



Application for Advanced Practice Provider Program
Initial Accreditation
Advanced Practice Provider *Standards*
First (1st) edition
Effective January, 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 APP programs? <input type="checkbox"/> Yes) <input type="checkbox"/> No	

Confidential Document

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PREFACE

The APP program accreditation process conducted by the ACEN/ARC-PA is a voluntary one entered into by institutions and programs that sponsor a structured educational experience. To be eligible to apply for accreditation, programs must be operational with at least one enrolled APP trainee at the time of application.

The accreditation process begins with a determination of program eligibility 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 of accreditation with subsequent evaluations and commission reviews as defined in an ACEN/ARC-PA policies and processes. Accreditation - Initial is an accreditation status first awarded when the plans and resource allocation, if fully implemented as planned, appear to demonstrate the program's ability to meet the APP *Standards*.

After successfully completing 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 rules or regulations governing applicant programs.

ELIGIBILITY

The ACEN/ARC-PA accredits only qualified *APP Advanced Practice Provider (APP) programs* offered by, or located within, institutions chartered by and physically located within, the *United States* and where APP trainees are geographically located within the *United States* for their education.

Accredited *APP programs should* be established in

- a) schools of allopathic or osteopathic medicine,
- b) colleges and universities affiliated with appropriate clinical teaching facilities,
- c) medical education facilities of the federal government, or
- d) hospitals, medical centers or ambulatory clinics.

The sponsoring institution *should* either be accredited

- a) as an institution of higher education by a *recognized regional or specialized and professional accrediting agency*,
- b) by the Accreditation Association for Ambulatory Health Care (AAAHC),
- c) by the Commission on Accreditation of Rehabilitative Facilities (CARF)
- d) by the Joint Commission as a hospital/medical center or ambulatory clinic.
- e) by the American Osteopathic Association
- f) by DNV Healthcare
- g) by Healthcare Facilities Accreditation Program
- h) by the Joint Commission (formerly the Joint Commission on Accreditation of Healthcare Organizations)
- i) by Liaison Committee on Medical Education (LCME)
- j) by the Joint Commission as a hospital/medical center or ambulatory clinic.

Eligible programs *must* follow the process of and use the forms provided by the ACEN/ARC-PA.

Eligible programs *must* be operational with at least one enrolled *APP trainee* at the time of application for accreditation.

Graduate degree programs and master's completion programs without a strong focus on clinical education in a recognized clinical specialty discipline are not eligible to apply for accreditation by the ACEN/ARC-PA.

APP PROGRAM REVIEW

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

PLEASE NOTE

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

This version of the *APP 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 APP Accreditation Manual.

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 ACEN/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 if required. To mark a check box, left click inside the box.

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

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

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

The application and appendices are “protected.” 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 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 Budget ABC or App 3a Personnel Resp ABC. **Important Note – Abbreviate as necessary; the title may not exceed 30 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 Budget ABC is to be saved in the Appendix 1 folder.

If you have any difficulties or questions, contact the ACEN/ARC-PA offices. Contact information can be found on APP website (www.ACEN-ARCPA.org).

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

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 APP *Standards* must be readily available for site visitors at the time of the site visit and as requested by the commission.
2. 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 commission.
3. Data and activities presented in ACEN/ARC-PA TEMPLATES and program-designed graphic presentations must be verifiable. Documents and materials in support of entries must be available for review during the site visit and as requested by the commission.

APPLICATION OF RECORD: The application submitted by the program to the ACEN/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 ACEN/ARC-PA office, these materials *should* be sent with the program's response to observations.

SAMPLE

Standard 1: Sponsorship, Mission, Governance and Resources

INTRODUCTION

The administrative operation of an APP 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 *APP trainee* 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 that you believe will be helpful for the Commission to better know the program.

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

Overview of the program:

Include the completed **APP Program Datasheet** in **Appendix 1**.

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

Annotation: The mission of the advanced practice provider program must be congruent with the core values, mission and goals of the sponsoring institution.

Review Appendix 4: Mission, core values and goals of the institution and mission, core values, and goals of the program.

Provide narrative describing how the program demonstrates and will review compliance with 1.1.

