



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

NOTICE OF ACTIONS – ACCREDITATION-PROBATION STATUS (8.15.2018)

The ARC-PA took the actions displayed below at its July 16 and September 9-11, 2016, and January 21, March 9-11, July 22, and September 7-9, 2017 and March 8-10, 2018 meetings. The accreditation decisions were based on the programs' compliance with the accreditation Standards or adherence to ARC-PA policies for accredited programs.

All accredited programs are required to file annual and periodic reports to document continuing compliance with the accreditation Standards throughout the accreditation cycle. Programs that received citations<sup>1</sup> from the commission are required to submit a report describing the manner in which the citation(s) have been addressed or resolved.

The programs, all with the status of Accreditation-Probation (as defined below), are listed in alphabetical order by state.

Accreditation-Probation is a temporary status of accreditation, limited to two years, granted when a program holding an accreditation status of Accreditation-Provisional or Accreditation-Continued does not meet the Standards and when the capability of the program to provide an acceptable educational experience for its students is threatened. Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a probation site visit and/or risk having its accreditation withdrawn.

A focused probation site visit is scheduled to occur in advance of the commission meeting identified under Next Validation Review. This visit will evaluate the program and institutional progress in addressing specific Standards related problem(s) identified during the course of the most recent commission review of the program.

For definitions of all accreditation statuses see <http://www.arc-pa.org/accreditation-statuses/>

For a complete listing of all accredited programs or for information about specific programs, see <http://www.arc-pa.org/accreditation/accredited-programs/>

THE FOLLOWING LIST REFLECTS RESULTS OF ACCREDITATION ACTIONS FOR CURRENTLY ACCREDITED PROGRAMS INCLUDING COMMENTARY REGARDING PROGRAM-SPECIFIC REPORTS TO THE COMMISSION DESCRIBING THE MANNER IN WHICH THE CITATION(S)<sup>1</sup> HAVE BEEN ADDRESSED OR RESOLVED.

PA Program at:	Accreditation Status Granted	Next Validation Review
Loma Linda University, CA	Probation <sup>3</sup>	March 2019

Report due for standards related to:

- the sponsoring institution providing the program with the human resources necessary to operate the educational program,
- the program director providing effective leadership and management, instructional objectives that guide student acquisition of required competencies,
- the program curriculum including instruction in human sexuality and death, dying and loss,

PA Program at:	Accreditation Status Granted	Next Validation Review
<ul style="list-style-type: none"> <li>• supervised clinical practice experiences (SCPEs) in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</li> <li>• SCPEs with patients seeking medical care across the life span, women’s health, care for conditions requiring surgical management and care for behavioral and mental health conditions,</li> <li>• implementing an ongoing program self-assessment process, and</li> <li>• a self-study that documents results of critical analysis from the ongoing self-assessment, faculty evaluation of the curricular and administrative aspects of the program, modifications that occurred as a result of self-assessment, self-identified program strengths and areas in need of improvement and plans for addressing areas needing improvement.</li> </ul>		
<p><b>Adventist University of Health Sciences, FL<sup>2</sup></b></p>	<p>Probation<sup>3</sup></p>	<p>June 2019</p>
<p><i>Report due for standards related to:</i></p>		
<ul style="list-style-type: none"> <li>• the sponsoring institution supporting the faculty in program assessment, hiring faculty and staff and providing the program with the staff needed to operate the educational program,</li> <li>• sufficient principal faculty to meet the academic needs of students,</li> <li>• the program director being knowledgeable about and responsible for program continuous review and analysis and participation in the accreditation process,</li> <li>• the medical director being an active participant in the program,</li> <li>• the program making readily available to prospective students the policies and procedures for deceleration, and</li> <li>• the program defining and publishing instructional objectives for each didactic and clinical course.</li> </ul>		
<p><b>Keiser University, FL</b></p>	<p>Probation<sup>3</sup></p>	<p>September 2018</p>
<p><i>Report due for standards related to:</i></p>		
<ul style="list-style-type: none"> <li>• the sponsoring institution supporting the program in assessment and complying with ARC-PA accreditation Standards and policies,</li> <li>• the program director providing effective management (accreditation process and fiscal) and participating in the accreditation process,</li> <li>• the program defining, publishing and making readily available policies and procedures for processing student grievances,</li> <li>• current job descriptions for each principal faculty member,</li> <li>• defining and publishing instructional objectives for clinical rotations, and</li> <li>• self-study report that documents results of critical analysis from self-assessment and modifications made as a result of self-assessment.</li> </ul>		
<p><b>Wichita State University, KS</b></p>	<p>Probation<sup>3</sup></p>	<p>March 2020</p>

