

May 30, 2008



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

Accreditation Review Commission on Education for the Physician Assistant

Application for **Provisional Accreditation**®
(Revised May 30, 2008)

For Accreditation *Standards*, third edition

With clarifying changes

NOTE: This application “protected” in such a way that the user can only enter information in the spaces indicated.

Preface

Provisional accreditation is an accreditation status for emerging programs that have not yet enrolled students. The awarding of provisional accreditation indicates that the plans and resource allocation for the proposed program appear to demonstrate the program's ability to meet the *Standards*, if fully implemented as planned. Provisional status is limited to no more than three years for any program.

Only those institutions which are *actively* engaged in establishing a program for the education of physician assistants (PA) are eligible for provisional accreditation. The provisional accreditation process involves a thorough review of the planning, organization, and proposed content of a program that is in the advanced planning stages, but not yet operational. Applicant institutions are usually about six months to one year away from admitting their first class of physician assistant students.

An on-site evaluation of the sponsoring institution/program is an important and required part of the provisional accreditation process. It includes meetings with representatives of the administration and the program director or planner, as well as with individuals who have been selected for significant faculty or staff positions.

The application document, descriptive narrative, and site visit evaluation are used to assess the extent to which the institution's plans and expectations for the program appear to support the potential for its compliance with all of the *Standards*.

Technical Directions for Completing the Application

This form is “protected” in such a way that the user can enter information **only** in the gray boxes or spaces on the worksheet.

In order to put an “X” mark in a box, left click in the gray box where you want the X. An X will appear in the box. To remove the X, just click again.

In areas where comments or other text are to be entered, click in the gray box and enter whatever information is called for, such as names or additional commentary. Although the box appears to be small, when you begin typing in the gray area, the box will expand to allow as much text as you need. If the text extends beyond the page, the program will automatically make another page and change page numbers following this “new page”.

In the protected format, you will be unable to insert or delete pages, or modify anything that is not inside a gray box. If you find that you need to extend a table to add additional lines for entries, contact the ARC-PA offices for assistance.

CAUTION: Do not 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, you should use the “Save” or “Save As” command under the File menu. You should not remove the “protection” before saving the document.

If you have any difficulties or questions, contact the ARC-PA offices at 770-476-1224.

Please return the completed application the ARC-PA office as directed at the end of this document.

Table of Contents

Sponsorship (Standards A1.01-A1.05, E1.01)	1
Institution Information	1
Financial Information (Standard A1.07a)	2
Personnel: Responsibilities (Standard A1.07b, c, A2.05, A2.11, A2.13)	4
Professional Development (Standards A2.16 A2.17)	5
Physical Resources (Standard A1.07d, A1.08)	5
Fair Practices and Admissions (Standards A3.03-A3.11, E1.06)	8
Institutional Affiliations (Standards A1.03)	12
Institutional and Program Records (Standards A1.06c, A3.13, A3.14, A3.15)	13
Admission Policies and Procedures (Standard A3.05)	14
Information Technology (Standards A3.03, A3.07)	15
Student Services (Standards D1.01, D1.02, D1.03, D1.04, D2.03)	15
Curriculum (Standards B2-B6, E1.11)	17
Instruction (Standards B1.08-B1.10)	19
Curriculum (Standards B2-B6, E1.11)	21
Required Texts	22
Instructional Methods (Standards A3.03, B1.03, B1.04, B1.06, B2-B7, E1.11)	25
Faculty Coordination and Supervision (Standards A2.05g, A2.05h, A2.18, A2.19, B1.07) .	28
Supervised Clinical Practice (Standard B7.03, B7.04, E1.14)	Error! Bookmark not defined.
Student Evaluation (Standards C3.01, C3.02, C3.03, C3.04, C3.05, C3.06, E1.13e)	34
Progression (Standards C3.04, C3.05)	35
Need Assessment (Standard E1.02, E1.03)	37
Program Evaluation and Descriptive Report (Standard E1.07, E1.15, E1.16)	37
Appendices for Provisional Application (updated 12.05)	41
Material List for ARC-PA Provisional Accreditation Visits (updated 12.05)	42

Sponsorship (Standards A1.01-A1.05, E1.01)

Name of Sponsoring Institution (Standard A1.02, E1.01): Indiana State University

Institutional Accreditation: Complete the following re accreditation of the sponsoring institution:

	Name of Institutional Accrediting Body	Date Awarded	Date for Next Review
<input type="checkbox"/>	Liaison Committee on Medical Education		
<input type="checkbox"/>	American Osteopathic Association		
<input type="checkbox"/>	Middle States Association of Colleges and Schools- Commission on Higher Education		
<input type="checkbox"/>	New England Association of Schools and Colleges- Commission on Institutions of Higher Education		
<input checked="" type="checkbox"/>	North Central Association of Colleges and Schools- The Higher Learning Commission	1915	2011
<input type="checkbox"/>	Northwest Commission on Colleges and Universities		
<input type="checkbox"/>	Southern Association of Colleges and Schools- Commission on Colleges		
<input type="checkbox"/>	Western Association of Schools and Colleges- Accrediting Commission for Senior Colleges and Universities		

Institution Information

List all undergraduate and graduate health profession programs offered by the sponsoring institution: (**Standard A1.04**)

Program/Curriculum offered	Specialty (if applicable)	Credential(s) awarded
Nursing Baccalaureate	Nursing	BS
Nursing Baccalaureate completion	Nursing	BS
Nursing Advanced Practice	Family Nurse Practitioner and Nursing Education	MSN, Nursing Educator Certificate
Health Science: Health Administration	Health Education and Public Health	BS
Athletic Training	Athletic Training	BS and MS
Recreation Therapy	Rec. Therapy	BS
Doctorate of Nursing Practice	Nurse educator and clinical practice	DNP
Doctorate of Physical Therapy	Physical Therapy	DPT

Program/Curriculum offered	Specialty (if applicable)	Credential(s) awarded

Comment:

Program Data: (Standard E1.05)

Classes will begin (list month or months): January
 Number of classes to be admitted per calendar year one
 Maximum class size * thirty
 Maximum Aggregate Student Enrollment** ninety

**Maximum class size is the maximum potential number of students enrolled for each admission cycle.*

*** Maximum Aggregate Student Enrollment is the maximum potential number of students enrolled simultaneously at any point in time in the program.*

Degree(s) to be awarded (Complete Name of Degree & Acronym):
 Master of Science in Physician Assistant Studies, MSPAS

Certificate to be awarded? yes no

Length of professional (the PA curriculum) component of program (months): 27 months

Estimated total Tuition & Fees that student incurs for the entire professional component of the PA Program:

Resident: 39,000

Non-resident: 79,000

Resources (Standards A1.07-A1.08)

Financial Information (Standard A1.07a)

Estimated total Tuition & Fees that each student beginning the program will incur for the entire professional component of the PA Program:

Resident: 39,000

Non-resident: 79,000

Identify major sources of financial support planned for the program:

Source	Amount	Expiration date	Or	Ongoing
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Source	Amount	Expiration date	Or	Ongoing
Internal (sponsoring institution)	<u>\$350,000</u> per year	<u>June, 2011</u>		<input type="checkbox"/>
Endowments	\$ _____ per year	_____		<input type="checkbox"/>
State grant/contract	\$ _____ per year	_____		<input type="checkbox"/>
Federal grant/contract	\$ _____ per year	_____		<input type="checkbox"/>
Private foundation: specify _____	\$ _____ per year	_____		<input type="checkbox"/>
Other: specify _____	\$ _____ per year	_____		<input type="checkbox"/>
Other: specify _____	\$ _____ per year	_____		<input type="checkbox"/>
Other: specify _____	\$ _____ per year	_____		<input type="checkbox"/>

Comments:

Personnel: Responsibilities (Standard A1.07b, c, A2.05, A2.11, A2.13)

List below the institutional and program personnel to include core faculty and administrative support staff. Identify their responsibilities by the list provided.

