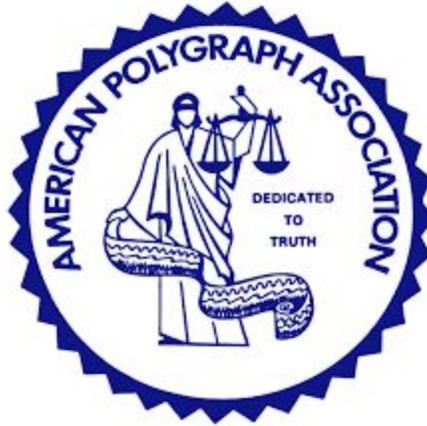


AMERICAN POLYGRAPH ASSOCIATION



EDUCATION ACCREDITATION COMMITTEE

ACCREDITATION STANDARDS

Version 2.04

(Effective May 1, 2018)^{1,2}

¹ Approved by the APA Board of Directors on March 23, 2018

² Numbering corrections only on 03/28/2018 & 03/30/2018; Two corrections on 04/05/2018 (see last page for details).

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1. Introduction

1.1. Mission

- 1.1.1. The mission of the American Polygraph Association (APA) Education Accreditation Committee (EAC) is to continually evaluate and improve the quality of credibility assessment education programs through its voluntary accreditation program; and to encourage a culture of continuous self-evaluation, reflection and improvement among faculty of basic polygraph education programs by emphasizing a focus on student achievement in critical areas necessary for success as credibility assessment professionals in the field.

1.2. Purposes

- 1.2.1. The purposes of the APA EAC are:
 - 1.2.1.1. to establish, subject to the approval of the board of directors, minimum standards designed to ensure consistency and quality in basic polygraph education and training programs;
 - 1.2.1.2. to review and evaluate program documents, provide feedback and guidance to programs as necessary, assess programs for compliance with accreditation standards, and make accreditation recommendations to the board of directors;
 - 1.2.1.3. to recommend changes to the accreditation standards based on input and participation from communities of interest, including accredited programs;
 - 1.2.1.4. to develop internal policies and procedures, subject to the approval of the board of directors, to ensure:
 - 1.2.1.4.1. well-defined procedures for evaluating programs against accreditation standards;
 - 1.2.1.4.2. the fair and consistent application of all standards, the means of which include, but are not limited to, orientation, training and professional development of EAC personnel and volunteers;
 - 1.2.1.4.3. objective decision making that includes attention to due process and expedient response to appeals and complaints;
 - 1.2.1.4.4. efficient and cost-effective accreditation processes for individual programs; and

- 1.2.1.4.5. accurate, relevant and timely information is provided or made available to members of the various communities of interest, including accredited programs.

1.3. History

- 1.3.1. Established in 1966, the APA is dedicated to providing a valid and reliable means to verify the truth and establish high standards of moral, ethical, and professional conduct in the polygraph field. The APA establishes, for its members, standards of ethical practices, best practices, techniques, instrumentation, research, and advanced training and continuing educational programs.
- 1.3.2. The APA has been accrediting basic polygraph training programs since its inception. For over 50 years, the APA has sought to ensure that basic polygraph training courses have met the high-quality and rigorous standards necessary to produce technically competent and highly skilled professionals in the field of credibility assessment.

1.4. Scope of Accreditation

- 1.4.1. The APA accredits basic polygraph programs within specialized educational institutions, and colleges, and universities leading to a higher education credential, i.e., a postsecondary certificate or diploma; a bachelor's or master's degree; or an undergraduate- or graduate-level certificate or diploma.
 - 1.4.1.1. A specialized educational institution is a school that focuses on a vocational curriculum designed to provide students solely with the occupational skills necessary to either enter the workforce as entry-level polygraph examiners or qualify as entry-level polygraph examiners for their current employers.
 - 1.4.1.1.1. i.e., a traditional polygraph school in which the entire program is completed in 10 to 17 consecutive weeks.
 - 1.4.1.2. For the purposes of these standards, a “college” or “university” includes any institution offering an undergraduate or graduate-level academic credential for completion of the basic polygraph program.
- 1.4.2. Colleges and universities housing a basic polygraph program for which completion of the basic polygraph program curriculum (i.e., all required hours specified in section [3.3.3.2](#)), in addition to other general education

courses, leads to a degree, or which offers academic credit leading to an undergraduate or graduate level certificate for completion of its basic polygraph program, must be accredited by an accrediting body recognized by the US Department of Education or the Counsel for Higher Education Accreditation, or its non-US equivalent, for the degree(s) or certificate(s) awarded.

- 1.4.2.1. The EAC will utilize the CHEA International Quality Group's (CIQG) "International Directory" of participating countries to assess equivalency.
- 1.4.3. Nothing in these standards is meant to suggest that basic polygraph training programs within colleges and universities cannot be presented in the same manner as those within specialized educational institutions.

2. Overview of the Standards

2.1. Minimum Standards

- 2.1.1. APA accreditation standards are the foundation of its accreditation program. Education and training programs must meet each core standard to be and remain accredited. These are minimum standards and the implementation of additional standards which exceed these minimum standards are encouraged by the APA and EAC.

2.2. Designed to Promote Quality Education and Accountability

- 2.2.1. Accreditation is designed to promote quality in education through rigorous accreditation standards, the chief aim of which is students' achievement of the requisite knowledge and competence as defined by a program's missions, goals, objectives and contexts. Implicit in any accreditation program is a commitment to mutual accountability among accredited programs and their communities of interest. Therefore, the APA publishes its accreditation standards for the use and benefits of those communities of interest, and it cooperates with other accrediting organizations, licensing authorities, and recognized standards development organizations whenever possible to avoid conflicting standards and to minimize duplication of efforts by programs.

3. Core Standards

3.1. Core Standards Defined

3.1.1. All standards in this [Section](#) are considered core standards.

3.2. Eligibility for APA Accreditation

3.2.1. Any private or public specialized educational institution, college or university offering education and training in the theory and practice of the detection of deception or verification of the truth through the use of generally accepted polygraph instrumentation and techniques may be eligible when the standards herein are met and maintained.