- 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.

Review Appendix 3: *Written* job descriptions and Curricula Vitae, using **CV TEMPLATE** for: Program Administrator.

This was addressed in part by completing the **APP Program Datasheet** for **Appendix 1**.

Include the following in **Appendix 3:** *Written* job description and Curricula Vitae, using **TEMPLATE** for: Program Administrator

Provide narrative describing the criteria used for the selection of program administrator.

Indicate who is/are the individual(s) ultimately responsible for the decision to hire.

Include how the program demonstrates and will review compliance with 1.02.

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- 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 providing the job description and CV in **Appendix 3**.

Provide narrative describing how the program demonstrates and will review compliance with 1.3 a-d.

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

Provide narrative describing and how the institution demonstrates and will review compliance with 1.4.

Provide narrative describing the stakeholders with 1.4.

- 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.

This was addressed in part by providing the job description for the Program Administrator in **Appendix 3**.

Provide narrative describing how the institution demonstrates and will review compliance with 1.5. Describe approximately how many hours per week/month or year the program administrator has dedicated to the program.

- 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 **APP Program Datasheet** for **Appendix 1**. **Identify** major sources of financial support for the program: by **completing** the **APP Program Budget TEMPLATE** (Excel) for **Appendix 1**.

Describe the institution's approach to the allocation of financial resources for the APP 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 locations 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 in part by completing the **APP Program Datasheet** for **Appendix 1** and the **Clinical Experiences (Rotation) TEMPLATE** for **Appendix 8**.

Provide narrative describing how the institution demonstrates and will review compliance with 1.7.

- 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.

This was addressed in part by completing the **APP Program Datasheet** for **Appendix 1**.

Review Appendix 3: *Written* job descriptions and Curricula Vitae, using **CV TEMPLATE** for: Program Administrator, Program Educators and staff.

Include how the program demonstrates and will review compliance with 1.8.

Include a description of the measures used to determine sufficiency of human resources with 1.8.

- 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 how the institution demonstrates and will review compliance with 1.9.

Standard 2: Program Educators and Preceptors

INTRODUCTION

Qualified advanced practice 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 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 **APP Program Datasheet** for **Appendix 1**.

Include the following in **Appendix 3**: *Written* job descriptions **and** Curricula Vitae, using **TEMPLATE** for: Program Administrator, Program Educators, and staff.

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

Include how the program demonstrates and will review compliance with 2.1.

2.2 Program educators:

- 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 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 was addressed in part by completing the **APP Program Datasheet** for **Appendix 1**.

Provide narrative describing how the institution demonstrates and will review compliance with 2.2a.

Provide narrative describing how the institution demonstrates and will review compliance with 2.2b

Provide narrative describing how the institution demonstrates and will review compliance with 2.2c

Provide narrative describing how the institution demonstrates and will review compliance with 2.2d

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

Annotation: Program educators have the expertise that represents knowledge and skills reflective of current practice within the area specialty of the program.

Provide narrative describing how the institution demonstrates and will review compliance with 2.3

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 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.

Provide narrative describing how the institution demonstrates and will review compliance with 2.4.

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 how the institution demonstrates and will review compliance with 2.5. Provide narrative describing the criteria 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.

Provide narrative describing how the institution demonstrates and will review compliance with 2.6.

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 institution demonstrates and will review compliance with 2.7.

Standard 3: Trainees

INTRODUCTION

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

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

Provide the hyperlink directly to the page of the program's web site where this information is made available. See instructions above. **If not available on the web**, provide the information *published* for APP trainees in **Appendix 6**, demonstrating compliance with 3.1.

- 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.

Program required to provide an active hyperlink(s) directly to the specific page(s) of the program’s web site where this information is found. If the program information is not *published* on a website, program required to place an electronic copy of the program’s brochure or *published* document that provides this information in **Appendix 5**.

Program required to complete ADMISSION POLICIES AND PROCEDURES TEMPLATE in **Appendix 5b**.

Program required to provide forms used to screen and select *APP trainee* applications in **Appendix 5**.

Provide narrative describing how the institution demonstrates and will review compliance with 3.2a-e.