Responsibilities <i>Indicate those already employed by placing an * behind their names.</i>	Individual Name and Title											
	Program Director	Randall Stevens, Medical Director	Admin 1	Student Support 1	Leamor Kahanov, Department Chair	Faculty A	Faculty B					
Administration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical site development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical site monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Service	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordination of instruction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty coordination	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institution service	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program committee service	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secretarial	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research & Scholarly activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student advising/counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student research supervision	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student recruitment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student selection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and instruction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

The division of labor and support for program administration is exceptional. Changes in program needs are evaluated on a yearly basis and adjustments in the division of labor are then made accordingly and if necessary.

Describe how and how often the program's mission statement will be reviewed and revised:
(Standard A2.05a, E1.03, E1.04)

Describe how the program's medical director will be expected to be "an advocate for the program within the medical and academic community." (A2.14d)

The medical director will be charged with the responsibility of encouraging the active participation of the local medical community in this program. He will be expected to deliver commitments by potential preceptors and health care facility administrators to the clinical training of future physician assistants as well as in developing potential adjunct instructional faculty for this program. The medical director will be actively involved in the initial evaluation of potential clinical training sites and will be expected to recruit potential preceptors on an ongoing basis.

Professional Development (Standards A2.16 A2.17)

Indicate which of the following will be offered by the program/institution for the core faculty.

- non-vacation time to attend continuing education conferences
- funding to attend continuing education conferences
- non-vacation time to attend professional organizational meetings
- funding to attend professional organizational meetings
- time for clinical practice
- time for research/scholarly activities
- time to pursue advanced degree
- tuition remission for advanced degree
-
-

Physical Resources (Standard A1.07d, A1.08)

Resource	Dedicated	Shared	Seating Capacity
Classrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>34</u>
Lab (wet) space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>40</u>
Physical diagnosis lab space	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>28</u>
Computer lab	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>20</u>
Faculty offices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
Medical director office	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	<input type="checkbox"/>	<input type="checkbox"/>	_____

Question

Explain all "NO" answers below

- Each faculty will have ready access to a pc or laptop
- There is a medical library on campus

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The program has its own meeting/conference room	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program has space for confidential academic counseling of students by core faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program has secure storage for student files	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Provide narrative to support program's compliance in having "sufficient instructional materials for the faculty and staff to perform their duties." (A1.07f)

The Physician Assistant program has dedicated \$100,000.00 to capital and expendable materials, in addition to \$300,000.00 in renovation costs. Beyond the program start-up, the clinical fees of \$1000.00 per student per semester (\$30,000.00 per semester) will allow for maintenance of capital items, routine updating of equipment and expendable items.

Provide narrative to support program's compliance in having "access to and training in the use of the internet, including medical and other health-related electronic databases, for core faculty and students."(A1.07g)

Access to training for the internet and health related electronic databases in addition to teaching and curricular support is available to faculty through the Center for Instruction and technology (CIRT: <http://indstate.edu/cirt/>). CIRT provides individual as well as routine group courses to aid faculty using campus resources to provide quality education.

Students have access to technology and library resources through several outlets. The students receive orientation in coursework. In addition students have access to the Library for individual and group attention (<http://library.indstate.edu/>) and can access the Office of Information Technology for specific technological questions (<http://www.indstate.edu/oit1/>).

Provide narrative to support program's compliance in having "readily available access to the full text of current books, journals, periodicals, and other reference materials related to the curriculum for students and faculty." (A1.07h)

The Indiana State University Library provides access to online databases with full text options. If the library does not provide an online full text option, or in hard copy, then students can access inter-library loan through ILLiad. Requests are made annually to update the library holdings to meet the current needs of students and changing landscape of the discipline. Each department and/or program is provided annual funds to purchase books and journals.

Provide narrative to support program's compliance in having "sufficient seating, lighting, heating, and ventilation to facilitate learning in classrooms and laboratories."(A1.08a)

The Physician Assistant Program as part of the Applied Medicine and Rehabilitation Department will be housed in a building that has 3 classrooms with 34 seats each, 1 anatomy lab with ten cadaver stations, and 7 examination rooms. The building has been newly updated with heating, ventilation and lighting.

Does the program plan to have a branch/satellite campus or more than one main program site where instruction will be provided? Yes No

IF YES, complete the following section:

Provide narrative to support program's compliance in "providing students and faculty at geographically distant locations access to services and resources equivalent to those on the main campus." (A3.02) Address classrooms in terms of capacity and technology, library/computer resources, student counseling, student health.

Comments:

Fair Practices and Admissions (Standards A3.03-A3.11, E1.06)

Announcements/Policies/Documents relating to:	Published by the institution	Published by the program	Available on the WEB
Program goals (A3.03)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Admission requirements (A3.07a,b)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pre requisite coursework (A3.07b)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced placement (A3.07c)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transfer credit policies (A3.07c)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Technical standards (A3.07d)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Academic standards(A3.07d)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Requirements for progression (A3.07d)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Required curriculum (A3.07e)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Clinical site/preceptor placement (A3.06)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic credit (A3.07f)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Academic costs (A3.07g)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ARC-PA Accreditation Status (A3.07h)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PANCE pass rates (A3.07i)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Withdrawal policies (A3.07j,k)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student work policies (A3.07l)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student grievance policies (A 30.7m, A3.09a)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dismissal policies and procedures (A3.07m)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Faculty grievance policies (A3.09b)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Expected student competencies/outcomes (B1.05)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Graduation requirements (B1.05)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments:

Admission policies and documents are available online whenever possible so students and faculty have ready access to information.

Provide narrative describing how the program will assure that “all personnel and student policies are consistent with federal and state statutes, rules, and regulations.” (A3.04)

Program policies must be reviewed by the program, department, college and university before ratified and placed in action. All federal, state and university regulations are evaluated at each level prior to ratification of the policy.