PA Program at:	Accreditation Status Granted	Next Validation Review
<p><i>Report due for standards related to:</i></p> <ul style="list-style-type: none"> <li>• <i>the sponsoring institution supporting the planning by program faculty of curriculum design and program assessment,</i></li> <li>• <i>the program director providing effective leadership and management,</i></li> <li>• <i>all instructional faculty serving as supervised clinical practice experience (SCPE) preceptors holding a valid license,</i></li> <li>• <i>the program defining, publishing and making readily available to students upon admission academic performance and progression information to include completion deadlines related to curricular components,</i></li> <li>• <i>the program publishing and making readily available to students upon admission academic performance and progression information to include policies and procedures for deceleration,</i></li> <li>• <i>SCPEs in preventive, emergent, acute and chronic patient encounters that enable students to meet program learning outcomes,</i></li> <li>• <i>SCPEs with patients seeking medical care across the life span, women’s health, care for conditions requiring surgical management and care for behavioral and mental health conditions,</i></li> <li>• <i>SCPEs with preceptors practicing in the disciplines of internal medicine, general surgery, pediatrics, ob/gyn, and behavioral and mental health care,</i></li> <li>• <i>applying the results of ongoing program self-assessment to the curriculum and other dimensions of the program,</i></li> <li>• <i>a self-study that documents results of critical analysis from the ongoing self-assessment and faculty evaluation of the curricular and administrative aspects of the program, and</i></li> <li>• <i>conducting and documenting a summative evaluation of each student within the final four months of the program to verify each student is prepared to enter practice.</i></li> </ul>	Probation <sup>3</sup>	March 2019
<p><i>Report due for standards related to:</i></p> <ul style="list-style-type: none"> <li>• <i>the sponsoring institution complying with ARC-PA accreditation Standards and policies,</i></li> <li>• <i>principal faculty sufficient in number to meet the academic needs of enrolled students,</i></li> <li>• <i>the program director providing effective leadership and management and being knowledgeable about and responsible for program participation in the accreditation process,</i></li> <li>• <i>the program curriculum including instruction in prevention of medical errors and risk management,</i></li> <li>• <i>supervised clinical practice experiences (SCPEs) in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</i></li> <li>• <i>SCPEs with patients seeking medical care across the life span, women’s health and care for behavioral and mental health</i></li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<p><i>conditions,</i></p> <ul style="list-style-type: none"> <li>• <i>implementing an ongoing program self-assessment process,</i></li> <li>• <i>applying the results of ongoing program self-assessment,</i></li> <li>• <i>a self-study that documents results of critical analysis from the ongoing self-assessment, faculty evaluation of the curricular and administrative aspects of the program, modifications that occurred as a result of self-assessment, self-identified program strengths and areas in need of improvement and plans for addressing areas needing improvement, and</i></li> <li>• <i>maintaining and documenting an effective process for the ongoing evaluation of all sites and preceptors used for SCPEs.</i></li> </ul>		
<p><b>Louisiana State University Health Sciences Center Shreveport, LA</b></p>	<p>Probation<sup>3</sup></p>	<p>September 2018</p>
<p><i>Report due for standards related to:</i></p> <ul style="list-style-type: none"> <li>• <i>the sponsoring institution supporting the faculty in program assessment,</i></li> <li>• <i>announcements and advertising accurately reflecting the program,</i></li> <li>• <i>publishing and making available to enrolled and prospective students the program’s ARC-PA accreditation status, all required curricular components, academic credit offered and estimates of all costs related to the program,</i></li> <li>• <i>publishing and making available to prospective students admission-related information to include admissions and enrollment practices that favor specified individuals or groups (if applicable), admission requirements regarding prior education or work experience, policies and procedures concerning awarding or granting advanced placement, any required academic standards for enrollment and any required technical standards for enrollment,</i></li> <li>• <i>admission decisions made in accordance with clearly defined and published practices of the institution and program,</i></li> <li>• <i>instructional objectives that guide student acquisition of required competencies,</i></li> <li>• <i>implementing an ongoing self-assessment process that documents program effectiveness and fosters program improvement,</i></li> <li>• <i>a self-study report that documents results of critical analysis from the ongoing self-assessment, faculty evaluation of the curricular and administrative aspects of the program and modifications that occurred as a result of self-assessment, and</i></li> <li>• <i>evidence that the program was actively recruiting to fill a vacated faculty position</i></li> </ul>		
<p><b>Grand Valley State University, MI</b></p>	<p>Probation<sup>3</sup></p>	<p>September 2018</p>
<p><i>Report due for standards related to:</i></p> <ul style="list-style-type: none"> <li>• <i>the program director being knowledgeable about and responsible for program continuous review and analysis,</i></li> <li>• <i>implementing an ongoing self-assessment process that documents program effectiveness and fosters program improvement, and</i></li> <li>• <i>a self-study report that documents results of critical analysis from</i></li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<p><i>the ongoing self-assessment, faculty evaluation of the curricular and administrative aspects of the program, modifications that occurred as a result of self-assessment, self-identified program strengths and areas in need of improvement and plans for addressing areas needing improvement.</i></p>		
<p><b>Gardner-Webb University, NC<sup>2</sup></b></p>	<p>Probation<sup>3</sup></p>	<p>March 2020</p>
<p><i>Report due for standards related to:</i></p>		