3.3. Curriculum and Assessment Requirements

3.3.1. Specialized Educational Institutions (traditional polygraph programs)

3.3.1.1. A basic polygraph education and training program within a specialized educational institution shall consist of a minimum of 400 clock hours, distributed as specified among the topics below, which will be completed in not fewer than 10 nor more than 17 weeks.

3.3.1.1.1. Time Computations

3.3.1.1.1.1. A week shall consist of at least four but not more than six consecutive days.

3.3.1.1.1.2. A day is defined as at least six but not more than nine hours, excluding lunch and breaks.

3.3.1.1.2. Exception to the 10 to 17-week time constraints:

3.3.1.1.2.1. Under certain extenuating circumstances, a student may be allowed to finish the missed portions of the program within a 12-month period from the initial start of their education and training.

3.3.1.1.3. Presence of Faculty

- 3.3.1.1.3.1. At least 95% of the instruction hours provided each week shall be done so in the presence of a faculty member qualified to provide such instruction.

3.3.2. Colleges and Universities

3.3.2.1. Time Standards

- 3.3.2.1.1. A basic polygraph education and training program within a college or university as partial fulfillment of a degree shall consist of a minimum of 400 clock hours, distributed as specified among the topics below, that will be completed within the timeframe allotted for the completion of the degree.

- 3.3.2.1.1.1. The distribution of hours across the program must follow a logical sequence culminating in the 80 hours of “Practical Application of Polygraph/Mock Examinations” at the last stages of the program.

- 3.3.2.1.2. A college or university electing to present a basic polygraph education and training program in the same manner as a specialized educational institution must adhere to the time standards for specialized educational institutions.

3.3.2.2. Modifications

- 3.3.2.2.1. Upon application of the college or university and recommendation of the EAC that a modification is in the best interest of the students, the board of directors of the APA may modify the duration limits for the completion of the program.

3.3.2.3. Presence of Faculty

- 3.3.2.3.1. At least 95% of the required clock hours of instruction shall be done so in the presence of a faculty member qualified to provide such instruction.

3.3.3. Common Standards

3.3.3.1. Facility

3.3.3.1.1. All hours must be conducted at a facility meeting the standards in section [3.8](#).

3.3.3.2. Minimum Hours and Disciplines

3.3.3.2.1. The education and training program shall provide, at a minimum, instruction in the following subjects and disciplines with the expected learning outcomes; and, class time for each subject and discipline must meet or exceed the number of clock hours indicated (in parentheses):

3.3.3.2.1.1. Law and Human Rights (8 hours)

3.3.3.2.1.1.1. The student will summarize or describe laws applicable to polygraph.

3.3.3.2.1.2. APA Ethics, Standards of Practice and By-Laws (4 hours)

3.3.3.2.1.2.1. The student will describe the relationships between the APA Code of Ethics, Standards of Practice and By-Laws and other ethical considerations for the practice of polygraph.

3.3.3.2.1.3. Introduction to the History and Evolution of Psychophysiological Detection of Deception (8 hours)

3.3.3.2.1.3.1. The student will identify those persons who made notable contributions to the early and contemporary history of lie detection, and explain the evolution of polygraph instrumentation, polygraph techniques, test data analysis; the development of professional associations; and alternative methods of detection of deception.

3.3.3.2.1.4. Scientific Testing (8 hours)

3.3.3.2.1.4.1. The student will demonstrate a conceptual knowledge of sensitivity, specificity, false positive errors, false negative errors and

statistical significance in the application of the concepts to diagnostic and screening tests;

3.3.3.2.1.4.2. the student will be exposed to various types of research articles appearing in Polygraph & Forensic Credibility Assessment: A Journal of Science and Field Practice (formerly Polygraph) or similar and applicable publications;

3.3.3.2.1.4.3. the student will differentiate between an empirical study and its basic components, a literature review and a case study, and, generally, explain their methodological strengths and weaknesses.

3.3.3.2.1.5. Mechanics of Instrument Operation (16 hours)

3.3.3.2.1.5.1. The student will perform a proper functionality check of the type of instrument he or she will be using.

3.3.3.2.1.5.2. During laboratory exercises, the student must demonstrate proper component placement, including primary and alternate locations; proper positioning of the examinee; proper software operations for the instrument he or she will use; acceptable data collection practices; and the use of standardized annotations on polygraph examinations.

3.3.3.2.1.6. Polygraph Techniques (40 hours)

3.3.3.2.1.6.1. The student will demonstrate a working knowledge of at least one testing protocol shown to meet APA validation standards for each of the following applications: evidentiary, investigative, and screening. (Exposure to two or more validated protocols is recommended.)

3.3.3.2.1.6.2. Students will demonstrate an understanding of the essential components of these testing

protocols, including the number of presentations, number of tests, and question sequence rules, by listing, describing or explaining proper practices or performing mock examinations or portions thereof.

3.3.3.2.1.7. Pre-Test Interview (32 hours)

3.3.3.2.1.7.1. The student will explain the rationale underlying pretest procedures and demonstrate the ability to conduct a free narrative, structured or semi-structured interview.

3.3.3.2.1.8. Post-Test Interview (8 hours)

3.3.3.2.1.8.1. The student will explain the rationale underlying post-test procedures, identify basic interview approaches, and demonstrate the process of post-test interviews for the various test outcomes.

3.3.3.2.1.9. Psychology (20 hours)

3.3.3.2.1.9.1. The student will explain the basic elements of human psychology and their applicability to the science of polygraph testing.

3.3.3.2.1.9.1.1. Suggested content includes, but is not limited to, subtopics such as learning theory, perception, memory and cognition, and disorders that could impact suitability for polygraph testing.

3.3.3.2.1.10. Physiology (20 hours)

3.3.3.2.1.10.1. The student will demonstrate an understanding of the cardiovascular, respiratory, central nervous, peripheral nervous, integumentary and skeletal-muscular systems, as well as pharmacology, as they relate to polygraph data.