- 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.

Program required to provide a sample written employment agreement between the employer and advanced practice provider trainee in **Appendix 5**.

Provide narrative describing how the institution demonstrates and will review compliance with 3.3a-c.

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

Include the following in **Appendix 3**: *Written* job descriptions for Program Educators.

Provide narrative describing how the institution demonstrates and will review compliance with 3.4.

- 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 demonstrates and will review compliance with 3.5. Provide a sample of the program’s orientation agenda and materials.

- 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 demonstrates and will review compliance with 3.6.

- 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.

Program required to provide an active hyperlink(s) directly to the specific page(s) of the program’s web site where this information is found. If the program information is not *published* on a website, program required to place an electronic copy of the *published* document that provides this information in **Appendix 5**.

Provide narrative describing how the institution demonstrates and will review compliance with 3.7.

- 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 is available.

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 the institution demonstrates and will review compliance with 3.8.

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 how the institution demonstrates and will review compliance with 3.9.

Standard 4: Curriculum

INTRODUCTION

The APP 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 7a**.

Complete Curriculum Sequence TEMPLATE for Appendix 7a.

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 7b**.

- 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 how the program demonstrates and will review compliance with 4.1. **Include** the considerations used to determine “*sufficient breadth and depth*” of the program curriculum.

- 4.2 The role-specific competencies are used to:
- organize the curriculum;
 - guide instruction; and
 - 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.

Provide narrative describing how the institution demonstrates and will review compliance with 4.2.

Include in **Appendix 7c** describe the role-specific competencies expected of the *APP trainee* at the completion of the APP program.

Include how the role-specific competencies are used to organize the curriculum, guide instruction and direct learning activities that are appropriate for all methods of delivery.

Include in **Appendix 13**, documents for each didactic course and clinical experience offered in the program, the program *must* have a course document that includes:

- course name,
- course description,
- 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.

- 4.3 Emphasizing the role of the trainee, the curriculum incorporates the following concepts in all learning environments:
- principles in quality improvement;
 - patient safety;
 - patient-centered care;
 - interpersonal and interprofessional communication;
 - professional identity; and
 - contemporary evidence-based practice, research, and/or scholarship.

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

Include *learning outcomes* related to Standard 4.03a-f following the instructions in **Appendix 9**. If these are addressed in several courses/documents, **create a composite** document including all the *learning outcomes*, listing in which courses they are addressed.

Provide narrative describing how the program integrates the concepts in Standard 4.03 a-f within the required curriculum.

- 4.4 To optimize healthcare outcomes, the curriculum enables the trainee to independently assume the responsibilities within a clinical practice specialty area and emphasizes:
- leadership capacity including delegation; prioritization, advocacy, and conflict resolution;
 - the continuing development of clinical reasoning and performance improvement;
 - the application of evolving biomedical and science, ethics, information literacy, and informatics;
 - interprofessional teamwork and collaboration; and
 - 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.

Include *learning outcomes* related to standard 4.04a-e following the instructions in **Appendix 9**. If these are addressed in several courses/documents, **create a composite** document including all the *learning outcomes*, listing in which courses they are addressed.

Provide narrative describing how the program integrates the concepts in Standard 4.04 a-e within the required curriculum.

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

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

Include *learning outcomes* related to standard 4.5a-c following the instructions in **Appendix 9**. If these are addressed in several courses/documents, **create a composite** document including all the *learning outcomes*, listing in which courses they are addressed.

Provide narrative describing how the program integrates the concepts in Standard 4.05 a-c within the required curriculum.

- 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.

Complete Clinical Experiences (Rotations) TEMPLATE for **Appendix 8**.

Include the program's learning outcomes for each *clinical experience* in the program curriculum. **Appendix 8**.

Provide narrative describing how the program demonstrates and will review compliance with 4.6. **Include in the narrative**, how the program determines each trainee has met the program's *learning outcomes* for each *clinical experience*. (Provide blank copies of forms used by *preceptors* to evaluate *trainees* during *clinical experiences* in **Appendix 8**).

Include a blank copy(ies) of the form(s) used in this process to ensure clinical sites ability to provide needed clinical experiences in **Appendix 11**.