<ul style="list-style-type: none"> <li>• <i>the sponsoring institution supporting the planning by program faculty of program assessment,</i></li> <li>• <i>the program publishing the program’s accreditation status and its success in achieving its goals,</i></li> <li>• <i>applying the results of ongoing program self-assessment to other dimensions of the program, and</i></li> <li>• <i>a self-study that documents results of critical analysis from the ongoing self-assessment, faculty evaluation of the curricular and administrative aspects of the program, modifications that occurred as a result of self-assessment, self-identified program strengths and areas in need of improvement and plans for addressing areas needing improvement.</i></li> </ul>		
<p><b>Union College, NE</b></p>	<p>Probation<sup>3</sup></p>	<p>March 2019</p>
<p><i>Report due for standards related to:</i></p>		
<ul style="list-style-type: none"> <li>• <i>the sponsoring institution providing the program sufficient financial and human resources necessary to operate the educational program and fulfill obligations to matriculating and enrolled students,</i></li> <li>• <i>principal faculty sufficient in number to meet the academic needs of enrolled students,</i></li> <li>• <i>the program director being knowledgeable about and responsible for program continuous review and analysis and participation in the accreditation process,</i></li> <li>• <i>supervised clinical practice experiences (SCPEs) in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</i></li> <li>• <i>SCPEs allowing students to meet program expectations and acquire competencies with patients seeking medical care across the life span, women’s health, care requiring surgical management, and care for behavioral and mental health conditions,</i></li> <li>• <i>applying the results of ongoing program self-assessment to the curriculum and other dimensions of the program,</i></li> <li>• <i>a self-study report that documents results of critical analysis from ongoing self-assessment, faculty evaluation of the curricular and administrative aspects of the program and modifications that occurred as a result of self-assessment, and</i></li> <li>• <i>conducting a summative evaluation of each student to verify that each student is prepared to enter clinical practice.</i></li> </ul>		
<p><b>Franklin Pierce University, NH</b></p>	<p>Probation<sup>3</sup></p>	<p>September 2019</p>
<p><i>Report due for standards related to:</i></p>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<ul style="list-style-type: none"> <li>• <i>the sponsoring institution addressing appropriate security and personal safety measures for PA students when instruction occurs at supervised clinical practice experience (SCPE) sites,</i></li> <li>• <i>student files including documentation that the student has met requirements for program completion,</i></li> <li>• <i>instructional objectives in didactic courses that guide student acquisition of required competencies,</i></li> <li>• <i>the program curriculum including instruction in human sexuality,</i></li> <li>• <i>SCPEs in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</i></li> <li>• <i>SCPEs allowing students to meet program expectations and acquire competencies with patients seeking medical care across the life span, women’s health, care requiring surgical management, and care for behavioral and mental health conditions,</i></li> <li>• <i>SCPEs with preceptors practicing in pediatrics,</i></li> <li>• <i>implementing an ongoing self-assessment process that documents program effectiveness and fosters program improvement,</i></li> <li>• <i>applying the results of ongoing self-assessment to the curriculum and other dimensions of the program,</i></li> <li>• <i>a self-study report that documents results of critical analysis from ongoing self-assessment, faculty evaluation of the curricular and administrative aspects of the program, modifications that occurred as a result of self-assessment and self-identified program strengths and areas in need of improvement,</i></li> <li>• <i>maintaining and documenting effective processes for ongoing evaluation of sites and preceptors used for SCPEs to ensure that sites and preceptors meet program expectations for learning outcomes and performance evaluation measures, and</i></li> <li>• <i>documenting that the preceptor at each clinical site provides appropriate supervision of student performance.</i></li> </ul>		
<p><b>MCPHS University Manchester-Worcester, NH</b></p>	<p>Probation<sup>3</sup></p>	<p>September 2019</p>
<p><i>Report due for standards related to:</i></p>		
<ul style="list-style-type: none"> <li>• <i>the sponsoring institution being responsible for complying with ARC-PA accreditation Standards and policies, providing opportunity for continuing professional development for all principal faculty and providing the program with the physical facilities to operate the educational program to fulfill obligations to matriculating and enrolled students,</i></li> <li>• <i>instructional faculty serving as supervised clinical practice experience (SCPE) preceptors holding a valid license that allows them to practice at the clinical site,</i></li> <li>• <i>the program publishing and making readily available to enrolled and prospective students its success in achieving its goals, admission practices that favor specified individuals or groups and completion deadlines related to curricular components,</i></li> <li>• <i>the curriculum being of sufficient breadth and depth to prepare the student for clinical practice,</i></li> <li>• <i>the program defining and publishing instructional objectives that</i></li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<p><i>guide student acquisition of required competencies for each didactic and clinical course,</i></p> <ul style="list-style-type: none"> <li>• <i>the program ensuring educational equivalency of student experience between the Manchester and Worcester campuses,</i></li> <li>• <i>the program curriculum including instruction in rehabilitative care across the life span,</i></li> <li>• <i>SCPEs in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</i></li> <li>• <i>SCPEs with patients seeking medical care across the life span, women’s health, care for conditions requiring surgical management and care for behavioral and mental health conditions,</i></li> <li>• <i>SCPEs with physicians who are specialty board certified in their area of instruction and PAs teamed with physicians who are specialty board certified in their area of instruction,</i></li> <li>• <i>SCPEs with preceptors practicing in family medicine and internal medicine,</i></li> <li>• <i>an ongoing self-assessment process that documents program effectiveness and fosters program improvement,</i></li> <li>• <i>a self-study report that documents results of critical analysis from ongoing self-assessment, faculty evaluation of the curricular and administrative aspects of the program, modifications that occurred as a result of self-assessment and self-identified program strengths and areas in need of improvement, and</i></li> <li>• <i>the program maintaining and documenting effective processes for the initial and ongoing evaluation of all sites and preceptors used for SCPEs to ensure sites and preceptors meet program expectations for learning outcomes and performance evaluation measures.</i></li> </ul>		