3.3.3.2.1.11. Test Question Construction (32 hours)

3.3.3.2.1.11.1. During classroom and laboratory exercises the student will demonstrate, in writing, an effective working knowledge of polygraph test questions for validated polygraph techniques.

3.3.3.2.1.12. Test Data Analysis (40 hours)

3.3.3.2.1.12.1. The student will demonstrate a working knowledge of the physiological response patterns used in the interpretation of polygraph data;

3.3.3.2.1.12.2. the student will differentiate between data suitable and not suitable for analysis;

3.3.3.2.1.12.3. the students will analyze polygraph data using a validated scoring system, including the appropriate use of decision rules;

3.3.3.2.1.13. Countermeasures (8 hours)

3.3.3.2.1.13.1. The student will describe common types of countermeasure attempts and identify atypical physiological patterns.

3.3.3.2.1.14. Information and Results Reporting (2 hours)

3.3.3.2.1.14.1. The student will demonstrate an understanding of the fundamentals of ethical and effective report writing, including, at a minimum, the necessary information and content for the intended audience(s); and, the presentation of scientific test results;

3.3.3.2.1.14.1.1. the student shall demonstrate a conceptual understanding of reporting of test data analysis results that is consistent with the American Polygraph Association's Standards of Practice.

3.3.3.2.1.15. Practical Application of Polygraph/Mock Examinations (80 hours)

3.3.3.2.1.15.1. The student will demonstrate basic proficiency in conducting examinations under field-like conditions.

3.3.3.2.1.15.1.1. A minimum of three complete polygraph examinations, monitored by a faculty member or instructional assistant, will be conducted under field like conditions with a student-to-monitor ratio not to exceed three-to-one. (At least one faculty member must be accessible to all students and instructional assistants.)

3.3.3.2.1.15.1.2. No student will conduct an actual field polygraph examination until he or she has successfully graduated from the 400-hour education and training program.

3.3.3.2.1.16. Education and Training Program Elective Instruction (74 hours)

3.3.3.2.1.16.1. The student will be familiarized with other polygraph-related content or given additional instruction on topics listed earlier in these standards, at the discretion of the program faculty.

3.3.3.3. Assessments

3.3.3.3.1. The program shall administer a minimum of three written examinations in addition to a comprehensive final examination.

3.4. Planning and Evaluation

3.4.1. Self-Assessment Procedures

3.4.1.1. A program must have in place a procedure to assess the effectiveness of the program in meeting its mission, goals, and objectives generally, and more specifically regarding the learning outcomes stated in the minimum core standards set forth herein.

3.4.1.1.1. To qualitatively assess an education program's performance, the following self-evaluation and formal evaluation processes shall be utilized as part of the program's assessment procedures:

3.4.1.1.1.1. A final examination covering, at a minimum, the learning objectives contained in the core curriculum requirements in section [3.3.3.2](#);

3.4.1.1.1.2. A review of students' polygraph products to ensure minimum standards are being met;

3.4.1.1.1.3. An exit questionnaire of graduates;

3.4.1.1.1.4. A survey of all graduates.

3.4.1.1.1.5. Completion and submission of an APA evaluation form as required in [3.14.2.2.2](#).

3.5. Program Director

3.5.1. Requirements for Director

3.5.1.1. A program must have one faculty member designated as its program director who is responsible for ensuring all standards herein are met and is the chief contact between the program and the EAC.

3.5.1.2. An education and training program's director shall be a faculty member who possesses all of the necessary qualifications to achieve the program's stated mission, goals, and objectives, and meets those minimum requirements necessary to provide leadership and administrative oversight in the core polygraph education standards. The program director shall meet the following requirements:

3.5.1.2.1. Possess, at a minimum, a bachelor's degree issued by a college or university accredited by a regional or national

accrediting body recognized by the US Department of Education or the Counsel for Higher Education Accreditation;

3.5.1.2.2. Possess five years of experience in applied polygraph field work;

3.5.1.2.3. Completed at least 200 polygraph examinations;

3.5.1.2.4. Complete at least 30 hours of continuing education every two years in coursework related to the field of polygraphy. Instructors are responsible for maintaining records to document that they have met the continuing education requirement.

3.5.1.3. **Grandfather Provision**

3.5.1.3.1. Any program director that was previously approved by the APA and was actively performing in this capacity or its equivalent prior to the date these standards take effect on January 1, 2014, at an APA accredited school shall be authorized to maintain his or her position so long as he or she remains in that specific education and training program and complies with the required continuing education stated in [3.5.1.2.4](#).

3.5.1.3.2. This exception is nontransferable to other education programs or individuals not previously approved.

3.6. **Faculty**

3.6.1. A member of an education and training program's faculty shall possess the necessary education and experience required for the course of instruction. The instructor shall possess the following minimum education and experience requirements for the listed course of study:

3.6.1.1. **Law and Human Rights**

3.6.1.1.1. Possess a law degree recognized by a national or regional bar association;

3.6.1.1.2. Possess a license to practice law.

3.6.1.2. **Psychology**

3.6.1.2.1. Possess, at a minimum, a master's degree in psychology or a related course of study issued by a college or university

accredited by a regional or national accrediting body recognized by the US Department of Education or the Counsel for Higher Education Accreditation;

3.6.1.2.2. Grandfather Provision

3.6.1.2.2.1. Any instructor who was actively performing instruction in this or an equivalent course of instruction during the last two years at an APA accredited school prior to the date these standards take effect on January 1, 2014, shall be authorized to continue to instruct in that capacity.

3.6.1.3. Physiology

3.6.1.3.1. Possess, at a minimum, a master's degree in psychophysiology, physiology or a related course of study issued by a college or university accredited by a regional or national accrediting body recognized by the US Department of Education or the Counsel for Higher Education Accreditation;

3.6.1.3.2. Grandfather Provision

3.6.1.3.2.1. Any instructor who was actively performing instruction in this or an equivalent course of instruction during the last two years at an APA accredited school prior to the date these standards take effect on January 1, 2014, shall be authorized to continue to instruct in that capacity.