- 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.

Complete Clinical Experiences (Rotations) TEMPLATE for Appendix 8.

Include the program's *learning outcomes* for each *clinical experience* in the program curriculum. **Appendix 8. Provide narrative describing** how the program demonstrates and will review compliance with 4.7a-d.

Include in the narrative, how the program determines each APP trainee has met the program's *learning outcomes* for each *clinical experience*. (Provide blank copies of forms used by *preceptors* to evaluate *APP trainees* during *clinical experiences* in **Appendix 8**).

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- 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.

Provide narrative describing how the institution demonstrates and will review compliance with 4.8.

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- 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 institution demonstrates and will review compliance with 4.9.

- 4.10 Written agreements for the clinical practice learning experiences are:
- current;
 - specify expectations for all parties; and
 - 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.

Include a copy of all signed agreements in **Appendix 2**.

Provide narrative describing how the institution demonstrates and will review compliance with 4.10.

- 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) meets the educational needs of the trainee.

Provide narrative describing how the institution demonstrates and will review compliance with 4.11.

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 *Accreditation Standards for APP Programs* 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, *APP 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 ACEN/ARC-PA. The data sources specified are considered minimums. Programs are encouraged to use additional data sources.

The advanced practice provider program demonstrates program and curricular effectiveness. The systematic plan of evaluation contains:

- a. Specific, measurable expected levels of achievement for each role-specific competency and program outcome.
- b. Appropriate assessment method(s) for each role-specific competency and program outcome.
- c. Regular intervals of assessment for each role-specific competency and program outcome.
- d. Sufficient data to inform program decision-making for the maintenance and improvement of each role-specific competency and program outcome.
- e. Analysis of assessment to inform program decision-making for the maintenance and improvement of each role-specific competency and each program outcome.
- f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each role-specific competency and program outcomes.

In responding to standards **5.1 – 5.5, Complete Appendix 10 Self-Study Report (App 10 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.

- 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:

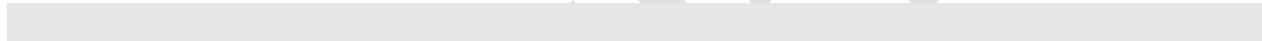
- a. Ongoing assessment of the extent to which job placement rates demonstrate program effectiveness trended over time.
- b. Documentation of data collection and critical analysis used in program decision-making for the maintenance and improvement of job placement rates that demonstrate program effectiveness.
- 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.

FINAL COMMENTS

Provide any final comments here as they relate to the program’s application, in relation to the *Standards*, that you believe the ACEN/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.



Required Appendices for APP I Accreditation Application
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NOTE: The word **TEMPLATE** indicates the program is to complete an ACEN/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 1 (Administration)	<p>a) APP Program Datasheet TEMPLATE</p> <p>b) APP Program Budget TEMPLATE</p>
Appendix 2 (Administration)	a) One signed agreement between the APP program and other institution involved in providing training of <i>APP trainees</i> , if applicable
Appendix 3 (Program Personnel)	<p>a) APP Personnel Responsibilities TEMPLATE</p> <p>b) <i>Written</i> job descriptions AND Curricula Vitae, using ACEN/ARC-PA CV TEMPLATE, for:</p> <ul style="list-style-type: none"> • <i>Program Administrator</i> • <i>Program Educators</i> (Job descriptions include duties and responsibilities specific to each program educator) • <i>Staff</i>
Appendix 4	<p>a) Mission of the institution</p> <p>b) Mission of the program</p>
Appendix 5 (Admissions)	<p>a) Electronic copy of program's brochure if program information is not <i>published</i> on program website</p> <p>b) Admission Policies and Procedure TEMPLATE</p> <p>c) Forms to be used to screen <i>APP trainee</i> applications or select candidates for class positions</p> <p>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</p> <p>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).</p> <p>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.</p>
Appendix 6 (Policies)	Policies demonstrating compliance with Standard 3.1 as noted in the application
Appendix 7 (Curriculum)	<p>a) Curriculum Sequence TEMPLATE</p> <p>b) International Experiences TEMPLATE, if applicable.</p> <p>c) The program <i>competencies</i> (The medical knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical</p>

