CAMPEP
Graduate Program Accreditation

AAPM Anaheim, 12 July 2015

B Clark, PhD
Chair, CAMPEP GEPRC
Association with CAMPEP: Board Member 2001-2007
President 2004-2007
GEPRC 2001 – present
Graduate Program Site Visits: 20+

Learning Objectives
To understand:
1. The role of the GEPRC
2. The program review process
3. The role of the standards
4. The structure of the GEPRC report
5. The role of the report in quality improvement

Current Status, July 2015
• # Accredited graduate programs: 48
• # Accredited DMP programs: 2
• # Programs in initial review process: 2
• # Accredited certificate programs: 17
• # Residency certificate programs 2
• # Accredited programs in:
  – US 35
  – Canada 12
  – Outside North America 1
GEPRC

12 “experienced” academic medical physicists, 6 with imaging experience, 6 with therapy experience, charged with:

– Development of standards
– Graduate Program Reviews - ~10-12 per year
– Certificate Program Reviews - ~1-2 per year
– Individual Course Assessment – rare occurrences
  • 2014 10 for 4 applicants
  • 2015 13 for 3 applicants

Accreditation Process

Designed to confirm compliance with published standards which define minimum requirements.

Steps
1. Completion and submission of a self-study document
2. Initial review by members of GEPRC
3. Resolution of immediate concerns
4. A site visit by GEPRC reviewers (at minimum each 10 years)
5. Preparation of a program evaluation by reviewers
6. Consideration of program evaluation by GEPRC
7. Recommendation to CAMPEP Board
CAMPEP Graduate Standards (216)

1. Goal and Objectives – 7 standards
2. Structure and Governance – 11 standards
3. Director – 6 standards
4. Faculty – 3 standards
5. Institutional Support – 6 standards
6. Educational Environment – 6 standards
7. Scholarly Activities – 1 standard
8. Core Curriculum – 176 standards
CAMPEP Graduate Standards

• All considered to be equally important and each must be addressed individually
  – Example: 2.4 Students entering a medical physics graduate educational program shall have a strong foundation in basic physics.
  – Example: 2.9 All courses and clinical practica should use well-defined and consistently applied metrics for evaluating student progress and performance.

Self Assessment

Document describing program compliance with Graduate Standards

– Evolution and History
  1. Goal and Objectives
  2. Structure and Governance
  3. Program Director
  4. Faculty
  5. Institutional Support
  6. Educational Environment
  7. Scholarly Activities
  8. Core Curriculum
  – Future Plans

Appendices
  A. Invitation
  B. Institutional Commitment
  C. Institutional Accreditation
  D. Course Summaries
  E. Program Graduates
  F. Faculty Biosketches

Site Visit

• Initial application and at a minimum each 10 years
• 2-3 reviewers
• 1.5 days
• Interviews with students, faculty, university administration
• Tour of facilities
Compliance Options

• Full
• Partial
• Non-Compliant
• Public Disclosure

Evaluation

• Observations- general remarks
• Requirements – initiate public disclosure until resolved
• Recommendations – designed to aid quality improvement

Accreditation Options

• Initial Accreditation
• Full Accreditation
• Provisional Accreditation
• Accreditation Deferred
• Accreditation Withheld
Annual Reports

- Condition of accreditation
- Provide a mechanism for monitoring progress
- Provides data on student numbers, etc.

Summary

1. The program review process - 6-9 months
2. The role of the standards - to define *minimum* program quality
3. The structure of the GEPRC report – follows a template and provides suggestions for program improvement in addition to listing requirements for accreditation
4. The report is used for quality improvement – through suggestions in the report