analysis and responsible parties for data analysis. Be sure to include in the description how the data sources align with the r*ole-specific competencies* and are linked to established professional standards/guidelines and consistent with the mission/goals of the program. It is beneficial for the program to include a description of any committees used as part of the program's self-assessment process in the narrative. Programs are expected to collect quantitative and qualitative data. Provide a narrative describing the program's self-assessment process. The process described should be consistent with the data sources and timing of data collection and analysis listed in the Timeline for Data Gathering and Analysis TEMPLATE (Appendix 7A).

Administrative and Institutional Resources

Click here to enter text.

Program Administrator, Program Educators, Preceptors and Staff

Click here to enter text.

Trainees

SAMPLE

Click here to enter text.

Curriculum

Click here to enter text.

Complete Appendix 7A Timeline for Data Gathering and Analysis TEMPLATE.
Data identified in Standards 5.1-5.5 (**Appendix 10A**)

4. Approach to Analysis of Quantitative Data

- Define the Likert scale(s) used for quantitative data collection.

Click here to enter text.

- Define the quantitative benchmark/threshold with rationale used to identify a program strength.

Click here to enter text.

- Define the quantitative benchmark/threshold with rationale used to identify areas in need of improvement within the program.

Click here to enter text.

- Define the quantitative benchmark/threshold with rationale used to identify opportunities for the program.

Click here to enter text.

- Define the quantitative benchmark/threshold with rationale used to identify program threats.

Click here to enter text.

5. Approach to Analysis of Qualitative Data

- Define the qualitative benchmark/threshold with rationale used to identify themes.

Click here to enter text.

STOP HERE IF THIS IS AN INITIAL APPLICATION.

6. Aggregate Data

Attach a tabular or graphic display of data collected (both quantitative and qualitative) **related to Standards 5.1 -5.5** (Appendix 7A) and **1) Administrative and Institutional Resources, 2) Program Educators and Preceptors, 3) Trainees,** and **4) Curriculum over the past three years**.

Quantitative data must be reported in aggregate and displayed in tables or graphs that directly support the analysis (do not append raw data). Qualitative data themes used in the analysis

SAMPLE

must be reported and summarized in a table that directly supports the relevant analysis and conclusions. When creating your data display(s) data must (at a minimum) support the pertinent conclusions documented in analysis and identified program strengths, areas for improvement, threats and opportunities.

Complete the Program Outcomes TEMPLATE.

- Class of insert year cohort will complete the program. If the program has more than one cohort per year, indicate each cohort by month of matriculation.
- Entering class size is the number of *trainees* newly enrolled for each admission cycle.
- If the *trainee* took leave of absence, indicate in the comments when/if the *trainee* returned.
- Total attrition in this table reflects the number of *trainees* from the entering class who did not complete the program with the rest of the cohort, either due to leave of absence, withdrawal, or dismissal. Do not list any one *trainee* in more than one category. Use comments for description, if necessary.
- Graduates or anticipated graduates are total of the entering class size minus attrition plus the number joining from another cohort.

Program Outcomes TEMPLATE

	Graduated Classes			Current Class
	Class of Year	**Class of Year**	**Class of Year**	**Class of Year**
Maximum Entering Class Size (as approved by ARC-PA)	**#**	**#**	**#**	**#**
Entering Class Size	**#**	**#**	**#**	**#**
Number of Leave of Absence	**#**	**#**	**#**	**#**
Number of Withdrawals	**#**	**#**	**#**	**#**
Number of Dismissals	**#**	**#**	**#**	**#**
Total Attrition	**#**	**#**	**#**	**#**
Program Completion Rates	**#**	**#**	**#**	**#**
Program Satisfaction Rates	**#**	**#**	**#**	**#**
Job Placements Rates	**#**	**#**	**#**	**#**
Employee Retention Rates	**#**	**#**	**#**	**#**

Comments:

Click here to enter text.

SAMPLE

Standard 5.2
Define the program's expected level of achievement for program completion and provide a rationale.

Click here to enter text.

Standard 5.3
Define the program's expected level of achievement for program satisfaction and provide a rationale.

Click here to enter text.

Standard 5.4
Define the program's expected level of achievement for employee retention and provide a rationale.

Click here to enter text.

Standard 5.5
Define the program's expected level of achievement for job placement and provide a rationale.

Click here to enter text.