3.6.1.4. All other Topics of Instruction

3.6.1.4.1. Possess, at a minimum, a bachelor's degree issued by a college or university accredited by a regional or national accrediting body recognized by the US Department of Education or the Counsel for Higher Education Accreditation;

3.6.1.4.2. Possess five years of experience in applied polygraph field work;

3.6.1.4.3. Have completed at least 200 field polygraph examinations using a validated polygraph technique;

3.6.1.4.4. Complete at least 30 hours of continuing education every two years in coursework related to the field of polygraphy. Instructors are responsible for maintaining records to document that they have met the continuing education requirement.

3.6.1.4.5. **Grandfather Provision**

3.6.1.4.5.1. Any instructor who was approved by the APA as primary instructor and was active in performing instruction during the last two years at an APA accredited school to the date these standards take effect on January 1, 2014, shall be authorized to continue to instruct so long as he or she complies with the required continuing education stated under [3.6.1.4.4.](#)

3.6.1.4.5.2. This exception is nontransferable to the other courses of study that already required an advanced degree prior to the effective date of these standards or individuals not previously approved.

3.6.1.4.6. **Exemption for Instrument Representatives**

3.6.1.4.6.1. Notwithstanding any standards to the contrary, at the discretion of the program director a bona fide representative of a polygraph manufacturer may provide training to students in the use and operation of the manufacturer's polygraph products.

3.6.1.4.6.2. A representative providing limited instruction under this section is neither considered a faculty member nor an instructional assistant for records retention purposes as required in [3.9.1.2.](#)

3.6.1.4.7. **Guest Lecturers**

3.6.1.4.7.1. Notwithstanding any standards to the contrary, a program director may utilize a guest lecturer to teach not more than 20 of the 74 elective hours in a topic relevant to the program's mission, goals, and objectives.

3.6.1.4.7.2. Any guest lecturers must possess, at a minimum, a bachelor's degree issued by a college or university

accredited by a regional or national accrediting body recognized by the US Department of Education or the Counsel for Higher Education Accreditation, and otherwise be qualified to present the materials as evidenced by a curriculum vitae.

3.7. Educational Support Services and Staff

3.7.1. The education and training program's support services and its staff shall have the necessary resources, education and experience to achieve the program's stated mission, goals and objectives.

3.7.2. Instructional Assistance

3.7.2.1. Staff members providing instructional assistance must, at a minimum, meet the following requirements:

3.7.2.1.1. Possess a high school diploma or its equivalent;

3.7.2.1.2. Possess at least two years of experience in applied polygraph field work;

3.7.2.1.3. Have completed 200 polygraph examinations;

3.7.2.1.4. Have completed at least 30 hours of continuing education every two years in coursework related to the field of polygraphy.

3.7.2.1.4.1. Instruction assistants are responsible for maintaining records to document that they have met the continuing education requirement.

3.7.2.2. Limitations

3.7.2.2.1. Instructional assistance personnel shall only assist a qualified instructor and are not qualified to provide instruction without a faculty member being physically present in the classroom.

3.7.2.2.2. Instructional assistants may proctor written examinations and monitor mock examinations.

3.7.2.2.3. Instructional assistants must be clearly distinguished from faculty in all program materials for which confusion with faculty is possible.

3.8. Facilities and Equipment

3.8.1. Facilities: Supportive of Mission

3.8.1.1. Education and training facilities shall be of an adequate size and furnished to achieve the program's mission, goals, objectives and any legal requirements in place at its location.

3.8.1.1.1. Classrooms and laboratories (including examination rooms) must meet the following minimum standards and any legal standards in place at their location(s):

3.8.1.1.1.1. Facilities for Direct Instruction

3.8.1.1.1.1.1. Desk for each student;

3.8.1.1.1.1.2. Podium or instructor desk;

3.8.1.1.1.1.3. Polygraph instrument;

3.8.1.1.1.1.4. Video projection;

3.8.1.1.1.1.5. Projection screen;

3.8.1.1.1.1.6. Whiteboard or chalkboard.

3.8.1.1.1.2. Space and Conditions Considerations

3.8.1.1.1.2.1. Classroom

3.8.1.1.1.2.1.1. Minimum instructor space 50 sq. ft.;

3.8.1.1.1.2.1.2. Minimum student space with tablet arm chairs, 20 sq. ft. per student;

3.8.1.1.1.2.1.3. Minimum student space with separate tables and chairs, 32 sq. ft. per student;

3.8.1.1.1.2.1.4. Minimum student space with continuous table and chairs, 20 sq. ft. per student;

3.8.1.1.1.2.1.5. Adequate and regulated heating and cooling;

3.8.1.1.1.2.1.6. Adequate lighting;

3.8.1.1.1.2.1.7. Sight and sound separation from other activities in the facility.

3.8.1.1.1.2.2. Laboratory instruction rooms (examination rooms)

3.8.1.1.1.2.2.1. Minimum of 24 sq. ft. per person;

- 3.8.1.1.1.2.2.2. No more than three people per laboratory room at one time;
- 3.8.1.1.1.2.2.3. One polygraph instrument per laboratory room;
- 3.8.1.1.1.2.2.4. Ability for instructional staff to monitor the laboratory activities;
- 3.8.1.1.1.2.2.5. Adequate and regulated heating and cooling;
- 3.8.1.1.1.2.2.6. Adequate lighting;
- 3.8.1.1.1.2.2.7. Sight and sound separation from other activities in the facility.

3.8.1.1.2. Library (may be physically or electronically maintained and provided)

- 3.8.1.1.2.1. Reading material that reflect the hypotheses that explain psychophysiological responses;
- 3.8.1.1.2.2. APA Polygraph & Forensic Credibility Assessment (formerly Polygraph) journal for the current year plus five;
- 3.8.1.1.2.3. Research articles and/or journals containing published research that document validity reliability, and procedural data pertinent to the polygraph profession;
- 3.8.1.1.2.4. Reference and resource material pertaining to applied psychology, physiology, psychophysiology, and the law as it relates to polygraph;
- 3.8.1.1.2.5. Polygraph texts and publications recognized within the profession as historic or contemporary contributions.