Complete the following regarding advanced placement, check all that apply (Standard A3.08):

- The program does not plan to grant advanced placement to any applicant.
 - Advanced placement will be granted based on an evaluation of the applicant's transcripts.
 - Advanced placement will be granted based on applicant's performance on institution required standardized exams, like CLEP.
- Explanatory comment required if box checked:

- Advanced placement will be granted based on applicant's performance on program offered content exams.
Explanatory comment required if box checked:

Other Comments regarding advanced placement:

How and **when** will students first be notified of the following? (*Standard A3.03, A3.07, E1.06*)

Information distributed	Notification mechanism and time					
	By mail at time of application request	By mail with application packet	By web site	At time of interview	After accepted as a student	Only upon request
Program goals (A3.03)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admission requirements (A3.07a,b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-requisite coursework (A3.07b)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced placement (A3.07c)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transfer credit policies (A3.07c)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical standards (A3.07d)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic standards(A3.07d)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requirements for progression (A3.07d)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Required curriculum (A3.07e)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical site/preceptor placement (A3.06)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic credit (A3.07f)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic costs (A3.07g)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ARC-PA Accreditation Status (A3.07h, E1.06)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PANCE pass rates (A3.07i)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Withdrawal policies (A3.07j,k)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student work policies (A3.07l)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student grievance policies (A 30.7m, A3.09a)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dismissal policies and procedures (A3.07m)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Expected student competencies/outcomes (B1.05)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation requirements (B1.05)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Students may access the requisite information for admission, curriculum, tuition and all the policies in the program handbook. The Program handbook is available online.

Institutional Affiliations (Standards A1.03)

Please list the affiliated institutions that will be substantively involved in the didactic and pre-clinical phases of the educational program and indicate the services provided by each institution.

Note: Didactic instruction includes such instruction given at any time during the professional phase of the PA program. Thus, it may include basic sciences or other pre-clinical phase content. Do not include institutions that are used solely for supervised clinical practice.

Institution, City, State	Nature of Affiliation						
	Didactic instruction	Library access	Computer access to www	Student health	Graduate Degree Articulation	Formal agreement in place	Other
Indiana University School of Medicine - Terre Haute, IN	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Union Hospital Health Group, Inc - Terre Haute, IN	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Regional Hospital, Terre Haute, IN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providence Medical Center, Terre Haute, IN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Landsbaum Center for Rural Health Education, Terre Haute, IN	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Comments:

Institutional and Program Records (Standards A1.06c, A3.13, A3.14, A3.15)

Records kept by the program/ institution include or will include:

Document	Maintained: yes/no		Where Maintained	
	Yes (if yes, for how long)	No	Program files	Elsewhere in institution
Student admission record	<input checked="" type="checkbox"/> five years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational transcripts	<input checked="" type="checkbox"/> indefinitely	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Results of selection interviews	<input checked="" type="checkbox"/> two years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students' didactic performance	<input checked="" type="checkbox"/> indefinitely	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students' clinical performance	<input checked="" type="checkbox"/> forever	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clinical rotation assignments	<input checked="" type="checkbox"/> two years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic advising records	<input checked="" type="checkbox"/> five years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disciplinary action records	<input checked="" type="checkbox"/> ten years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Remediation records	<input checked="" type="checkbox"/> ten years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dismissal records	<input checked="" type="checkbox"/> ten years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student health records	<input checked="" type="checkbox"/> ten years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Assurance of health screening	<input checked="" type="checkbox"/> indefinitely	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Assurance of immunization requirements	<input checked="" type="checkbox"/> indefinitely	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Faculty teaching assignments	<input checked="" type="checkbox"/> indefinitely	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Core faculty job descriptions	<input checked="" type="checkbox"/> indefinitely	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Core faculty CVs	<input checked="" type="checkbox"/> indefinitely	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Course director CVs	<input checked="" type="checkbox"/> indefinitely	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program minutes (specify below)				
<u>Department Meetings</u>	<input checked="" type="checkbox"/> indefinitely	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Program Meetings</u>	<input checked="" type="checkbox"/> indefinitely	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Admission Policies and Procedures (Standard A3.05)

List/describe the criteria and process that will be used for student selection:

All completed applications will be reviewed by the student support specialist. All qualified applicants will be forwarded to core faculty for review and scoring as per rubric in Appendix J. Criteria evaluated include GPA, clarity of expressing reason for applying, letters of reference, additional language fluency, military experience, and current health care licensure. We anticipate interviewing 50 applicants for our 30 seats. We will assess cross-cultural and community service experiences, work-life balance, motivation for practicing in primary care underserved communities and overall poise and communication skills during the interview.

Admission screening measures will include which of the following?

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> application | <input checked="" type="checkbox"/> standardized exams (i.e., GRE) | <input checked="" type="checkbox"/> community service |
| <input checked="" type="checkbox"/> personal statement | <input checked="" type="checkbox"/> reference letters/forms | <input type="checkbox"/> CASPA |
| <input checked="" type="checkbox"/> essays submitted with application | <input checked="" type="checkbox"/> GPA | <input checked="" type="checkbox"/> personal interviews |
| <input checked="" type="checkbox"/> review of transcripts | <input checked="" type="checkbox"/> healthcare experience | <input checked="" type="checkbox"/> narrative writing at time of interview |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> psychological screening |
| <input type="checkbox"/> | <input type="checkbox"/> | |

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

Individual	Application Screening	Interviewing	Final selection decision
Core faculty	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Program Director	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Medical Director	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Didactic instructors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clinical preceptors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community organizations representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PA employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community PAs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community MDs/DOs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program admission staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Individual	Application Screening	Interviewing	Final selection decision
Institutional representatives: (specify below)			
College of Graduate and Professional Studies admissions personnel may assist at program's request	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify below)			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Information Technology (Standards A3.03, A3.07)

Complete the following regarding Informational technology literacy expectations of entering students. Check all that apply.

Software Product	Expected to know upon entry to program	Instruction in use provided during program
Word processing (i.e., Word®)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Internet browsing (i.e. Netscape®, Internet Explorer®)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Spreadsheets (i.e. Excel®, Lotus®)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Data base (i.e. Access®, Lotus®)	<input type="checkbox"/>	<input type="checkbox"/>
Presentation software (i.e., PowerPoint®)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Course development software (i.e. Blackboard®, WebCt®)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of medical data bases (i.e. Medline®)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Statistical Analysis (i.e., SPSS®)	<input type="checkbox"/>	<input type="checkbox"/>
Other: specify:	<input type="checkbox"/>	<input type="checkbox"/>
Other: specify:	<input type="checkbox"/>	<input type="checkbox"/>

Student Services (Standards D1.01, D1.02, D1.03, D1.04, D2.03)

	Yes	No
Students submit a medical history at program entry	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students submit a physical exam at program entry	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students update their medical history	<input checked="" type="checkbox"/> (when?) <u>yearly</u>	<input type="checkbox"/>
Students update their physical exams	<input checked="" type="checkbox"/> (when?) <u>yearly</u>	<input type="checkbox"/>
Students document a current PPD at program entry	<input checked="" type="checkbox"/>	<input type="checkbox"/>
There is a student health service on campus	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Core faculty will work in the student health services or in settings to which PA students are referred if ill (Comment below if 'Yes' **)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

To whom will students be referred for academic counseling?