<p><b>Monmouth University, NJ<sup>2</sup></b></p>	<p><b>Probation<sup>3</sup></b></p>	<p><b>March 2019</b></p>
<p><i>Report due for standards related to:</i></p> <ul style="list-style-type: none"> <li>• <i>the sponsoring institution supporting the program in securing sufficient clinical sites and preceptors,</i></li> <li>• <i>the program director being knowledgeable about the accreditation process,</i></li> <li>• <i>instructional objectives in didactic and clinical courses that guide student acquisition of required competencies,</i></li> <li>• <i>the curriculum including instruction on the treatment of substance abuse and the principles of violence identification and prevention,</i></li> <li>• <i>supervised clinical practice experiences (SCPEs) in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</i></li> <li>• <i>SCPEs with patients seeking medical care across the life span, women’s health, care for conditions requiring surgical management and care for behavioral and mental health conditions,</i></li> <li>• <i>SCPEs occurring with physicians and PAs teamed with physicians specialty board certified in their area of instruction,</i></li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<ul style="list-style-type: none"> <li>• SCPEs with preceptors practicing in pediatrics, and</li> <li>• documenting effective processes for the initial and ongoing evaluation of all sites and preceptors used for SCPEs and</li> <li>• documenting that each clinical site provides the students access to physical facilities, patient populations and supervision necessary to fulfill program expectations of the clinical experiences.</li> </ul>		
<p><b>Mercy College, NY</b></p>	<p>Probation<sup>3</sup></p>	<p>June 2019</p>
<p><i>Report due for standards related to:</i></p>		
<ul style="list-style-type: none"> <li>• instructional faculty serving as supervised clinical practice experience (SCPE) preceptors holding a valid license,</li> <li>• the program publishing to enrolled and prospective students its accreditation status and its success in achieving its goals,</li> <li>• student files including documentation of student performance while enrolled and that the student has met requirements for program completion,</li> <li>• the curriculum including opportunities for all students to apply interprofessional practice principles in interprofessional teams,</li> <li>• SCPEs in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</li> <li>• SCPEs with patients seeking medical care across the life span, women’s health, conditions requiring surgical management and care for behavioral and mental health conditions,</li> <li>• SCPEs with preceptors practicing in family medicine,</li> <li>• a self-study that documents results of critical analysis from the ongoing self-assessment, faculty evaluation of the curricular and administrative aspects of the program, modifications that occurred as a result of self-assessment, self-identified program strengths and areas in need of improvement, and</li> <li>• evaluation of students related to learning outcomes.</li> </ul>		
<p><b>Rochester Institute of Technology, NY</b></p>	<p>Probation<sup>3</sup></p>	<p>September 2019</p>
<p><i>Report due for standards related to:</i></p>		
<ul style="list-style-type: none"> <li>• the sponsoring institution being responsible for complying with ARC-PA accreditation Standards and providing the program with the human resources necessary to operate the educational program and fulfill obligations to matriculating and enrolled students,</li> <li>• the program director being knowledgeable about continuous review and analysis,</li> <li>• the curriculum being consistent with the mission and goals of the program,</li> <li>• instructional objectives for clinical rotations that guide student acquisition of required competencies,</li> <li>• supervised clinical practice experiences (SCPEs) in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<ul style="list-style-type: none"> <li>• <i>SCPEs with patients seeking medical care across the life span, women’s health, conditions requiring surgical management and care for behavioral and mental health conditions,</i></li> <li>• <i>SCPEs with physicians who are specialty board certified in their area of instruction and PAs teamed with physicians who are specialty board certified in their area of instruction,</i></li> <li>• <i>an ongoing self-assessment process that documents program effectiveness and fosters program improvement,</i></li> <li>• <i>a self-study report that documents results of critical analysis from ongoing self-assessment, faculty evaluation of the curricular and administrative aspects of the program, modifications that occurred as a result of self-assessment, self-identified program strengths and areas in need of improvement and plans for addressing areas needing improvement,</i></li> <li>• <i>summative evaluations of each student within the final four months of the program to verify that each student is prepared to enter clinical practice,</i></li> <li>• <i>documenting an effective process for the initial and ongoing evaluation of all sites and preceptors used for SCPEs to ensure that sites and preceptors meet program defined expectations for learning outcomes and performance evaluation measures, and</i></li> <li>• <i>documenting that each clinical site provides the student access to physical facilities, patient populations and supervision necessary to fulfill program expectations of the clinical experience.</i></li> </ul>	Probation <sup>3</sup>	September 2018
<p><b>Baldwin Wallace University, OH</b></p>		
<p><i>Report due for standards related to:</i></p>		