3.8.1.1.3. Sufficient teaching aids and supplies

- 3.8.1.1.3.1. Sufficient teaching aids and supplies must be available at the facility to effectively present the instructional materials to all students and support their supplementary learning activities.

3.9. Records Retention

- 3.9.1. Each entity administering an education and training program shall maintain the following records; electronic or electronic true copies of the retained records are acceptable:

3.9.1.1. Student Records

- 3.9.1.1.1. Date of student's entrance into and completion of the program (permanently retain);
- 3.9.1.1.2. All daily logs of the student's attendance, course content and instructional staff (until the completion of the next regularly scheduled inspection);
- 3.9.1.1.3. All written examinations completed by the student (until the completion of the next regularly scheduled inspection);
- 3.9.1.1.4. A minimum of three completed polygraph examinations (until the completion of the next regularly scheduled inspection);
- 3.9.1.1.5. All graduate surveys (until the completion of the next regularly scheduled inspection).

3.9.1.2. Director, Faculty, Guest Lecturer and Instructional Assistant Records

- 3.9.1.2.1. Education transcripts (until the completion of the next regularly scheduled inspection);
- 3.9.1.2.2. Evidence of degree awarded (until the completion of the next regularly scheduled inspection);
- 3.9.1.2.3. Curriculum vitae (until the completion of the next regularly scheduled inspection);
 - 3.9.1.2.3.1. Directors are responsible for affirming faculty CE hours are met.
- 3.9.1.2.4. Verification that foreign education and professional credentials meet United States of America standards as equivalent.
 - 3.9.1.2.4.1. The APA recognizes credential evaluations conducted by any member of National Association of Credential Evaluation Services (NACES®); <http://www.naces.org>).

3.9.1.3. Education and Training Program Records

- 3.9.1.3.1. APA self-evaluation and inspection forms and all related documentation and correspondence (until the completion of the next regularly scheduled inspection);
- 3.9.1.3.2. APA inspection forms and all related documentation and correspondence (until the completion of the next regularly scheduled inspection);
- 3.9.1.3.3. Complaints against education and training program (until the completion of the next regularly scheduled inspection);
- 3.9.1.3.4. All course catalog versions (until the completion of the next regularly scheduled inspection);
- 3.9.1.3.5. Any documentation as stated in its mission, goals, objectives and procedures (until the completion of the next regularly scheduled inspection);
- 3.9.1.3.6. All other forms and related documentation filed with the EAC (until the completion of the next regularly scheduled inspection).

3.10. Professional Involvement

- 3.10.1. The education and training program's polygraph examiner faculty and staff must participate in professional polygraph organizations that provide forums for professional growth or to collaborate on methods of improving educational outcomes in the education and training of polygraph students.
- 3.10.2. The program faculty must advise students of professional organization membership opportunities and encourage membership and participation in professional polygraph organizations, including the APA, along with other means of keeping current in the field upon graduation.

3.11. Recruiting and Admissions Practices, Catalogs, Publications, Grading, and Advertising

- 3.11.1. The education and training program shall have and publish a catalog that clearly defines the program's mission, goals and objectives.
 - 3.11.1.1. Additionally, the catalog must contain its recruitment, admission, academic progress, dismissal, suspension, readmission, graduation, tuition, and refund policies and procedures.

- 3.11.1.2. The catalog must disclose to what extent the program is designed to prepare students for licensure or certification in the jurisdictions from which it accepts students, and it must disclose the existence of any other requirements (beyond graduation from the program) that may be necessary before a graduate could be employed in the field.
- 3.11.1.3. The catalog must include a disclaimer that states the following: “Graduation from an APA accredited program is only one requirement for membership; therefore, graduation from the program does not guarantee acceptance into the APA.”
- 3.11.2. The education and training program must comply with all applicable federal and local law regarding admission practices.

3.12. Complaints Against an Education and Training Program

- 3.12.1. The education and training program shall have a written policy that clearly states the procedures explaining how applicants, students or other interested persons may file complaints against a program, its faculty or staff, and how such complaints are timely handled.
- 3.12.2. All students must be provided with a copy of the complaint policy and procedures no later than the first day of class.

3.13. Student Placement and Achievement

- 3.13.1. The education and training program shall have in place a written post-graduation survey that shall be provided to graduates of its program to measure, at a minimum, their ability to find employment in the field of study (if they were not employed as examiners upon entry into the program) and students’ perceived strengths, weaknesses and quality of the program.
 - 3.13.1.1. When relevant, such assessments should include job retention rates and licensure or certification examination pass rates.
 - 3.13.1.2. The survey shall be administered to all students approximately 12 months after graduation. The survey may be in electronic format.
 - 3.13.1.3. Program faculty must review the data, and if deemed appropriate, update or amend the curriculum or practices to improve educational quality or better meet the needs of the profession and communities served.

3.14. Reporting Requirements

3.14.1. Course Reports

3.14.1.1. The education and training program director or designee shall provide course reports to the EAC. Each basic course report will include, at a minimum, the following information:

- 3.14.1.1.1. No later than 30 days prior to the start of a course;
 - 3.14.1.1.1.1. The name of the program;
 - 3.14.1.1.1.2. The date the basic course starts and finishes;
 - 3.14.1.1.1.3. The facility identification and address;
 - 3.14.1.1.1.4. The name of any new faculty member(s) instructing or staff member(s) providing instructional assistance;
 - 3.14.1.1.1.5. The qualification(s) of any new faculty instructing a particular topic or staff member(s) providing instructional assistance;
 - 3.14.1.1.1.6. A written acknowledgement and supporting documentation that clearly shows that the facility meets or exceeds all standards set forth in [3.8](#).
- 3.14.1.1.2. Within two weeks after starting the course;
 - 3.14.1.1.2.1. The name and qualification of each student attending the course (not required of government entities instructing students employed by intelligence agencies);
 - 3.14.1.1.2.2. Any and all information that has changed since the APA was notified of the course.
- 3.14.1.1.3. Within two weeks after the completion of the course;
 - 3.14.1.1.3.1. The name of the students who graduated (not required of government entities instructing students employed by intelligence agencies);
 - 3.14.1.1.3.2. The name of the students who did not graduate and the reason(s) why (not required of government entities instructing students employed by intelligence agencies).