To whom will students be referred for personal counseling?

Who will review student health records prior to program entry?

Records of students' PPDs will be kept where?

Records of students' immunizations will be kept where?

faculty advisor

Counseling services through ISU Behavioral Health Services

Student support specialist for completeness only

program files

program files

** Comment on how program will assure that core program faculty are not participating as health care providers for students in the program:

We will have signed agreements in place that all core faculty will update yearly acknowledging their understanding of our policy which prohibits providing health care services, except in an emergency, to our students.

YEAR 3											
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
HP	HP	HP	HP	HP							
		IL	IL								
	B+SS	B+SS									
		V									
SCP											

YEAR 4											

YEAR 5											

Comments:

Instruction (Standards B1.08-B1.10)

Describe how the program will educate students regarding issues related to intellectual honesty and academic and professional conduct, and where this will occur in the curriculum:

Statements describing the university's and program's expectations for intellectual and academic honesty are on each syllabi. Intro to PA practice, PASS 617 will explore professional conduct and integrity at length. This will be revisited in PASS 687 and at anytime during the program when an issue develops locally or in the media that will assist in explicating the concept of our responsibility as health care professionals in service to our communities.

Describe how the program will prepare students to provide medical care to patients from diverse populations:

We will make every effort to recruit and solicit applications from diverse populations. Our case scenarios, readings and reference materials will be from various cultures and lifestyles whenever possible. Clinical rotations will be assigned in a variety of settings both diverse in culture and socio-economic profiles. Systems based analysis will challenge the students to take up the cause of decreasing health care disparities in this country which by definition would include a commitment to serving in diverse population areas.

Complete the following re [offering curricular by different means](#) to some students.

Does the program plan to offer curricula by different means to some students? yes No
If **YES**, complete the following two questions:

If the program plans to [offer curricula by different means to some students](#), will students be given the option to choose the delivery method, ie, on-line or face-to-face?

yes No

Explain:

Complete the following section related to [geographically distant instruction](#):

Will all students in the didactic phase be located on the same campus for instruction?

yes No

If the program plans to [offer curricula by different means to some students](#) than for others, (ie, on-line, web enabled, satellite or simulcast, PBL or any other way when some students have a different delivery experience than others), **OR** if the program plans to offer [geographically distant instruction](#) (ie, instruction provided via satellite, simulcast, separate lecturers) **explain** how you will assure educational equivalency of course content, student experience and access to didactic and lab materials: (B1.102&b)

Does your program plan to offer [international clinical experiences](#)? yes no

If **YES or POSSIBLY**, complete the following:

Will international experiences be offered for *required* clinical experiences? yes no

Explain as needed:

Will international experiences be offered for *elective* clinical experiences? yes no
Explain as needed:

Will you have program-established as well as student-established rotations? yes no
Explain:

Will international experiences be offered to all students enrolled in the program? yes no
Explain as needed:

Will you have affiliation agreements for international experiences offered? yes no
Explain as needed:

Will your program advertise the international experiences? yes no
If yes, will the information address travel, housing and other expenses? yes no
Explain as needed:

Will the student be responsible for any of the above costs? yes no
Explain:

How will student competencies/course objectives be developed for the international experiences?

How will students be oriented to the role of the PA/mid-level practitioner in the rotation country?

How will the program evaluate international clinical sites and ensure that the sites provide the student access to the physical facilities, patient populations, and supervision necessary to fulfill the program's expectations of the clinical experience? (*Standards C4.02,C4.03*)

How will student performance be assessed during international experiences?

Describe the health care services that will be available to students during international experiences. (*Standard D1.03*)

How will students be covered for liability/malpractice issues on international rotations?

What measures will be taken to ensure student safety during international experiences? (*Standard A1.06e*)

Curriculum (Standards B2-B6, E1.11)

Indicate in which curricular component(s), i.e. module or course, the following content will be presented.

Instructional area	Program curricular components/courses where found
<i>Basic Medical Sciences</i>	
Human anatomy (B2.02a)	PASS 610
Physiology (B2.02b)	PASS 610, 613
Pathophysiology (B2.02c)	PASS 610, 613, 620, 622, 630,632
Pharmacology and pharmacotherapeutics(B2.02d)	PASS 624, 634
Genetics and molecular mechanisms (B2.20e)	PASS 610, 613
<i>Behavioral and Social Sciences</i>	
Counseling of patients (B4.01)	PASS 617, 622, 624, 626, 634, 636, 686
Patient Education (B4.01)	PASS 617, 624, 626, 634, 636, 686, HLTH 617
Psychological development (B4.02a)	PASS 613, 622, 626, HLTH 617
Substance abuse (B4.02b)	PASS 622, 624, 630, 634,
Human sexuality (B4.02c)	PASS 620, 622, 630, 686, 687
End of life issues (B4.02d)	PASS 617, 626, 632, 636, 686, 687
Response to illness, stress (B4.02e)	PASS 617, 622, 626, 636, 687, HLTH 617
Violence identification and prevention(B4.01f)	PASS 617, 622, 626, 630, 636, 686, 687
<i>Clinical Preparatory Sciences</i>	
Interviewing and the medical history (B3.02a)	PASS 611, 626, 636, 686, 687
Physical examination skills (B3.02b)	PASS 611, 620, 622, 630, 632, 643
Generation of differential diagnosis (B3.02c)	PASS 611, 620, 622, 626, 630, 632, 636
Ordering and interpreting diagnostic studies (B3.02d)	PASS 613, 620, 622, 624, 626, 630,632, 634, 636
Development/Implementation of treatment plans (B3.02e)	PASS 620, 622, 626, 630, 632, 636
Presenting patient data orally (B3.02f)	PASS 611, 626, 636,
Documentation of patient data (B3.02g)	PASS 611, 626, 636
Referral of patients (B3.02h)	PASS 620, 622, 626, 630, 632, 636, 686, 687
Clinical Medicine (B3.03)	PASS 620, 622, 626, 630, 632, 636, 686
Preventive care (B3.04a)	PASS 626, 630, 636
Acute Care (B3.04b)	PASS 620, 626, 630, 636
Chronic Care (B3.04c)	PASS 620, 622, 626, 630, 632, 636, 686, 687
Rehabilitative care (B3.04d)	PASS 620, 626, 630, 636, 686
End of life care (B3.04e)	PASS 622, 626, 636, 686, 687