APPENDIX	CONTENT
	reasoning and problem-solving abilities required for APP practice) expected of the <i>APP trainee</i> at the completion of the APP program.
Appendix 8 (Clinical Experiences)	<p>a) Clinical Experiences TEMPLATE</p> <p>b) Program <i>learning outcomes</i> for each <i>clinical experience</i> required for program completion. Create a composite document identifying each <i>clinical experience</i> in the program curriculum and listing the specific <i>learning outcomes</i> for each <i>clinical experience</i>.</p> <p>c) Blank copies of forms used by <i>preceptors</i> to evaluate <i>APP trainees</i> during <i>clinical experiences</i>.</p>
Appendix 9 (Curriculum)	<p><i>Learning Outcomes</i> as required in body of application supporting evidence of compliance.</p> <p>Create separately named documents or folders (clearly labeled by standard) including <u>only</u> the relevant (as related to the standard) <i>learning outcomes</i>, supporting compliance with the standard. These documents <i>must</i> be a composite of all relevant learning outcomes (whatever the source: course syllabi, individual lectures or other) organized by and labeled with the standard they address.</p> <p>Providing copies of program course syllabi in the application of record does not negate the need for programs to append evidence of compliance in appendices as required throughout the application.</p>
Appendix 10 (Self-Study Report)	<p>a) SSR Document, using ACEN/ARC-PA provided document</p> <p>b) Timeline for Data Gathering and Analysis TEMPLATE and self-assessment process narrative</p>
Appendix 11 (Clinical Site Evals)	Forms used to evaluate clinical sites and <i>preceptors</i> used for <i>clinical experiences</i> in relation to Standard 4.6
Appendix 12	<p>Copies of handbooks/manuals containing policies</p> <p>Providing copies of handbooks/manuals in the application of record does not negate the need for programs to append evidence of compliance in appendices as required throughout the application. The site visitors will NOT search this appendix for evidence of compliance.</p> <p>The documents and manuals appended to the program's application may be used by the commission, as needed, as evidence of compliance with the <i>Standards</i>.</p>
Appendix 13	<p>Zip file containing syllabi used for ALL courses in the <i>curriculum</i> that <i>must</i> include at a minimum:</p> <ul style="list-style-type: none"> • course name, • course description, • course goal/rationale, • outline of topics to be covered,

APPENDIX	CONTENT
	<ul style="list-style-type: none"> • <i>learning outcomes,</i> • faculty instructor of record if known, • methods of <i>APP trainee</i> assessment/evaluation, and • plan for grading. <p>Providing copies of course syllabi in the application of record does not negate the need for programs to append evidence of compliance in appendices as required throughout the application. The site visitors will NOT search this appendix for evidence of compliance.</p> <p>The syllabi and manuals appended to the program's application may be used by the commission, as needed, as evidence of compliance with the <i>Standards</i>.</p>
Appendix 14	Multiple APP Programs TEMPLATE
Use space below to attach other documents in subsequently numbered appendices as needed to support responses	
Enter text	Enter text
Enter text	Enter text
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Enter text	Enter text

Statements and Signatures for APP Accreditation Application
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|Enter institution name| and |Enter program name| (collectively, “the Program”); I hereby apply to the **Accreditation Commission for Education in Nursing (ACEN) Accreditation Review Commission on Education for the Physician Assistant (“ARC-PA”)** for accreditation of the Program as a APP Educational Program for the Physician Assistant in accordance with and subject to the procedures and regulations of the **ACEN/ARC-PA**. On behalf of the Program, I have read and agree to the conditions set forth in the **ACEN/ARC-PA’s** most current edition of the APP *Standards* and other materials describing accreditation and the accreditation process. I authorize the **ACEN/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 **ACEN/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 **ACEN/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 **ACEN/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 **ACEN/ARC-PA**.

Notwithstanding the above, *should* the Program file suit against the **ACEN/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 **ACEN/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 ACEN/ARC-PA IN CONNECTION WITH THE ACCREDITATION PROCESS REST SOLELY AND EXCLUSIVELY WITH THE ACEN/ARC-PA AND THAT THE DECISION OF THE ACEN/ARC-PA IS FINAL.