3.14.2. **Annual Report**

- 3.14.2.1. The education and training program director or director's designee shall provide an annual report to the EAC within three months after the end of each calendar year.
- 3.14.2.2. The annual report will include, at a minimum, the following information:
 - 3.14.2.2.1. Any complaints made, and any actions taken against the program;
 - 3.14.2.2.2. An annual evaluation form.

3.14.3. **Exemptions**

- 3.14.3.1. Effective January 1, 2015, the reporting provisions under section 3.14, with the exception of the annual evaluation form (required under [3.14.2.2.2](#)), shall exclude government polygraph education programs meeting the following criteria:
 - 3.14.3.1.1. Entrance to the program is restricted to public service examiners, and;
 - 3.14.3.1.2. The program is accredited by an accrediting body recognized by the US Department of Education.
- 3.14.3.2. Any government program meeting the required criteria above (in [3.14.2.1–3.14.2.2](#)) shall not be considered in violation of any reporting standard for failing to respond to any question(s) or requirement(s) contained in the annual evaluation form that presents a bona fide security concern as determined by the director or designee.

3.14.4. **Forms**

- 3.14.4.1. All reports must use the forms provided by the EAP, and they must be submitted as required by the EAC.

3.15. Notification of Substantive Changes

- 3.15.1. The program director must report any changes of any of the following if not previously reported as required above:
 - 3.15.1.1. The mission, goals or objectives of the program;
 - 3.15.1.2. Faculty (including the program director) or instructional assistants;
 - 3.15.1.3. Program content;

- 3.15.1.4. Program length;
 - 3.15.1.5. Location of its administrative or training facilities;
 - 3.15.1.6. Ownership, control or legal status of the program or any of its facilities.
- 3.15.2. All reports must be provided to the EAC no more than 30 days from the effective date of any such change(s), and all reports must include an assessment and explanation of how the change(s) are expected to impact the program's mission, goals, and objectives.
- 3.15.3. Any changes determined by the EAC to have the potential to substantially impact the mission, goals, or objectives of the program will require a self-evaluation and any other documentation the EAC deems necessary.
- 3.15.4. If the EAC determines an on-site inspection is necessary to verify the self-evaluation, then an on-site inspection must be arranged.

4. Accreditation Process

4.1. Overview of Accreditation

- 4.1.1. There are three major steps in accreditation: a self-study, an on-site evaluation (inspection) and an accreditation decision.
- 4.1.1.1. During the self-study, the program seeking accreditation or reaccreditation undertakes a critical self-assessment of itself, examining all facets of its operations to determine 1) how well it meets its own mission, goals and objectives, and 2) how well it believes it complies with all accreditation standards.
 - 4.1.1.2. During the on-site evaluation, an EAC inspector visits the facility to verify the contents of the program's self-study and to conduct its own evaluation of the program's ability to meet all accreditation standards.
 - 4.1.1.3. At the conclusion of the on-site evaluation visit, the inspector(s) prepares a report of his or her findings. The program is provided a copy of the report and given the opportunity to provide a written response to the report.
- 4.1.2. The EAC compiles and reviews all of the information provided, makes a recommendation to the board of directors, and the board makes an accreditation decision.

4.2. Self-Evaluation and Inspection

- 4.2.1. The education and training program shall complete and submit an intent to seek accreditation request (i.e., an evaluation request form) along with a self-evaluation and inspection form (to guide the program's self-study) to the EAC for review prior to application for accreditation.
- 4.2.2. Once the form is submitted, the EAC will review it and identify deficiencies, if any, and advise the program on how to correct them.
 - 4.2.2.1. The program will correct the deficiencies and submit an amended form showing the corrections.
 - 4.2.2.2. The EAC will request, and the program director must provide, any documentation to support its assertions in the self-evaluation form or any other materials provided by the program.
- 4.2.3. This (the initial filing of an intent to seek accreditation and the self-evaluation and inspection form) shall be initiated at least six months prior to the intended start date of the program seeking accreditation, so as to allow sufficient time to remedy any issues prior to the start of the program.

4.3. Application

- 4.3.1. After successful completion of the self-evaluation and inspection process, as tentatively determined by the EAC, the education and training program must submit both an application for accreditation and the required application fee to the APA national office at least three months prior to the start of the program.
 - 4.3.1.1. The program must remit the required inspection fees to the APA national office at least 30 days prior to the start of the program.
- 4.3.2. Application and inspection fees are determined by the board upon recommendation of the EAC.
- 4.3.3. The fees in effect at the time a program files its intent to seek accreditation and self-evaluation and inspection forms to initiate the accreditation process are the fees the program must pay even if the board authorizes an increase in the interim.
- 4.3.4. Travel-related fees are established according to the APA travel policy.

4.4. Inspection

4.4.1. Qualified Evaluators

4.4.1.1. Inspections will be conducted by an inspector who has been trained by the APA and who has completed and signed a disclosure of interest and noncompetitive agreement form.

4.4.1.1.1. The inspector training shall consist of instruction on the accreditation manual, the self-evaluation and inspection form, the inspection form, and scenarios of inspections.

4.4.1.1.1.1. Prospective inspectors will complete and sign the training sheet and complete and sign a disclosure of interest and noncompetitive agreement form at the end of the training.

4.4.1.1.1.1.1. Inspectors are required to notify the APA of any change in his or her conflict of interest and competitive status.