7. Analysis and Conclusions
Identify Program Strengths and Weaknesses

In relation to the quantitative and qualitative data identified, collected, aggregated, and appended, related to **1) Administrative and Institutional Resources, 2) Program Educators and Preceptors, 3) Trainees,** and **4) Curriculum over the past three years,** describe the **analysis** conducted by the program, identify the program strengths, and weaknesses.

Detail the analysis:

Click here to enter text.

Strengths
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.

Weaknesses

Click here to enter text.

Weaknesses
Click here to enter text.

SAMPLE

Click here to enter text.
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Click here to enter text.
Click here to enter text.

8. Examine the Program's Environment for Opportunities and Threats

In relation to the quantitative and qualitative data identified, collected, aggregated, and appended, related to **1) Administrative and Institutional Resources, 2) Program Educators and Preceptors, 3) Trainees,** and **4) Curriculum over the past three years,** identify the program opportunities and threats.

Opportunities
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.

Threats
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.

9. Reflection and Plan

The next step is to reflect on the Self-Study Process and conclusions. Specific elements to be included:

- Describe any learning that occurred during the Self-Study
- Conduct a five-year look forward that also seeks to answer the questions, "What will take this program to the next level?"

Click here to enter text.

Complete the **Self-Study Action Plan Template** below to list modifications that occurred as a result of the program's ongoing self-assessment process.

Describe modifications in critical areas identified during the program's ongoing self-assessment process described in **Appendix 7** document.

SAMPLE

List modifications chronologically, from oldest to most current.

Self-Study Action Plan TEMPLATE

Areas for Improvement	**Action Plan**	**Link to *Role-Specific Competencies*, *Program Outcomes*, and/or Context** (opportunities, threats)	**Outcome**	**Person(s) Responsible**	**When Modification Occurred** (mm/yy)
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.	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.

10. Describe how program leadership coordinates and engages with the leadership of the sponsoring organization to prioritize the needs of the NP & PA Residency Program and Trainees.

Click here to enter text.

SAMPLE

SSR Appendix 7 Timeline

Timeline for Data Gathering and *Analysis* TEMPLATE
To support the process described in response to Standard 5 and the process described within each of the self-study report (SSR) appendices.

Complete the table below representing the program's self-assessment process. The table must include the timing of data collection and *analysis* (for example: ""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 the study of the data.

Save this document in a folder labeled **App7**. Include an abbreviation of the program's name at the end of the document name. For example, App 7 SSR Timeline UABC. **Important Note – Abbreviate as necessary; the title of any document or folder in the application may not exceed 20 characters, including spaces.**

ARC-PA Timeline for Data Gathering and Analysis **TEMPLATE**

Data Source Collected	Data collected from Stakeholders	Timing of Data Collection	Responsible Party(ies)	Timing of Data Analysis	Responsible Party(ies)
Administrative and Institutional Resources					
Fiscal Resources	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Physical Resources	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Human Resources	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Technological Resources	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Other Data Sources	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Program Administrator, Program Educators, Preceptors and Staff					
Effectiveness of *Program Administrator*	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Effectiveness	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.

SAMPLE

Data Source Collected	Data collected from Stakeholders	Timing of Data Collection	Responsible Party(ies)	Timing of Data Analysis	Responsible Party(ies)
of *Program Educators*					
Sufficiency of *Program Educators*	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Mentoring and Professional Development for *Program Educators*	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Sufficiency of *Preceptors*	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Effectiveness of *Preceptors*	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Mentoring for *Preceptors*	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Sufficiency of *Staff*	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Effectiveness of *Staff*	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Other Data Sources	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Trainees/Graduates/Employee					
Admission Demographics	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Support services	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Program Completion Rates	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Program Satisfaction Rates	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.

SAMPLE

Data Source Collected	Data collected from Stakeholders	Timing of Data Collection	Responsible Party(ies)	Timing of Data Analysis	Responsible Party(ies)
Job Placement Rates	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Employee *Retention Rates*	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Graduate and Employer Feedback, on how well program prepared them for entry into the profession related to specialty for program.	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Other Data Sources	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Curriculum					
Effectiveness of Didactic Instruction	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Effectiveness of Clinical Rotations	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Case Logs and Patient Experience	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Clinical/Technical Procedures	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.
Other Data Sources	Enter text here.	Enter text here.	Enter text here.	Enter text here.	Enter text here.

Comment: Click here to enter text.

SAMPLE