<ul style="list-style-type: none"> <li>• <i>the policy on influenza immunization of students based on current CDC recommendations for health professionals,</i></li> <li>• <i>the program publishing and making readily available to students the success of the program in achieving its goals, estimates of all costs related to the program and policies related to student employment while enrolled in the program,</i></li> <li>• <i>supervised clinical practice experiences (SCPEs) in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</i></li> <li>• <i>SCPEs with patients seeking women’s health,</i></li> <li>• <i>the program implementing an ongoing self-assessment process and</i></li> <li>• <i>the self-study report documenting results of critical analysis from the ongoing self-assessment and faculty evaluation of the curricular and administrative aspects of the program.</i></li> </ul>		
<p><b>Cuyahoga Community College/Cleveland State University, OH</b></p>	Probation <sup>3</sup>	N/A
<p><i>Action based on standards related to:</i></p>		
<ul style="list-style-type: none"> <li>• <i>the sponsoring institution supporting the program faculty in program assessment, complying with ARC-PA accreditation Standards and policies and providing the program with the human resources necessary to operate the educational program and fulfill</i></li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<p><i>obligations to matriculating and enrolled students,</i></p> <ul style="list-style-type: none"> <li>• <i>all faculty possessing educational and experiential qualifications to perform assigned duties,</i></li> <li>• <i>at least two FTE principal faculty positions filled by PA faculty currently NCCPA certified,</i></li> <li>• <i>a sufficient number of principal faculty to meet the academic needs of enrolled students,</i></li> <li>• <i>principal faculty and the program director actively participating in the processes of developing, reviewing and revising the mission statement for the program, assuring the availability of remedial instruction and designing, implementing, coordinating and evaluating the curriculum,</i></li> <li>• <i>the interim program director providing effective leadership and management, participating in the accreditation process and supervising principal faculty,</i></li> <li>• <i>reliance on resident physicians for didactic or clinical instruction,</i></li> <li>• <i>instructional faculty serving as supervised clinical practice experience (SCPE) preceptors holding a valid license,</i></li> <li>• <i>PA students not required to work for the program, not substituting for or functioning as instructional faculty and not substituting for clinical or administrative staff during SCPEs,</i></li> <li>• <i>the program publishing to enrolled and prospective students its success in achieving its goals and all required clinical curricular components,</i></li> <li>• <i>the program making admission decisions in accordance with published practices,</i></li> <li>• <i>the program defining, publishing and making readily available to students upon admission the policies and procedures for remediation,</i></li> <li>• <i>student files including documentation that the student has met published admission criteria, health screening and immunization requirements, remediation efforts and outcomes and program requirements for program completion,</i></li> <li>• <i>principal faculty records including current curriculum vitae,</i></li> <li>• <i>the curriculum being consistent with the mission and goals of the program and of sufficient breadth and depth to prepare the student for the clinical practice of medicine, including instruction about intellectual honesty and appropriate academic and professional conduct and preparing students to work collaboratively in interprofessional patient centered teams or apply these principles in interprofessional teams,</i></li> <li>• <i>instruction in patient safety, quality improvement, prevention of medical errors or risk management,</i></li> <li>• <i>SCPEs in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</i></li> <li>• <i>SCPEs with patients seeking medical care across the life span, women’s health, conditions requiring surgical management and care for behavioral and mental health conditions,</i></li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<ul style="list-style-type: none"> <li>• <i>SCPEs occurring in inpatient and operating room settings,</i></li> <li>• <i>instructional faculty for SCPEs consisting of primarily practicing physicians and PAs,</i></li> <li>• <i>SCPEs with physicians specialty board-certified in their area of instruction, PAs teamed with physicians specialty board-certified in their area of instruction and other licensed health care providers experienced in their area of instruction,</i></li> <li>• <i>SCPEs with preceptors practicing in family medicine, internal medicine, general surgery, pediatrics, ob/gyn and behavioral and mental health care,</i></li> <li>• <i>implementing an ongoing program self-assessment process,</i></li> <li>• <i>applying the results of ongoing program self-assessment to the curriculum and other dimensions of the program,</i></li> <li>• <i>a self-study report that documents results of critical analysis from self-assessment, faculty evaluation of the curricular and administrative aspects of the program, modifications made as a result of self-assessment, self-identified program strengths and areas in need of improvement and plans for addressing areas needing improvement,</i></li> <li>• <i>the program conducting frequent, objective and documented evaluation of students related to learning objectives for both didactic and clinical components,</i></li> <li>• <i>the program monitoring and documenting the progress of each student that promptly identifies deficiencies in knowledge or skills and establishes means for remediation,</i></li> <li>• <i>the program conducting and documenting a summative evaluation of each student to verify that each student was prepared to enter clinical practice,</i></li> <li>• <i>the program maintaining and documenting an effective process for the ongoing evaluation of sites and preceptors used for SCPEs,</i></li> <li>• <i>the program documenting that each clinical site provided the student access to physical facilities, patient populations and supervision necessary to fulfill program expectations of the clinical experience, and</i></li> <li>• <i>the program submitting reports or documents as required by the ARC-PA.</i></li> </ul>		
<p><b>Lake Erie College, OH<sup>2</sup></b></p>	<p><b>Probation<sup>3</sup></b></p>	<p><b>September 2018</b></p>