4.4.1.2. Inspection Process

4.4.1.2.1. Once the education and training program has successfully fulfilled all of the requirements that are set forth in [4.2](#) through [4.3](#), as tentatively determined by the EAC, the EAC will assign an inspector to inspect the program.

4.4.1.2.2. Prior to inspection, a person with legal authority to bind the program will sign an Inspection Form, which will include a waiver of liability.

4.4.1.2.3. The inspector will use the Inspection Form to complete the evaluation of the program.

4.4.1.2.3.1. The inspector will complete those areas amenable to off-site inspection prior to initiating the on-site inspection.

4.4.1.2.3.1.1. The inspector will notify the program's program director of any deficiencies found in the off-site review that might be remedied prior to the on-site inspection.

4.4.1.2.3.2. After completing the aforementioned processes, the inspector will set up and complete an on-site inspection using the inspection form.

4.4.1.3. **Post-Inspection Process**

- 4.4.1.3.1. The inspector will complete the Inspection Form and submit the form and any other materials deemed pertinent to his or her findings to the EAC within 30 days after the completion of the inspection process.
- 4.4.1.3.2. A copy of the evaluation will be provided to the director of the program, who will have ten days to notify the EAC of an intent to respond to any findings in the evaluation.
- 4.4.1.3.3. Any response must be filed with the EAC no later than 30 days from the date the copy of the evaluation was sent to the program director or the right to respond will be deemed to have been waived.

4.5. **Results of Inspection**

- 4.5.1. For each accreditation requirement set forth in [Section 3](#), the inspector will determine whether an education and training program either meets or does not meet accreditation standards.
- 4.5.2. Deficiencies must be identified and documented in the inspection report.
- 4.5.3. Deficiencies will be classified as either Level 1 or Level 2 as follows:
 - 4.5.3.1. **Level 1:** Directly affects and has a fundamental impact on either the work product or the integrity of the program.
 - 4.5.3.2. **Level 2:** Does not significantly affect either the work product or the integrity of the program.
- 4.5.4. **Level 1 Deficiencies**
 - 4.5.4.1. Level 1 deficiencies must be corrected before a recommendation for accreditation may be made by the EAC.
 - 4.5.4.2. New programs applying for accreditation must come into compliance with any Level 1 non-conformity and send written documentation of such within 60 days or, on good cause, such other time as determined by the EAC.
 - 4.5.4.2.1. Failure to do so will result in a termination from the accreditation process and a recommendation from the EAC to the BOD that the program not be reconsidered for accreditation for at least a six-month period.
 - 4.5.4.3. Programs seeking continued accreditation must come into compliance with any level 1 deficiencies and send written

documentation of such within 60 days or, on good cause, such other time as determined by the EAC.

- 4.5.4.3.1. Failure to do so will result in recommendation from the EAC to the BOD that the program's accreditation be revoked and that the program not be reconsidered for accreditation for at least a six-month period.

4.5.5. Level 2 Deficiencies

- 4.5.5.1. Level 2 deficiencies must be corrected by a program prior to the start of its next basic class.

- 4.5.5.1.1. Failure of a program to correct a Level 2 deficiency by the start of its next basic class will result in escalation to a Level 1 deficiency and may result in the revocation of their accreditation.

- 4.5.6. Any deficiency may require a follow up on-site inspections at the discretion of the EAC.

4.6. Education Accreditation Committee Review

- 4.6.1. The EAC will review the Inspection Form and other information submitted to it by an inspector for an education and training program.
- 4.6.2. The EAC will submit its findings and recommendation to the BOD within 30 days after the completion of its review. The EAC will make one of the following recommendations on the form to the BOD:
 - 4.6.2.1. Grant Accreditation
 - 4.6.2.2. Deny Accreditation

4.7. Board of Directors Action

- 4.7.1. The BOD will review all materials presented to it with regard to the accreditation of an education and training program.
- 4.7.2. Once the BOD has reviewed all relevant materials, it will vote for one of the following, with the decision based on a majority vote:
 - 4.7.2.1. Accreditation Granted
 - 4.7.2.2. Accreditation Denied
 - 4.7.2.3. BOD Provisional Remedy
- 4.7.3. The EAC will notify the program in writing, via email, of the board's determination regarding its accreditation decision.

- 4.7.4. Additionally, the National Office will notify the program via certified mail of the BOD's decision regarding accreditation.
 - 4.7.4.1. The program or its representative shall sign the return upon receipt.
- 4.7.5. If a program's accreditation is granted, the date of accreditation will be the date of the start of the program that was inspected.
- 4.7.6. To avoid a lapse in accreditation, program faculty should initiate the accreditation process prior to expiration of accreditation, keeping all filing timelines in mind.
- 4.7.7. If a program's accreditation is denied, the program may either reapply or appeal the denial of accreditation. Programs electing to appeal must follow [4.9](#).
- 4.7.8. If a "Provisional Remedy" is granted, the program will be notified as above, and the notification will include all steps necessary, including a timeline, for the BOD to entertain the review of any evidence of compliance (with its requirements in the notice) to make a final accreditation decision.
 - 4.7.8.1. The EAC will facilitate the process as directed by the BOD.
 - 4.7.8.2. If accreditation is denied, the program may initiate an appeal under [4.9](#).

4.8. Accreditation Cycle

- 4.8.1. After initial accreditation, the education and training program will be required to be inspected and accredited every three years from the anniversary date of its last accreditation.
 - 4.8.1.1. Failure to do so will result in the expiration of the program's accreditation.
- 4.8.2. As stated above, to avoid a lapse in accreditation, program faculty should initiate the accreditation process prior to expiration of accreditation, keeping all filing timelines in mind.

4.9. Denial of Accreditation Appeal

- 4.9.1. If electing to appeal the BOD decision of denial of accreditation, a program must complete and submit an Appeal of Denial of Accreditation Form, along with any other information deemed pertinent for BOD review, to the BOD within 30 days of that date it was notified, in writing, of such action.

