

## COLLEGE ACCREDITATION ELIGIBILITY REQUIREMENTS – Draft II

### Summary of Changes:

This document was edited to more clearly delineate the expectations of an application for a new school/college of podiatric medicine.

The Council on Podiatric Medical Education considers applications for accreditation from new colleges of podiatric medicine and from colleges that have had accreditation withheld or withdrawn. Because the Council must be confident that a candidate institution has the authority, means, and resources to adequately support an educational program in podiatric medicine, the following eligibility requirements have been established for colleges applying for initial accreditation or reaccreditation. These requirements must be satisfied in order that an application for candidate status, leading to accreditation may be considered.

The Accreditation Committee and the Council expects the eligibility application to include the following information:

### 1. State Authorization

- Evidence that the college has been granted the legal authority to offer the Doctor of Podiatric Medicine degree under applicable state law.
- Evidence that a substantive change application has been submitted to the regional accreditor for approval for a new degree, if applicable.
- Letter of support from the CEO and board of trustees.

### 2. Feasibility Study

- Documentation of the need for a college of podiatric medicine including the following:
  - Location of the college and need in that area
  - Need for additional podiatric physicians based on the demographics associated with the podiatric medical profession
  - Size and quality of the applicant pool in relation to the total number of matriculants currently authorized nationwide by the Council
  - The number of residency positions should be equal to or greater than the number of total matriculants into all of the schools of podiatric medicine. This includes the number of proposed matriculants with a new school of podiatric medicine.

### 3. Students

- Class size and total enrollment projections based upon resources to be available to the educational program and in consideration of the information collected as part of the feasibility study.
- Clearly defined admissions policies, selection criteria, and technical standards for matriculants.
- Adequate resources for student services.
- Written policies for students related to evaluation, advancement, graduation, and conduct.
- Provide the recruitment plan that will be used to identify qualified students and encourage recruitment of a diverse student population.

### 4. Institutional Setting

- Evidence that podiatric medical education will be conducted in an environment that is conducive to scholarly inquiry and research, such as would be available in a regionally accredited university or academic health center.
- Evidence that the program will be housed in a school or college of podiatric medicine with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the college.
- Delineation of the relationship of the college to the parent institution, if applicable and provide evidence of an effective system of governance that includes a governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the college.
- Delineation of the governance structure of the college, including:
  - the governing board, if applicable
  - appointment of and job description for the dean
  - plan for the appointment of the dean's senior administrative staff and leadership of academic units
  - the committee structure

#### 5. **Educational Program**

- A curriculum for all four years.
- Evidence that the curriculum will be based on a set of competencies that provide the learning experiences necessary for graduates to enter into residency training.
- Syllabi for the pre-clinical and clinical experiences that include learning objectives and follow a progression that leads to achievement of the competencies.
- Specification of teaching methods and student evaluation that is best suited to meet the competencies.
- The college's formal plan to develop clinical sites and experiences that provide a variety of supervised patient care in a number of settings.

#### 6. **Faculty**

- Faculty hired for the college's first year.
- Recruitment plan for the second, third, and fourth years.
- Written faculty policies for appointment, promotion, and tenure (if applicable).

#### 7. **Assessment Plan**

- An assessment plan that provides regular and timely input regarding the effectiveness of its educational program.
- Defined competencies and programmatic outcomes.
- Identification of the methods to measure achievement of competencies and outcomes.
- Description of how the college will use the assessment results.

#### 8. **Resources**

- Evidence that the college has the financial commitment and resources, human resources, and facilities to support the budget for the first four years of the college.
- Documentation that the physical resources will be in place for the first year curriculum (classroom, laboratory, office space, study space, support services, etc).
- Physical resource plans for the second, third, and fourth years.

- Documentation that the information needs of the faculty and students (for teaching, research, and patient care) will be addressed by library and information technology systems.
- The college must demonstrate in reserve a level of funds that will be made available for the first four years of instruction until graduation of the first class of students. An applicant must demonstrate the existence of a segregated, unencumbered reserve fund escrowed until graduation of the first class of students that is equal to tuition multiplied by the number of students of the inaugural class multiplied by four years. These funds may not be borrowed funds. These funds must be segregated and unencumbered and may be used only to provide substantial financial support for the costs of a teach-out agreement should an agreement become necessary. Interest earned on such funds may be used at any time by the applicant to achieve its mission and objectives.
- [Plan to support multiculturalism, diversity, and inclusion on the proposed campus.](#)

9. **Implementation Plan**

- The institution has prepared a master plan that is designed to guide the establishment of the educational program and to ensure compliance with the CPME accreditation standards and requirements. This plan is to include the sequencing of actions to be taken in establishing the college including the proposed dates and responsible parties for completion of the actions.

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