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

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

The signatures also acknowledge that the program may not exceed the maximum numbers of *APP 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.

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 Institution:

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 APP 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 Standards must be readily available for site visitors at the time of the site visit and as requested by the commission.*
2. *Electronic versions of each course documents supporting compliance must be readily available for site visitors at the time of the site visit and as requested by the commission.*
3. *Electronic versions of ALL signed agreements with other entities providing didactic or clinical experiences must be readily available for site visitors at the time of the site visit and as requested by the commission.*
4. *Data and activities presented in ACEN/ARC-PA TEMPLATES and program-designed graphic presentations must be verifiable. Documents and materials in support of entries must be available for review during the site visit and as requested by the commission.*

- 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 *APP trainees*
- 5) Line item operational program budget
- 6) *APP trainee* handbooks/manuals containing policies
- 7) *Written policies re: Program Educators and APP trainee grievance and appeals process*
- 8) Completed *APP trainee* contracts / appointment letters
- 9) *APP 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 *APP trainee learning outcomes* for all didactic and clinical courses or components in the program
- 14) *APP trainee* evaluation instruments (*written exams, OSCEs, patient logs, preceptor* completed performance evaluations etc.) used to evaluate *APP 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 *APP trainee* supervision on *clinical experiences*
- 17) Assignment schedule for current *APP trainees* completing clinical experiences
- 18) Individual *APP trainee* documentation of clinical experiences completed
- 19) Completed graduate *trainee* evaluations of *curriculum* and program effectiveness

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

SAMPLE

Key Terms

A

Accreditation: A voluntary, peer-review, self-regulatory process by which non-governmental associations recognize educational institutions or APP advanced practice provider 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), advanced practice provider 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 advanced practice provider program's end-of-program learning outcomes 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

Advanced Practice Provider (APPs): An individual who completed the advanced education and training that qualifies them to (1) manage medical problems and (2) prescribe and provide diagnostic and therapeutic services within the scope of practice allowable by the terms of their professional license. Some types of advanced practice providers include physician assistants, nurse practitioners, and clinical nurse specialists.

Advanced Practice Provider Obligations: Commitments the nurse resident makes to the sponsoring organization in order to be accepted into and participate in the APP advanced practice program offered.

Alternative Methods of Delivery: Methods of delivering a APP advanced practice provider 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 APP 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.

C

Chief Nursing Executive/Officer: The individual with responsibility and authority for executive decisions and administrative activities of the sponsoring organization for the APP advanced practice provider program.

Clinical Reasoning: A process through which an advanced practice provider 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 advanced practice provider practice specific to the specialty of the program.

Complaint: A formal allegation against a APP advanced practice provider 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 APP advanced practice provider program. A APP advanced practice provider 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 APP advanced practice provider program.

Core values: Those beliefs or ideals that form the foundation for the work of a sponsoring organization.

Criteria: Statements that identify the elements that need to be examined in evaluation of a Standard.

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.

D

Deceleration: The loss of an advanced practice provider 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 advanced practice provider 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.

E

Educationally Qualified: Documented educational qualifications that prepare the program educator to facilitate advanced practice provider trainee achievement of the end-of-program learning 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 advanced practice providers who are retained by the employer. The definition of employee retention rate is the number of advanced practice providers who remain employed with the employer from the time of enrollment in the APP advanced practice provider 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 APP advanced practice provider education or 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.

G

Graduate Degree: A master's degree or doctoral degree.

H

Hybrid Education: An educational method of delivery in which instruction occurs using both distance and traditional education methods of delivery.

I

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 advanced practice provider trainees.

Interprofessional: Sharing of information among two or more healthcare professionals working together as a team with a common purpose and mutual respect.

J

Job Placement Rate: Percentage of advanced practice provider trainees employed in a position for which a APP advanced practice provider program prepared them; the program must provide a rationale for the expected level of achievement set.

L

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 end-of-program learning outcomes 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 APP advanced practice provider program is delivered, in whole or part, including the main location and off-site location instructional sites

M

Maximum Class Size: Maximum potential number of advanced practice provider 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 APP advanced practice provider program and services offered.