Instructional area	Program curricular components/courses where found
<i>Information Literacy</i>	
Searching the literature (B5.01)	PASS 613, 617, 624, 634, 635, 655
Evaluating and Interpreting the literature (B5.01)	PASS 613, 617, 624, 626, 634, 635, 636, 655
Using evidence in patient care (B5.01)	PASS 617, 620, 622, 626, 630, 632, 636, 635, 655, 686
<i>Health Policy and Professional Practice</i>	
Impact of socioeconomic issues (B6.01a)	HLTH 617, PASS 617, 626, 636, 686, 687
Health care delivery systems and policy (B6.01b)	PASS 617, 626, 636, 686, 687
Reimbursement issues (B6.01c)	PASS 626, 636, 686, 687
QA and risk management (B6.01d)	PASS 617, 626, 636, 686, 687
Legal issues of health care (B6.01e)	PASS 617, 687
Cultural issues and their impact on health policy (B6.01f)	PASS 617, 626, 636, 686,
Respect for self and others (B6.02a)	HLTH 617, PASS 617
Professional responsibility (B6.02b)	PASS 611, 617, 686, 687
Privilege, confidentiality, patient consent (B6.02c)	PASS 611, 617
Commitment to patient welfare (B6.02d)	PASS 611, 617
History of the PA profession (B6.03a)	PASS 617
Current trends in the PA profession (B6.03b)	PASS 617, 687
Physician-PA team (B6.03c)	PASS 617, 687
PA political and legal issues B6.03d)	PASS 617, 686, 687
PA professional organizations (B6.03e)	PASS 617, 687
PA program accreditation (B6.03f)	PASS 617
Certification & recertification (B6.03g)	PASS 687
Licensure (B6.03h)	PASS 617, 687
Credentialing (B6.03i)	PASS 687
Professional liability (B6.03j)	PASS 617, 687
Laws and regulations regarding prescriptive practice (B6.03k)	PASS 624, 626, 687
Patient referral to others	PASS 617, 616, 636, 686

Comments:

Required Texts

List required texts, subscriptions, references, and equipment (to be purchased and used by students) for all required courses during the first twelve months.

Ballweg, R., Sullivan, E., Brown, D., & Vetrosky, D. (2008). Physician assistant: A guide to clinical practice (4th ed.). Philadelphia, PA: W. B. Saunders.

Cassidy, B., & Blessing, J. (2008). Ethics and professionalism: A guide for the physician assistant. Philadelphia, PA: F. A. Davis.

Coulehan, J., & Block, M. (2006). The medical interview: Mastering skills for clinical practice (5th ed.). Philadelphia, PA: F. A. Davis.

Fauci, A. M., Braunwald, E., Kasper, D. L., Hauser, S. L., Longo, D. L., Jameson, J. L., & Loscalzo, J. (2008). Harrison's principles of internal medicine (17th ed.). New York, NY: McGraw-Hill.

Hacker, N. F., Gambone, J. C., & Hobel, C. J. (2010). Hacker & Moore's essentials of obstetrics and gynecology (5th ed.). Philadelphia, PA: W. B. Saunders.

Hooker, R. S., Cawley, J. F., Asprey, D. P. (2009). Physician assistants: Policy and practice. Philadelphia, PA: F. A. Davis.

Hospital, J. H., Custer, J. W., Rau, R. E., & Carlton, K. L., (2008). The Harriet Lane handbook (18th ed.). Philadelphia, PA: Mosby.

Kliegman, R. M., Marcante, K., Jenson, H. B. (2010) Nelson Essentials of Pediatrics (6th ed.). Philadelphia, PA: W. B. Saunders.

LeBlond, R. F., Brown, D. D., & DeGowin, R. L. (2009). DeGowin's diagnostic examination (9th ed.). New York, NY: McGraw-Hill.

Mayeaux, E. J., Jr., The essential guide to primary care procedures (2009). Philadelphia, PA: Lippincott Williams & Wilkins.

Moore, K., Dalley, A., & Agur, A. (2010). Clinically oriented anatomy (6th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Privitera, M. R. & Lyness, J. M. (2009). Psychiatry mentor: Your clerkship & shelf exam companion. (2nd ed.). Philadelphia, PA: F. A. Davis.

Rhoades, R., & Bell, D. (2009). Medical physiology: Principles for clinical medicine (3rd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Rubin, A. (2008). Practitioner's guide to using research for evidence-based practice. Hoboken, NJ: Wiley.

Straus, S., Richardson, W., Glasziou, P., & Haynes, R. (2005). Evidence-based medicine: How to practice and teach EBM (3rd ed.). Edinburgh, Scotland: Elsevier.

Waldman, S. A., Terzic, A. (2008). Pharmacology and therapeutics: Principles to practice. Philadelphia, PA: W. B. Saunders.

Wolff, K., & Johnson, R. A. (2009). Fitzpatrick's color atlas & synopsis of clinical dermatology (6th ed.). New York, NY: McGraw-Hill.

Choose one of the two medical dictionaries cited below:

Stedman's (2006). Stedman's medical dictionary (28th ed.). Baltimore, MD: Lippincott Williams & Wilkins.

Venes, D. (Ed.). (2009). Taber's cyclopedic medical dictionary (21st ed.). Philadelphia, PA: F. A. Davis.

Medical equipment to include at a minimum a blood pressure kit with multiple size cuffs, good stethoscope, oto/ophthalmoscope and insufflator, reflex hammer, tuning forks (128Hz and 256Hz), and pocket vision screening card.

Portable internet access, either from a smartphone, netbook, laptop or other device.

Course Number and Title	Instructional Methods										Credit hours	Contact hours
	Lectures	Group discussions / Seminars	Computer simulations	On line coursework	Clinical skills lab	Laboratory	PBL	Self Instructional module	Core faculty site visits	Interactions with preceptors		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Comments:

Faculty Coordination and Supervision (Standards A2.05g, A2.05h, A2.18, A2.19, B1.07)

Identify the program member(s) who will be responsible for coordination of the **didactic coursework**.

Name/Title: Position not yet filled / Program Director
Employer: Indiana State University

Name/Title: Leamor Kahanov, EdD, ATC/ Department Chair
Employer: Indiana State University

Comments:

Program Director is responsible for curricular content and program activities. The department chair is available for consultation when needed and for faculty evaluation.

Criteria considered in selecting individuals as instructors in the **didactic** component of the program will include: (**Standard A2.18**)

- availability at time of need
- experience in content to be taught
- previous experience with students
- assignment by sponsoring institution
- academic preparation

Other:

-
-
-

Indicate which of the following will be used to orient, coordinate, supervise, and provide feedback to **didactic phase** instructors and faculty.

- Meeting with individual instructors before the course begins
- Meeting with individual instructors as the course progresses
- Meeting with individual instructors after the course has ended
- Meeting with all instructors for a team taught course before the course begins
- Meeting with all instructors for a team taught course as the course progresses
- Meeting with all instructors for a team taught course after the course has ended
- Distribution of instructional objectives/expected student competencies to instructors
- Core faculty will attend class sessions of others
- Core faculty will review written exams before they are given
- Core faculty will review exam results
- Core faculty will review student course evaluations
- Core faculty will provide feedback to instructors during the course
- Core faculty will provide feedback to instructors after the course has ended.