- 4.9.1.1. The date of notification will be the date of delivery of the mailed notification.
- 4.9.2. Once the form is received by the BOD, it will review the program's request for appeal and consider whether to grant or deny the request for an appeal at its next regularly scheduled BOD meeting.
 - 4.9.2.1. If a program's request for an appeal is granted, the BOD will consider written and / or oral arguments regarding the appeal at the next regularly scheduled BOD meeting or, for good cause, at a later BOD meeting.
 - 4.9.2.1.1. A program may elect to be represented by legal counsel at its own expense.

4.10. Revocation of Accreditation

- 4.10.1. The American Polygraph Association BOD retains the right to revoke an education and training program's accreditation at any time on recommendation of the EAC or on its own motion, by a majority vote, to approve such revocation of accreditation.
 - 4.10.1.1. The effective date of revocation is at the sole discretion of the BOD.
 - 4.10.1.2. Such revocation is subject to appeal by the program as set out in [4.9](#).
- 4.10.2. A polygraph education and training program is ineligible for APA accreditation for five years if its owner(s), director(s) or other individual(s) associated with the program were formerly affiliated with, and had a direct or indirect financial interest in, a polygraph program that had its APA accreditation revoked due to failure to meet APA accreditation standards.
 - 4.10.2.1. The five-year period of ineligibility begins on the effective date of the revocation.

4.11. Amendments and Changes

- 4.11.1. **EAC Recommended Changes**
 - 4.11.1.1. Amendments or changes to the accreditation standards herein shall be made to the BOD upon recommendation of the EAC or upon a petition for amendments or changes submitted by the EAC.

- 4.11.1.2. The EAC conducts ongoing reviews of all accreditation criteria to determine their appropriateness and effectiveness. The EAC, based on its ongoing reviews, may recommend changes and amendments to the BOD.
- 4.11.1.3. Recommendations for amendments or changes to these standards may be presented to the EAC, in writing on the form(s) prescribed by the EAC, by any APA member in good standing, any accredited program faculty or staff, or any other interested stakeholders or their representatives (e.g., licensing or certification authorities).
 - 4.11.1.3.1. Within 60 days of receipt of any properly filed recommendation for changes or amendments submitted to the EAC by a stakeholder, the EAC will notify the stakeholder of its (the EAC's) intent to make such a recommendation to the BOD.
 - 4.11.1.3.2. Should the EAC refuse to make the recommendation for changes or amendments to the BOD, the recommendation for changes or amendments may be made by petition.

4.11.2. **Petition-based Recommended Changes**

- 4.11.2.1. The EAC shall process a valid petition for amendments or changes to these standards in the same fashion it processes and submits its own recommendations.
 - 4.11.2.1.1. A petition shall be deemed valid if it is presented to the EAC with the reasonably verifiable signatures of stakeholders equal to at least fifty percent, plus 1 (50% + 1) of the then number of accredited programs.
- 4.11.2.2. Upon submission to the BOD, the EAC shall, in writing, articulate why it opposes the changes, or, if persuaded by the information gained during the comment period, why it recommends the changes or amendments.

4.11.3. **Procedures for Comments**

- 4.11.3.1. All EAC or petition-based recommendations for substantive changes or amendments will be sent, via email, to all current program directors and known stakeholders (e.g., licensing authorities) for review and comment for at least 30 days prior to consideration by the BOD.

- 4.11.3.2. Petition-based or EAC recommended changes or amendments will also be posted on the APA website for public comment for at least 30 days prior to consideration by the BOD.
 - 4.11.3.3. Comments to proposed changes or amendments must be made to the EAC as prescribed by the EAC.
 - 4.11.3.4. The EAC will review all comments and provide a summary of the comments, which may include the raw comments themselves, to the BOD prior to its vote on any proposed changes or amendments.
 - 4.11.3.5. After review of all comments received, the EAC may amend its initial recommendation to the BOD on any portion of the recommendations for changes or amendments to the standards.
- 4.11.4. **Effective Date and Notification of Approved Changes**
- 4.11.4.1. An amended accreditation requirement takes effect on the date set by the BOD.
 - 4.11.4.2. The BOD will notify all education and training programs that are either APA accredited or in the process of seeking APA accreditation of such changes electronically or in writing.

4.12. Waivers

- 4.12.1. Waivers for any of the accreditation requirements set forth herein may be requested by an educational institution to the EAC on an APA Waiver Request Form.
 - 4.12.1.1. The EAC will make recommendations to the BOD regarding any request for a waiver.
- 4.12.2. The BOD may waive any accreditation requirements for good cause by motion and majority vote for approval.
- 4.12.3. The BOD may grant, deny or provide for provisional waiver on the basis and requirements and for such time as determined by the BOD.
- 4.12.4. Decisions by the BOD regarding requests for waiver are not appealable.
- 4.12.5. Each standard for which a waiver is requested must be filed separately.
- 4.12.6. Upon the recommendation of the EAC, the BOD may set a fixed fee for the filing of a waiver request generally, or it may set a schedule of fees for specific types of waiver requests.

4.13. Notices, Mailings

- 4.13.1. All filings and notices amenable to electronic filing may be filed electronically as required by the EAC.
- 4.13.2. Any notices set out herein to be provided to the education and training program are to be made to the primary email or physical address set out in the Application for Accreditation unless a written change of address is provided to the APA.
- 4.13.3. Undeliverable electronic notices will be sent to the program’s physical mailing address.
- 4.13.4. Any notices set out herein to be provided to the APA or EAC are to be made to the APA National Office as directed by the EAC.

5. Appendix

- 5.1. Appendix references the forms.
- 5.2. Forms will be produced by the EAC as necessary to carry out its functions.

Non-substantive revisions / corrections:

03/27/2018: Numbering corrected (3.8.1.1.2.2.5-3.8.1.1.1.2.2.6 & 3.9.1.1.4-3.9.11.5)

03/30/2018: Numbering corrected (3.8.1.1.2.2.7)

04/05/2018: Language corrected (4.1.1.3; “the” added before “inspector(s)”; “its” changed to “his or her”)