<p><i>Report due for standards related to:</i></p> <ul style="list-style-type: none"> <li>• <i>principal faculty having academic appointments and privileges comparable to other faculty,</i></li> <li>• <i>the program defining, publishing and making readily available to enrolled and prospective students the success of the program in achieving its goals,</i></li> <li>• <i>the curriculum including instruction about intellectual honesty, appropriate academic and professional conduct and concepts of public health,</i></li> <li>• <i>supervised clinical practice experiences occurring with preceptors practicing in pediatrics,</i></li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<ul style="list-style-type: none"> <li>• <i>implementing an ongoing program self-assessment process,</i></li> <li>• <i>self-study report that documents results of critical analysis from self-assessment, faculty evaluation of the curricular and administrative aspects of the program, modifications made as a result of self-assessment and self-identified program strengths and areas in need of improvement, and</i></li> <li>• <i>a summative evaluation of each student to verify that the student is prepared to enter clinical practice.</i></li> </ul>		
<b>Ohio University, OH<sup>2</sup></b>	Probation <sup>3</sup>	March 2019
<i>Report due for standards related to:</i>		
<ul style="list-style-type: none"> <li>• <i>the sponsoring institution supporting the program in securing preceptors in sufficient numbers for program-required clinical practice experiences,</i></li> <li>• <i>the program publishing and making readily available to students the policies and procedures for remediation and deceleration,</i></li> <li>• <i>the curriculum including opportunities for students to apply interprofessional practice principles in interprofessional teams,</i></li> <li>• <i>SCPEs in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</i></li> <li>• <i>SCPEs with patients seeking medical care across the life span, women’s health, conditions requiring surgical management and care for behavioral and mental health conditions, and</i></li> <li>• <i>SCPEs with preceptors practicing in general surgery, pediatrics and ob/gyn.</i></li> </ul>		
<b>University of Dayton, OH<sup>2</sup></b>	Probation <sup>3</sup>	March 2019
<i>Report due for standards related to:</i>		
<ul style="list-style-type: none"> <li>• <i>the program publishing and making readily available to enrolled and prospective students estimates of all costs related to the program and policies and procedures for refunds of tuition and fees,</i></li> <li>• <i>the curriculum including opportunities for every student to apply interprofessional practice principles in interprofessional teams,</i></li> <li>• <i>instructional objectives that guide student acquisition of required competencies,</i></li> <li>• <i>orienting instructional faculty to the specific learning outcomes required,</i></li> <li>• <i>supervised clinical practice experiences (SCPEs) in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</i></li> <li>• <i>SCPEs with patients seeking medical care across the life span, women’s health, care for conditions requiring surgical management and care for behavioral and mental health conditions,</i></li> <li>• <i>SCPEs occurring with preceptors practicing in pediatrics and ob/gyn, and</i></li> <li>• <i>conducting objective evaluations of students related to learning</i></li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<i>outcomes for the supervised clinical education components of the program.</i>		
University of Toledo, OH	Probation <sup>3</sup>	March 2019
<i>Report due for standards related to</i>		
<ul style="list-style-type: none"> <li>• <i>the sponsoring institution supporting the program faculty in program assessment and complying with ARC-PA accreditation Standards,</i></li> <li>• <i>the (interim) program director providing effective leadership and management,</i></li> <li>• <i>the (interim) program director being knowledgeable about and responsible for program organization, continuous review and analysis and participation in the accreditation process,</i></li> <li>• <i>the (interim) program director supervising the medical director and principal and instructional faculty in all activities that directly relate to the PA program,</i></li> <li>• <i>the written policy related to infectious disease and environmental hazards addressing methods of prevention and including a definition of financial responsibility,</i></li> <li>• <i>the program defining, publishing and making readily available to enrolled and prospective students its success in achieving its goals,</i></li> <li>• <i>the curriculum being of sufficient breadth and depth to prepare the student for clinical practice,</i></li> <li>• <i>instructional objectives for each didactic course that guide student acquisition of required competencies,</i></li> <li>• <i>the program curriculum including instruction in rehabilitative care across the life span, quality improvement, prevention of medical errors and risk management, PA credentialing, and billing and coding,</i></li> <li>• <i>supervised clinical practice experiences (SCPEs) in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</i></li> <li>• <i>SCPEs with patients seeking medical care across the life span, women’s health, conditions requiring surgical management and care for behavioral and mental health conditions,</i></li> <li>• <i>SCPEs with physicians who are specialty board certified in their area of instruction and PAs teamed with physicians who are specialty board certified in their area of instruction,</i></li> <li>• <i>an ongoing self-assessment process that documents program effectiveness and fosters program improvement,</i></li> <li>• <i>the program applying the results of ongoing self-assessment to the curriculum and other dimensions of the program,</i></li> <li>• <i>a self-study report that documents results of critical analysis from ongoing self-assessment, faculty evaluation of the curricular and administrative aspects of the program, modifications that occurred as a result of self-assessment, self-identified program strengths and areas in need of improvement and plans for addressing areas needing improvement,</i></li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<ul style="list-style-type: none"> <li>• <i>documenting an effective process for the initial and ongoing evaluation of all sites and preceptors used for SCPEs to ensure that sites and preceptors meet program expectations for learning outcomes and performance evaluation measures, and</i></li> <li>• <i>documenting that each clinical site provides the student access to physical facilities, patient populations and supervision necessary to fulfill program expectations of the clinical experience.</i></li> </ul>		