- Other: Department chair will provide feedback to instructors during the course as a mid-course evaluation.
- Other: Department chair will provide feedback to instructors at the completion of a course based on student evaluations.
- Other: Core faculty will meet monthly to evaluate program, instructor, and student needs.
- Other:

Identify the program member(s) who will be responsible for coordination of the **clinical practicum** activities among the various settings used.

Name/Title: Position not yet filled / Clinical Coordinator
Employer: Indiana State University

Name/Title: Jayme Payne / Student Support Specialist
Employer: Indiana State University

Comments:

Check all who will serve to directly supervise students as **preceptors** in the clinical setting:
(**Standards A2.20, A2.21**)

- Physicians
- Residents
- PAs
- NPs
- Clinical psychologists
- CNMs
-

Criteria considered in selecting individuals as preceptors for the **clinical component** of the program will include: (**Standard A2.18**)

- licensure/certification
 - previous experience with teaching PA students from your program
 - previous experience with teaching PA students from other programs
 - previous experience with teaching students from other health professions
 - distance from campus
 - patient load
 - patient mix
- Other:
- Willingness to make themselves available within the confines of the program including meeting with clinical coordinator and flexibility in scheduling PA students.
 - Favorable evaluations from previous PA students
 - Understands and is supportive of the PA/Physician partnership practice model

Indicate which of the following will be used to orient, coordinate, supervise, and provide feedback to **clinical phase** preceptors:

- Meeting with preceptor before clinical rotation
- Meeting with preceptor during clinical rotation
- Phone contact with preceptor before rotation
- Phone contact with preceptor during rotation
- Distribution of instructional objectives/expected student competencies
- Distribution of preceptor manual
- Core faculty will review student evaluations of experience
- Core faculty will provide feedback to preceptors during the clinical experience
- Core faculty will provide feedback to instructors after the clinical experience has ended
- Other: _____
- Other: _____

Clinical sites and preceptors will be evaluated at the onset of a clinical affiliation and at least annually thereafter. The evaluation rubric will be uniformly applied to all settings and preceptors and will include student evaluations of preceptors, program assessment of site qualifications in terms of physical space, safety and access to adequate volume and types of patients.

How does the program ensure that each clinical site provides access to the physical facilities, patient populations and supervision necessary to fulfill the program's expectations for the clinical experience?

We will not be setting volume requirements during clinical preceptorships. We will ensure that our students are afforded good mentoring and access to patients and clinical situations that present themselves in the normal course of the day. For us, it is about variety of training opportunities that are not easily measured in numbers. We will be keeping track of the types of patients encountered in various settings so as to ensure an adequate range of clinical experience over the entire 12 months. This first cycle through will give us some preliminary data to begin to make adjustments as needed in the subsequent classes.

Supervised Clinical Practice Experiences (Standard B7.04d, B7.05)

Describe how the program assures that every student has supervised clinical practice experiences with patients seeking care for conditions requiring inpatient surgical management, including pre operative, intra operative, and post operative care.

By careful site selection and preceptor orientation to program's expectations. The surgery rotation is hospital based, though obviously the surgical patient will need to be seen in the surgeon's office prior to and sometime after surgery.

Describe how the program assures that every student has supervised clinical practice experiences with residency-trained physicians or other licensed health care professionals experienced in the principle areas as described in B7.05.

We are in communication with residency trained physicians and mid-level providers in pediatrics, family medicine, obstetrics and gynecology, psychiatry, emergency medicine, internal medicine, and general surgery. We are working on potential preceptorships within these disciplines across Indiana. As part of our screening for clinical preceptors we will be asking for credentials and will include this expectation on our preceptor orientation manual and sessions.

Student Evaluation (Standards C3.01, C3.02, C3.03, C3.04, C3.05, C3.06, E1.13e)

Indicate which methods of evaluation will be used during the didactic and supervised clinical practicum components of the program. Also indicate the methods to be used for the summative evaluation of the student.

Example:

Evaluation Method	Didactic Phase		Clinical Phase		Summative	
	Used	Frequency or #	Used	Frequency or #	Used	When or #
Written exams	X	Periodically during course, midterm, & final	X	Twice/rotation: pre and post	X	During final month of program

Evaluation Method	Didactic Phase		Clinical Phase		Summative	
	Used	Frequency or #	Used	Frequency or #	Used	When or #
Written exams	<input checked="" type="checkbox"/>	periodically during the courses	<input checked="" type="checkbox"/>	once per course	<input checked="" type="checkbox"/>	25 th month
Practical exams	<input checked="" type="checkbox"/>	periodically during the first 12 months	<input checked="" type="checkbox"/>	six	<input checked="" type="checkbox"/>	25 th month
Oral exams	<input checked="" type="checkbox"/>	periodically	<input type="checkbox"/>		<input checked="" type="checkbox"/>	once
Oral presentations	<input checked="" type="checkbox"/>	periodically during the courses	<input type="checkbox"/>		<input checked="" type="checkbox"/>	26 th month
Group projects	<input checked="" type="checkbox"/>	four	<input type="checkbox"/>		<input type="checkbox"/>	
Objective Structured Clinical Exam (OSCEs)	<input checked="" type="checkbox"/>	six	<input checked="" type="checkbox"/>	six	<input checked="" type="checkbox"/>	25 th month
H & Ps submitted to faculty	<input checked="" type="checkbox"/>	six	<input checked="" type="checkbox"/>	33	<input checked="" type="checkbox"/>	
Research project	<input type="checkbox"/>		<input checked="" type="checkbox"/>	begun here	<input checked="" type="checkbox"/>	26 th month
Preceptor evaluation	<input type="checkbox"/>		<input checked="" type="checkbox"/>	11	<input type="checkbox"/>	
Student self evaluation	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Patient logs (paper)	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Patient logs (electronic)	<input type="checkbox"/>		<input checked="" type="checkbox"/>	22	<input type="checkbox"/>	
Procedure list	<input type="checkbox"/>		<input checked="" type="checkbox"/>	22	<input type="checkbox"/>	
Drug cards	<input type="checkbox"/>		<input checked="" type="checkbox"/>	11	<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Other: specify:	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Other: specify:	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Evaluation Method	Didactic Phase		Clinical Phase		Summative	
	Used	Frequency or #	Used	Frequency or #	Used	When or #
Other: specify:	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Professional Behaviors (Standard C3.04)

Describe how and when the program will assess and document student demonstration of professional behaviors:

Throughout the program students are expected to demonstrate professional behaviors. Physician Assistant Committee academic and professional assessment occurs every semester. Documentation includes preceptor evaluations, performance during classroom, university or community presentations and on the Observed Structured Clinical Examinations. The code of professional conduct is delineated in the student handbook. Behaviors will be assessed according to those expectations.

Summative Evaluation: (Standard C3.06)

Standard C3.06 requires that the program document a summative evaluation of each student toward the end of the program to assure that students are prepared to enter clinical practice. The summative evaluation is defined as “an assessment of the learner conducted by the program to assure that the learner has the knowledge, interpersonal skills, patient care skills, and professionalism required for entry into the profession.”

