



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

## Organizing Materials for the PROVISIONAL Site Visit October, 2011

The purpose of the site visit is to assess the program's demonstrated compliance with the *Standards*. The primary responsibility of the site visit team is to verify, validate, and clarify, if necessary, the information supplied by the program in its application materials.

A site visit team can conduct a thorough and accurate assessment of the PA program within two days or less if the materials provided by the program are well organized and indexed appropriately.

**The program is expected to use this document as a guide for preparing and organizing its materials.**

**NOTE:** The Program is to have materials related to the first 15 months of the program ready for review by the site visit team.

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1. Site visitors should have a private conference room for use throughout the visit.
  2. The agenda for the visit should follow the ARC-PA's recommended schedule template. Any changes to this template should result from consultation between the program director and site visit team chair.
  3. Documents to be reviewed by the team should be available to them throughout the visit. Additionally, they should be available on the day before the actual visit (if requested by the team).
  4. Site visitors should have a private conference room for use throughout the visit. The conference room should have:
    - computer with internet access to assist team in reviewing web based materials. (The program should provide any passwords that may be needed.)
    - pens, paper, sticky pads, paper clips, and stapler for site visitors to use.
    - **paper copies** of syllabi, manuals, catalogues, documents as indicated in application.
  5. Throughout the application notation is made as below. The program is expected to have such documentation available and marked as indicated in this document.

*Paper copies of each document, or specific web address for each document, supporting compliance must be readily available for site visitors at the time of the site visit.*

6. **Make it easy for the visitors to find what they need.** Remember it is the program's responsibility to demonstrate compliance. Use colored sticky tabs, clips, and highlighting

to mark **specific areas** of syllabi and catalogues that demonstrate compliance with **cross reference to specific Standards as appropriate.**

7. Providing a master tabular display of where materials demonstrating compliance are found in the documents provided, i.e., pages in a catalogue with harassment policy, objectives related to genetics scattered across several courses is helpful. Be sure to flag and/or highlight the **specific topical areas and the associated Standards** referred to from the table, especially in cases where there may be objectives over several courses dealing with a specific required topical area found in the *Standards*.
8. The program may choose to compile a document listing where specific objectives from several courses for a topical area as defined in the *Standards* may be found. The program may also create a document that lists these objectives by course, with **reference to specific Standards.**

The final page of the application for provisional accreditation includes the following information with which programs are expected to comply.

### **ARC-PA Material List for PROVISIONAL Accreditation Visits, Standards 4<sup>th</sup> edition**

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

Paper copies of all documents or specific web addresses for all documents supporting compliance with individual standards must be readily available for site visitors at the time of the site visit and as requested by the commission.

- 1) Feasibility Study/Needs Assessment and supporting documentation
- 2) Program promotional materials and catalogs, access to the program's web site
- 3) Minutes from program committee meetings to include admissions, curriculum, self-study/planning, etc.
- 4) The program's technical standards
- 5) Materials used to screen applicants for admission to the program
- 6) Current signed agreements with all institutions involved in the didactic and clinical components of the program for the first 15 months of the program
- 7) Letters of intent from clinical facilities and individuals who plan to participate in numbers *sufficient* to accommodate students on *supervised clinical practice experiences* for the entire program
- 8) List of required texts / resources for students
- 9) Three year line item operational program budget
- 10) Student handbooks/manuals containing policies
- 11) Written policies re: faculty and student grievance, harassment and appeals process
- 12) Sample of student health forms, if used
- 13) Listing of student record content to be maintained by program office

- 14) Faculty records to include written job descriptions and CVs for principal faculty employed to date
- 15) Syllabi for each course/rotation in the program to include the course name, course description, course goals, outline of topics to be covered, instructional objectives, specific expected learning outcomes, faculty instructor of record (if known), methods of student assessment/evaluation and plan for grading
- 16) For each course and rotation offered in the first 15 months, the program must provide two examples of student exams and/or evaluation instruments which clearly show the linkage between the exam item and the stated learning objectives for the course
- 17) List of licensed physicians, physician assistants and other licensed health care professionals, and their specialty areas who will be providing f the supervised clinical practice rotations to occur in the first 15 months of the program
- 18) Sample instructor and course evaluation instruments to be used
- 19) Additional materials that support data in the descriptive report but which were not included with application forms
- 20) Proposed graduate evaluation of curriculum and program effectiveness
- 21) Proposed preceptor evaluations of student performance and suggestions for curriculum improvement.