Must: A term used to designate requirements that are compelled or mandatory. "Must" indicates an absolute requirement.

N

NCCPA: National Commission on Certification of Physician Assistants

O

Outcome

Course/Module Learning Outcomes/Objectives

Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the advanced practice provider trainees should be able to

demonstrate upon completion of the course/module. Course/module learning outcomes/objectives must be consistent with standards of contemporary advanced practice provider practice and support achievement of the end-of-program learning 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 advanced practice providers residents' achievement of the end-of-program learning outcomes and program outcomes;
- typically progress from “simple/advanced beginner” to “complex/full competent advanced practice provider” as advanced practice provider trainees advance through a APP advanced practice provider 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.

End-of-Program Learning Outcomes

Statements of practice-based, learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that advanced practice provider trainee should be able to demonstrate upon completion of a APP advanced practice provider program. End-of-program learning outcomes must be consistent with standards of contemporary advanced practice provider practice, current role-specific competencies, and level of licensure; end-of-program learning outcomes should also ensure that the advanced practice provider is sufficiently enculturated in the practice setting or healthcare agency.

End-of-program learning outcomes:

- are driven by established professional standards, guidelines, and role-specific competencies consistent with level of licensure;
- provide the framework for all curricular matters; and
- represent the point of transition from being advanced practice provider trainee to being an advanced practice provider assuming the responsibilities of stated roles in leadership, professional development, and safe clinical practice in contemporary healthcare environments consistent with level of licensure.

Program Outcomes

Measurable indicators that reflect the extent to which the purposes of a APP advanced practice provider program are achieved and by which program effectiveness is documented, to include the required assessment of the following APP advanced practice provider program outcomes: program completion; advanced practice provider and employer program satisfaction; job placement rates and employee retention rates; administrative aspects of the program and institutional resources,

effectiveness of the didactic and clinical curriculum, and sufficiency and effectiveness of program educators and preceptors.

P

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 advanced practice provider 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 end-of-program learning outcomes 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 end-of-program learning outcomes 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 advanced practice provider trainee during the clinical APP program. Preceptors may also provide didactic instruction to the advanced practice provider trainee during the APP program. 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 APP advanced practice curriculum. The most recent version/edition of the standards/guidelines must be used. The standards/guidelines include, but are not limited to:

- The Essentials: Core Competencies for Professional Nursing Education ©, American Association of Colleges of Nursing
- American Academy of Physician Assistant, Accreditation Review Commission on Education for the Physician Assistant, Inc., Physician Assistant Education Association and National Certification Commission on Physician Assistant: Competencies for the Physician Assistant Profession
- Accreditation Review Commission on Education for the Physician Assistant, Inc: Accreditation Standards for Physician Assistant Education, 5th edition
- Benner's Stages of Clinical Competence,
- Core Competencies for Interprofessional Collaborative Practice© (Interprofessional Education Collaborative),
- Duchscher's Stages of Transition Theory©,
- Health Professions Education: A Bridge to Quality© (Institute of Medicine),

- National Council of State Boards of Nursing: Transition to Practice Model™,
- Nurse Practitioner Core Competencies (NONPF, NTF Standards),
- Nursing: Scope and Standards of Practice© (American Nurses Association),
- NLN Competences for Graduates of Nursing Programs (National League for Nursing),
- Quality and Safety Education for Nurses (QSEN) Competencies, and
- Statement on Clinical Nurse Specialist Practice and Education© (National Association of Clinical Nurse Specialists).

Program Length: APP advanced practice provider programs are formal educational programs in a medical or surgical specialty that offer structured curricular, including didactic and clinical components, to educate advanced practice providers. Programs typically involve fulltime study of 12-24 months duration.

Program Completion Rate: Percentage of advanced practice provider trainees who complete a APP advanced practice provider program within a period of time determined by the program educators. The definition for a APP advanced practice provider program completion rate is the number of advanced practice provider trainees who complete the program from enrollment in the APP advanced practice provider 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 APP advanced practice provider program(s) within the sponsoring institution.