Describe the program’s plans for a summative evaluation process, indicating its timing during the program and what will occur if a student does not meet defined performance expectations

The summative evaluation will occur in PASS 686 soon after the end of the clinical year which is in the 25th month of the program. This is timed so that the final two months, while the student is back on campus, can be used to remediate any deficiencies. The summative evaluation is both practical and written and is required for graduation. There will be re-tests offered on an as needed basis.

Progression (Standards C3.04, C3.05)

If a student demonstrates deficiencies in knowledge or skills, how will the student be accommodated within the program and what means of remediation will be available?

Remediation plan will be set up with course instructor upon receiving a failing grade on any assessment tool. One-on-one tutoring with faculty or graduate students in the content area may be offered.

Who will determine that students have successfully completed the educational program and are prepared to graduate?

Name: Position not yet filled
Title: Program Director

How will this decision be reached? (Identify others in the program, including faculty members and others, who may participate in the decision-making process.

The entire Physician Assistant Committee (PAC) which consists of core faculty and any at least half-time PA faculty. Grievances of decisions made by the PAC will be heard by the Dean of the College of Nursing, Health, and Human Services.

Describe the factors that will be taken into consideration, such as test results, competency evaluations, reactions of co-workers and supervising physicians, etc)

Professional behavior is included in every clinical rotation evaluation matrix and end of semester PAC progression evaluation. Any unsatisfactory evaluation will prompt a meeting with the instructor to explore potential issues or need for remediation. Each faculty meeting will include a discussion of student performance indicators and, as needed, remediation plans for poor-performing students will be agreed upon by the core faculty. The PAC end-of-semester progression decision is another avenue for assessment.

Need Assessment (Standard E1.02, E1.03)

The program must submit an executive summary of its needs assessment as one of the application appendices. The ARC-PA does not prescribe the format for the needs assessment. This document should, however include information on who was involved in the needs assessment, how the process was conducted, a summary of the results and how the results were analyzed and communicated. (The completed needs assessment and supporting documents should be available for the visit.)

Program Evaluation and Descriptive Report (Standard E1.07, E1.15, E1.16)

Does the institution currently have a program development/advisory committee?

- Yes
 No

If yes, how many times has it met over the past 12 months? **8**

How many members are on this advisory committee? **5**

Membership included representatives from:

- | | |
|--|---|
| <input checked="" type="checkbox"/> sponsoring institution | <input checked="" type="checkbox"/> practicing physicians |
| <input checked="" type="checkbox"/> institutional affiliates | <input checked="" type="checkbox"/> practicing PAs |
| <input checked="" type="checkbox"/> program | <input type="checkbox"/> Local or state medical societies |
| <input type="checkbox"/> Others: | <input type="checkbox"/> "public" representatives |
| <input type="checkbox"/> Others: | <input type="checkbox"/> |

Do you intend to maintain a formal advisory program?

- Yes
 No

Comments:

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) requires the submission of a written report documenting the activities of self-assessment. The program must demonstrate by means of the report that 1) it has an established process of ongoing self-assessment, and 2) that a period of intensive evaluation has been conducted in preparation for accreditation. It is, therefore, important that program faculty, especially program directors, are familiar with the concepts of continuous self-assessment and periodic self-assessment as well as the instructions for preparing the written reports associated with such assessments.

Continuous Self-Assessment -is a process whereby a program regularly and systematically reviews the quality and effectiveness of its educational practices and policies. It is conducted within the context of the mission and goals of both the parent institution and the program and uses the *Accreditation Standards for Physician Assistant Education (Standards)* as the point of reference. It is comprehensive, regular and analytical. It occurs throughout the academic year and in all of the phases of the program. It critically assesses all aspects of the program relating to sponsorship, resources, students, operational policies, curriculum, program evaluation and

other activities connected with the educational enterprise. It identifies strengths as well as problems, develops plans for corrective intervention and evaluates the effects of the interventions.

The **Descriptive Report** is the written product of the process of planning and self-assessment that is undertaken by an institution preparing to begin a PA program. The descriptive report required for those seeking provisional accreditation is similar to the Self Study report required of programs applying for continuing accreditation. The Descriptive Report must be submitted with this application, as directed by the ARC-PA.

The ARC-PA does not prescribe the particular methods by which the periodic self-assessment should be accomplished. A variety of methods can be used to achieve the goal of comprehensive program evaluation and assessment of compliance with the *Standards*.

A program and its sponsoring institution should determine the methods to be used for the periodic self-assessment in keeping with the mission, goals and policies of the program, the parent institution and the *Standards*. They should also determine the resources and time to be devoted to the effort.

It is not unusual for programs to participate in an ongoing institutional process of evaluation, conducted by the sponsoring organization. However, institutional processes of evaluation may not be sufficiently comprehensive or detailed and will likely need supplementation by other activities specific to PA program evaluation and the *Standards*.

The **Descriptive Report** (25 pages or less) must include:

- the mission of the institution and the mission of the program.
- a one page overview of the proposed program.
- information detailing the activities that occurred prior to the decision to pursue the development of a physician assistant program, as related to feasibility studies and/or the needs assessment.
- institutional strengths and weaknesses as they relate to the start-up of a PA program.
- a review of program activities, to date, which relate to compliance with each of the *Standards*. This review should also include plans and a timetable for those activities that are required by the *Standards*, but have not yet been implemented by the program. For example, if faculty essential to conducting the program have not been recruited, explain the recruitment plan and timetable. If preceptors for a planned, required clerkship have not been identified, explain the plan and timetable for identifying preceptors for the rotation, etc.) Programs should use the organizational format of the *Standards*, addressing each section and its sub-components in terms of the program's planning for compliance, strengths, and weaknesses.
- a succinct summary (no longer than 2 pages in length) which highlights program strengths and identifies issues still needing to be addressed by the program relative to the *Standards*, showing lines of responsibility, timetables benchmarks and or deadlines.

The Descriptive report must be submitted with this application, as directed by the ARC-PA.

Signature Page

On behalf of the Indiana State University(INSTITUTION) Physician Assistant Program (PROGRAM NAME) (the "Program"), I hereby apply to the **Accreditation Review Commission on Education for the Physician Assistant ("ARC-PA")** for accreditation of the Program as an Educational Program for Physician Assistants in accordance with and subject to the procedures and regulations of the **ARC-PA**. I have read and agree to the conditions set forth in the **ARC-PA's** Standards and other materials describing accreditation and the accreditation process. I understand and agree that the Program will be subject to denial of accreditation; to withdrawal of accreditation and forfeiture and redelivery of any credential indicating accreditation granted by the **ARC-PA**; and to denial of future eligibility for accreditation in the event that any of the statements or answers made in this application are false or in the event that the Program violates any of the rules or regulations governing accredited programs.