<p><b>Duquesne University, PA</b></p>	<p>Probation<sup>3</sup></p>	<p>September 2018</p>
<p><i>Report due for standards related to:</i></p>		
<ul style="list-style-type: none"> <li>• <i>the sponsoring institution supporting the program in complying with ARC-PA accreditation Standards and policies, and</i></li> <li>• <i>the program informing and receiving approval from ARC-PA prior to any increase above the approved maximum entering class size.</i></li> </ul>		
<p><b>University of the Sciences, PA<sup>2</sup></b></p>	<p>Probation<sup>3</sup></p>	<p>N/A</p>
<p><i>Action based on standards related to:</i></p>		
<ul style="list-style-type: none"> <li>• <i>the sponsoring institution not demonstrating support of program assessment and complying with ARC-PA accreditation Standards and policies,</i></li> <li>• <i>the program director not demonstrating knowledge and responsibility for program administration, continuous review and analysis, planning, development and participation in the accreditation process,</i></li> <li>• <i>principal faculty not sufficient in number to meet the academic needs of enrolled students,</i></li> <li>• <i>inconsistencies in the published policy related to students substituting for clinical or administrative staff during supervised clinical practical experiences,</i></li> <li>• <i>supervised clinical practice experiences (SCPEs) in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</i></li> <li>• <i>SCPEs with patients seeking medical care across the life span, women’s health, care for conditions requiring surgical management and care for behavioral and mental health conditions,</i></li> <li>• <i>SCPEs occurring with preceptors practicing in family medicine,</i></li> <li>• <i>not implementing an ongoing self-assessment process,</i></li> <li>• <i>not demonstrating the ability to apply the results of self-assessment to the curriculum and other dimensions of the program,</i></li> <li>• <i>documenting within the self-study report the results of critical analysis from the ongoing self-assessment and faculty evaluation of the curricular and administrative aspects of the program, and</i></li> <li>• <i>not submitting reports and documents as required by the ARC-PA.</i></li> </ul>		
<p><b>Johnson &amp; Wales University, RI<sup>2</sup></b></p>	<p>Probation<sup>3</sup></p>	<p>September 2019</p>
<p><i>Report due for standards related to:</i></p>		
<ul style="list-style-type: none"> <li>• <i>the program director being knowledgeable about continuous</i></li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<p><i>review and analysis,</i></p> <ul style="list-style-type: none"> <li>• <i>the program publishing and making readily available to enrolled and prospective students the success of the program in achieving its goals,</i></li> <li>• <i>student files including documentation that the student has met requirements for program completion,</i></li> <li>• <i>supervised clinical practice experiences (SCPEs) in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice,</i></li> <li>• <i>SCPEs with patients seeking medical care across the life span, women’s health and care for behavioral and mental health conditions,</i></li> <li>• <i>implementing an ongoing self-assessment process designed to document program effectiveness and foster program improvement,</i></li> <li>• <i>applying the results of ongoing program self-assessment to the curriculum and other dimensions of the program,</i></li> <li>• <i>a self-study report that documents results of critical analysis from ongoing self-assessment, faculty evaluation of the administrative aspects of the program, modifications that occurred as a result of self-assessment, self-identified program strengths and areas in need of improvement and plans for addressing areas needing improvement,</i></li> <li>• <i>documentation that each clinical site used for SCPEs meet program defined expectations for learning outcomes and performance evaluation measures, and</i></li> <li>• <i>documentation that each clinical site provides the student access to physical facilities and supervision necessary to fulfill program expectations of the clinical experience.</i></li> </ul>		
<b>Francis Marion University, SC<sup>2</sup></b>	<b>Probation<sup>3</sup></b>	<b>March 2019</b>
<p><i>Report due for standards related to:</i></p> <ul style="list-style-type: none"> <li>• <i>instructional objectives for each didactic and clinical course that guide student acquisition of required competencies,</i></li> <li>• <i>supervised clinical practice experiences (SCPEs) in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice, and</i></li> <li>• <i>SCPEs with patients seeking medical care across the life span, women’s health, care for conditions requiring surgical management and care for behavioral and mental health conditions.</i></li> </ul>		
<b>University of Tennessee Health Science Center, TN<sup>2</sup></b>	<b>Probation<sup>3</sup></b>	<b>March 2019</b>
<p><i>Report due for standards related to:</i></p> <ul style="list-style-type: none"> <li>• <i>the sponsoring institution supporting the faculty in planning program assessment and complying with ARC-PA accreditation Standards,</i></li> <li>• <i>the program director being knowledgeable and responsible for</i></li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<p><i>program continuous review and analysis,</i></p> <ul style="list-style-type: none"> <li>• <i>the policy on immunization of students being based on current CDC recommendations for health professionals,</i></li> <li>• <i>student files including documentation of health screenings and immunizations,</i></li> <li>• <i>all didactic courses having published instructional objectives to guide student acquisition of competencies,</i></li> <li>• <i>supervised clinical practice experiences (SCPEs) with patients seeking medical care across the life span, women’s health, care for conditions requiring surgical management and care for behavioral and mental health conditions,</i></li> <li>• <i>the program applying its ongoing self-assessment process to the curriculum and other dimensions of the program,</i></li> <li>• <i>the self-study report documenting results of critical analysis from the ongoing self-assessment, faculty evaluation of the curricular and administrative aspects of the program, modifications that occurred as a result of self-assessment, self-identified program strengths and areas in need of improvement and plans for addressing areas needing improvement, and</i></li> <li>• <i>the program submitting documents as required by the ARC-PA.</i></li> </ul>		