Program Educators: Individuals who teach and evaluate advanced practice provider trainees enrolled in a APP advanced practice provider 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 advanced practice provider trainee who participate in the APP advanced practice provider program.

Program Length: Total time required to complete the defined APP advanced practice provider 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 APP advanced practice provider programs as identified by the sponsoring organization.

Program Outcomes: See Outcomes

Program Satisfaction Rate: Percentage of advanced practice provider trainees and healthcare organization representatives who express satisfaction with a APP advanced practice provider program within a defined period of time; the program must provide a rationale for the expected level of achievement set.

Program Type: The program offered to advanced practice provider trained based on the purpose of the APP advanced practice provider, including but not limited to the newly certified or re-certified physician assistants, newly licensed APRN typically within 12-months of licensure (i.e., new initial licensure or new level of licensure), the nurse who is transitioning practice role/responsibilities at the same level of licensure (i.e., role transition), or the nurse who is re-entering the profession after extended time away from practice (i.e., re-entry).

Prospective Advanced Practice Provider 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 APP advanced practice provider program and/or sponsoring organization, including paper and electronic sources intended to inform the public.

R

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 (AAHC)
- American Osteopathic Association (AOA)
- Commission on Accreditation of Rehabilitative Facilities (CARF)
- DNV Healthcare
- Healthcare Facilities Accreditation Program
- 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 advanced practice provider 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 APP advanced practice provider end-of-program learning outcomes and program outcomes.

Resources, Physical: Equipment, classrooms, laboratories, offices, and other common spaces used by the advanced practice provider trainees enrolled in a APP advanced practice provider program, and the program educators teaching the APP advanced practice provider program courses/modules that are necessary to ensure the achievement of the end-of-program learning outcomes and program outcomes.

Resources, Technological: The materials, activities, and technologies that facilitate the development of advanced practice provider trainees' knowledge, skills, and behaviors necessary to ensure the achievement of the APP advanced practice provider program end-of-program learning outcomes and program outcomes.

Role-Specific Competencies: Expected, measurable levels of advanced practice provider trainee performance upon completion of a APP advanced practice provider 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 advanced practice provider program

S

Single APP Advanced Practice Provider Program: A APP advanced practice provider 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 end-of-program learning outcomes for each program type, and using a shared systematic plan of evaluation.

Site Visit: A process whereby peer evaluators determine the extent to which the APP advanced provider 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 APP advanced practice provider program (e.g., university, college, hospital/medical center, career center).

Staff: Personnel who facilitate the attainment of the goals and outcomes of the APP advanced practice 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 APP advanced practice provider program (e.g., patients/clients, non-nurse residents, 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 APP advanced practice provider program.

Sufficient: Enough or adequate for the purpose of achieving the APP advanced practice provider program end-of-program learning outcomes 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 advanced practice provider trainees enrolled in all APP advanced practice provider program courses/modules required for a APP advanced practice provider 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 that are available to facilitate the advanced practice provider trainee the transition from dependent to interdependent or independent practice at the level of licensure.

Sustainability of Resources: The capacity of the sponsoring organization to continue financial, human, and physical resources at a sufficient level to ensure that the end-of-program learning outcomes 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 advanced practice provider 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 APP advanced practice provider end-of-program learning outcomes and program outcomes. See Section E in the APP Advanced Practice Provider Standards and Criteria for the required elements in the performance improvement plan.

T

Teaching out: Allowing advanced practice provider 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: Non-academic requirements for participation in an educational program or activity. They include physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum and for entry into the profession.

Timely: Without undue delay; as soon as feasible after giving considered deliberation.

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.

W

Written: On paper or available in electronic format.

U

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 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.

V

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

Saving and Submission of APP 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 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 APP Budget ABC or App 3a APP Pers Resp ABC. **Important Note – Abbreviate as necessary; the title may not exceed 30 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 APP Budget ABC is to be saved in the Appendix 1 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 ACEN/ARC-PA:

- Removal of the program from the current ACEN/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 ACEN/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 ACEN/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 ACEN/ARC-PA offices at [\(place holder for email address\)](#) if unclear about the directions.