I authorize the **ARC-PA** to make whatever inquiries and investigations it deems necessary to verify the contents of this application. I understand that this application and any information or material received or generated by the **ARC-PA** in connection with the accreditation process will be kept confidential and will not be released unless the Program has authorized such release or such release is required by law. However, the fact that the Program is or is not, or has or has not been, accredited is a matter of public record and may be disclosed. Finally, the **ARC-PA** may use information from this application for the purpose of statistical analysis, provided that the Program's identification with that information has been deleted.

I hereby agree to hold the **ARC-PA**, its officers, commissioners, employees, and agents harmless from any and all actions, suits, obligations, complaints, claims, or damages including, but not limited to, reasonable attorneys' fees, arising out of any action or omission by any of them in connection with this application; the application process; or the denial or withdrawal of the Program's accreditation or eligibility for accreditation.

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

These signatures also acknowledge that, if awarded provisional accreditation, the PA program has the plans and resources that, if fully implemented as proposed, can lead to compliance with the Standards.

The awarding of provisional accreditation does not assure that continuing accreditation will be awarded after the next accreditation visit, particularly if conditions as they existed or the plans as proposed at the time of the provisional visit have significantly changed.

The signatures also acknowledge that if awarded provisional accreditation, the program cannot exceed the maximum numbers of students as identified in this application while provisionally accredited.

I UNDERSTAND THAT THE DECISION AS TO WHETHER THE PROGRAM QUALIFIES FOR ACCREDITATION RESTS SOLELY AND EXCLUSIVELY WITH THE ARC-PA AND THAT THE DECISION OF THE ARC-PA IS FINAL.

I HAVE THE AUTHORITY TO ENTER INTO THIS AGREEMENT 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.

APPLICATION FOR ACCREDITATION FILED BY:
(Please *type names* under signature lines)

(Chief Administrative Officer of the
Program's Sponsoring Institution)
Daniel J. Bradley,

(Program Director)
Position not yet filled

April 12, 2010

(Date of transmittal to ARC-PA)

The program should submit its application **electronically as an attachment to arc-pa@arc-pa.org** and mail the *original* and *six* copies (plus a copy on CD) of the completed and signed application and supporting information to the ARC-PA office.

All copies of the required documents referred to above, including their appendices, should be two sided and three-hole punched for the ARC-PA and use letter-size, lettered tab inserts (not post-it note tabs) for each of the Attachments. Put rubber bands around each copy to secure, do not use paper clips. Please do not send copies of your program's descriptive brochure or catalog at this time.

John E. McCarty
Executive Director
Accreditation Review Commission on Education for the Physician Assistant
12000 Findley Road, Suite 240
Duluth, GA 30097

A completed application consists of:

- Application for Provisional Accreditation and required appendices
- The Descriptive Report (as Appendix M)

Appendices for Provisional Application (updated 5.08)

Please include the following appendices with the application disc.

Appendix A	Mission of the Institution, mission and general goals of the program
Appendix B	Functions and tasks that graduates are expected to perform AND technical procedures taught during the program (B1.01, B1.02, B1.04, B3.05, E1.03)
Appendix C	Needs Assessment-Executive summary (E1.02)
Appendix D	Technical standards (A3.07d)
Appendix E	Written job descriptions AND Curricula Vitae , using ARC-PA CV templates , for Program director (A2.06-A2.08, A2.10-A2.12, E1.04) Medical director (A2.13-A2.14, E1.04) Core faculty (A2.01-C2.05)
Appendix F	Diagram or description of the organizations structure of the PA program, to include at a minimum, the core faculty and administrative support staff. AND Diagram or description of the organizational relationship of the PA program to the sponsoring institution. (Include information regarding who has immediate administrative authority over the program director and that person's position in the administrative structure of the sponsoring institution.) (A2.12)
Appendix G	A detailed line item budget for the first 3 years of the program (E1.09)
Appendix H	Time span diagrammatic representations of the didactic/preclinical courses AND of the supervised clinical practice experience (i.e. rotation schedule). (B2-B6, E1.11)
Appendix I	Sample of information distributed to those inquiring about the program AND the web address for the programs web site. Information must include proposed tuition and fees, as well as a statement about the program's accreditation status and the implications of non-accreditation to applicants. Site visitors and ARC-PA commissioners will review the content on the program's web site. (Note: do not send university/college catalogue) (A3.03-A3.07, A3.11)
Appendix J	Any forms that will be used to screen student applications or select students for class positions
Appendix K	All expected student competencies/learning objectives and samples of student evaluation instruments, (i.e. exams), for the following content areas (B1.01, B1.02,,B1.04-B1.06) <ul style="list-style-type: none">• physical diagnosis (B3.02b)• pharmacology (B2.2d)• genetic and molecular mechanisms of health and disease (B2.02e)
Appendix L	List of teaching equipment, models, simulators that are available or will be purchased (A1.07f)
Appendix M	Descriptive Report (E1.07)

Material List for ARC-PA Provisional Accreditation Visits (updated 5.08)

The following materials **must** be available for review during the site visit, even if submitted in the appendices of the application. Only materials for the **current classes of students** are required. Site visitors may request additional materials/documents **during the visit**.

- 1) Needs assessment and supporting documentation. (E1.02, E1.03)
- 2) Program promotional materials and catalogs, access to the program's web site (A3.03-A3.07, A3.11, E1.10)
- 3) Materials describing technical standards for admission (A3.07d)
- 4) Sample of current affiliation agreements with other institutions involved in the program (A1.03)
- 5) List of required texts / resources for students (B1.01-B1.02)
- 6) Three year line item operational program budget (A1.07, E1.09)
- 7) Student handbooks/manuals containing policies (A3.01, A3.07, A3.11)
- 8) Written policies re: faculty and student grievance and appeals process (A3.07m, A3.09)
- 9) Sample of student health forms (D1.02)
- 10) Student records maintained by program office (A3.13)
- 11) Faculty records to include written job descriptions and CVs for all core faculty employed to date (3.14-A3.15, E1.12f)
- 12) Course syllabi to include expected student competencies and instructional methods to be used for all courses in the first 12 months of the curriculum (B1.01, B1.02 B1.04, B1.06, B2-B7, E1.12b)
- 13) Examples of evaluation instruments (written exams, OSCEs, etc) used to evaluate student progress for each course in the first 12 months of the program. (C3.01-C3.06, E1.12d)
- 14) Sample instructor and course evaluation instruments. (C1.01d, E1.12e)
- 15) Additional materials that support data in the descriptive report but which were not included with application forms.
- 16) Proposed graduate survey for evaluation of curriculum and program effectiveness (C1.01e, E1.16)
- 17) Proposed preceptor evaluations of student performance and suggestions for curriculum improvement (C1.01f, E1.16)
- 18) If the program has appointed a program director who is not a PA pr physician, the following must also be provided (A2.06-2.12, F1.07, F1.08)
 - position description for the program director,
 - copy of advertisement used for hiring,
 - list of publications and organizations used for placement of the ad,

- search committee records regarding applications and qualifications of applicants, without personal identifying information