<p><b>University of Texas Medical Branch, TX</b></p>	<p>Probation<sup>3</sup></p>	<p>June 2019</p>
<p><i>Report due for standards related to:</i></p> <ul style="list-style-type: none"> <li>• <i>the sponsoring institution being responsible for complying with ARC-PA accreditation Standards and policies and providing the program with the human resources necessary to operation the educational program and fulfill obligations to matriculating and enrolled students,</i></li> <li>• <i>the program director assigned to the program with at least 80% of the time devoted to academic and administrative responsibilities in support of the program,</i></li> <li>• <i>sufficient principal faculty to meet the academic needs of enrolled students,</i></li> <li>• <i>the program director providing effective leadership and management and being knowledgeable about and responsible for program participation in the accreditation process,</i></li> <li>• <i>sufficient instructional faculty to provide students attention and instruction to acquire the knowledge and competence required for entry into the profession,</i></li> <li>• <i>the program publishing and making readily available to students upon admission policies and procedures for remediation,</i></li> <li>• <i>the program defining and publishing instructional objectives that guide student acquisition of required competencies in genetics and clinical year courses,</i></li> <li>• <i>supervised clinical practice experiences with PAs teamed with physicians who are specialty board certified in their area of instruction, and</i></li> <li>• <i>a self-study report that documents results of critical analysis from ongoing self-assessment and faculty evaluation of the curricular and administrative aspects of the program.</i></li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
Mary Baldwin University, VA <sup>2</sup>	Probation <sup>3</sup>	March 2020
<i>Report due for standards related to:</i>		
<ul style="list-style-type: none"> <li>• <i>the program defining admission related information to include admission practices that favor specified individuals or groups,</i></li> <li>• <i>the program making student admission decisions in accordance with published practices,</i></li> <li>• <i>the program defining and publishing policies and procedures for deceleration,</i></li> <li>• <i>supervised clinical practice experiences (SCPEs) in preventive, emergent, acute and chronic patient encounters that enable students to meet program learning outcomes,</i></li> <li>• <i>SCPEs with patients seeking medical care across the life span, and</i></li> <li>• <i>the program implementing an ongoing program self-assessment process that documents program effectiveness and fosters program improvement.</i></li> </ul>		
Heritage University, WA <sup>2</sup>	Probation <sup>3</sup>	September 2018
<i>Report due for standards related to:</i>		
<ul style="list-style-type: none"> <li>• <i>documentation between the sponsoring institution and the other institution with which it shares educational resources,</i></li> <li>• <i>the sponsoring institution complying with ARC-PA accreditation Standards and policies,</i></li> <li>• <i>sufficient number of principal faculty to meet academic needs of students,</i></li> <li>• <i>the program director providing effective leadership and management and demonstrating knowledge of, or responsibility for, the program's continuous review and analysis,</i></li> <li>• <i>the program publishing and making readily available to enrolled and prospective students first time PANCE rates for the five most recent graduating classes,</i></li> <li>• <i>supervised clinical practice experiences (SCPEs) in preventive, emergent, acute and chronic patient encounters that enable students to meet program expectations and acquire the competencies needed for entry into clinical PA practice</i></li> <li>• <i>SCPEs with patients seeking medical care across the life span, women's health, care for conditions requiring surgical management and care for behavioral and mental health conditions,</i></li> <li>• <i>implementing an ongoing program self-assessment process designed to document program effectiveness and foster program improvement,</i></li> <li>• <i>applying the results of ongoing program self-assessment to the curriculum and other dimensions of the program,</i></li> <li>• <i>a self-study report that documents results of critical analysis from ongoing self-assessment, faculty evaluation of the administrative aspects of the program, modifications that occurred as a result of self-assessment, self-identified program strengths and areas in need of improvement and plans for addressing areas needing improvement,</i></li> </ul>		

PA Program at:	Accreditation Status Granted	Next Validation Review
<ul style="list-style-type: none"> <li>• <i>the program monitoring the progress of each student in a manner that promptly identified deficiencies in knowledge or skills, and</i></li> <li>• <i>conducting and documenting a summative evaluation of each student within the final four months of the program that verifies each student is prepared to enter clinical practice.</i></li> </ul>		

<sup>1</sup> A **citation** is a formal statement referenced to a specific standard noting the area in which the program failed to provide evidence demonstrating that it meets the standard, or performs so poorly in regard to the standard that the efforts of the program are found to be unacceptable.

<sup>2</sup> Accreditation-**Provisional** is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program’s ability to meet the ARC-PA *Standards* or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. Accreditation-Provisional remains in effect until the program achieves Accreditation-Continued after its third review, closes or withdraws from the accreditation process, or until accreditation is withdrawn for failure to comply with the *Standards*.

<sup>3</sup> Accreditation-**Probation** is a temporary, status of accreditation, limited to two years, granted when a program holding an accreditation status of accreditation-provisional or accreditation-continued does not meet the *Standards* and when the capability of the program to provide an acceptable educational experience for its students is threatened. Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a probation site visit and/or risk having its accreditation withdrawn.