

## University of Texas–Rio Grande Valley Accreditation History

First accredited: September 1999

Next review: September 2023

Maximum class size: 80

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### September 2020

The commission **acknowledged the report** providing evidence of

- Updated changes in response to COVID-19. No further information requested.

### June 2020

The commission **acknowledged the report** providing evidence of

- The proposed plan in response to COVID-19. No further information requested.

### September 2016

Program Change: Change in class size (50 to 65, effective August 1, 2017, 65 to 80, effective August 1, 2018 and 80 to 100, effective August 1, 2019). The commission **approved the proposed change**. No further information requested.

Program Change: The commission **approved a temporary increase** (50 to 52), effective August 1, 2016, to accommodate students from another program. No further information requested.

### September 2015

Program Change: The commission **acknowledged the merging** of The University of Texas – Pan American and The University of Texas – Brownsville into The University of Texas – Rio Grande Valley.

### March 2015

The commission **acknowledged the report** providing evidence of

- Corrected personnel tab in the Portal. No further information requested.

The commission **accepted the report** providing evidence of

- Updated SCPEs. No further information requested.

### September 2014

The commission **accepted the report** providing evidence of

- Updated SCPEs in the emergency department.

Additional information (correct personnel tab in Program Management Portal) due October 15 and December 15, 2014 (SCPE tab in portal).

### March 2014

The commission **accepted the report** addressing 4<sup>th</sup> edition

- **Standard B3.03d** (provided evidence of supervised clinical practice experiences [SCPEs] providing sufficient patient exposure with patients seeking care for behavioral and mental health conditions) and
- **Standard B3.07f** (provided evidence of SCPEs with preceptors practicing in behavioral and mental health). No further information requested.

The commission **accepted the report** providing evidence of

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- Updated SCPEs in the Portal and PANCE pass rate data on website.
- Additional information (SCPEs in the emergency department) due May 16, 2014.

### September 2013

Accreditation-Continued; Next Comprehensive Evaluation: September 2020. Maximum class size: 50.

Report due December 31, 2013 (*Standards*, 4<sup>th</sup> edition) -

- **Standard B3.03d** (lacked evidence of supervised clinical practice experiences [SCPEs] providing sufficient patient exposure with patients seeking care for behavioral and mental health conditions) and
- **Standard B3.07f** (lacked evidence of SCPEs with preceptors practicing in behavioral and mental health).
- Update supervised clinical practice experiences [SCPEs] in the Program Management Portal and PANCE pass rate data on website.

### March 2013

Program Change: Change in maximum student capacity (150 to 300), effective August 2014. The commission **did not approve the proposed change**.

Additional information (official NCCPA PANCE Pass Rate Summary Report and link to PANCE on website) due April 26, 2013. Due May 1, 2013 (supervised clinical practice experiences [SCPEs] data).

### September 2011

Program Change: Change in maximum student capacity (120 to 150), effective September 1, 2011. The commission **acknowledged the proposed change**. No further information requested.

### March 2009

The commission **accepted the report** addressing 3<sup>rd</sup> edition

- **Standard A3.14b** (provided evidence core faculty records include current curriculum vitae),
- **Standard B1.06** (provided evidence for each didactic and clinical course, the program provides a published syllabus that defines expectations and guides student acquisition of expected competencies),
- **Standard B7.02** (provided evidence the program assures that all sites used for students during supervised clinical practice meet the program's prescribed expectations for student learning and performance evaluation measures, regardless of location),
- **Standards B7.04b and e** (provided evidence supervised clinical practice experiences are provided in b) emergency room/department and e) long-term care settings) and
- **Standard C2.01d** (provided evidence the self-study report documents modifications that occurred as a result of self-assessment). No further information requested.

### September 2008

Accreditation-Continued; Next Comprehensive Evaluation: September 2013. Maximum Student Capacity: 120.

Report due January 9, 2009 (*Standards*, 3<sup>rd</sup> edition) -

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- **Standard A3.14b** (lacked evidence core faculty records include current curriculum vitae),
- **Standard B1.06** (lacked evidence for each didactic and clinical course, the program provides a published syllabus that defines expectations and guides student acquisition of expected competencies),
- **Standard B7.02** (lacked evidence the program assures that all sites used for students during supervised clinical practice meet the program's prescribed expectations for student learning and performance evaluation measures, regardless of location),
- **Standards B7.04b and e** (lacked evidence supervised clinical practice experiences are provided in b) emergency room/department and e) long-term care settings) and
- **Standard C2.01d** (lacked evidence the self-study report documents modifications that occurred as a result of self-assessment).

### September 2005

Program Change: Change in maximum student capacity (50 to 90) and Change in program length (24 to 28 months), effective September 2006. The commission **acknowledged the proposed changes**. No further information requested.

### March 2005

The commission **acknowledged the report** addressing 2<sup>nd</sup> edition

- **Standards C2.2a, b, e-g** (provided evidence the self-study report includes critical analysis of
  - a) student attrition, deceleration, and remediation,
  - b) faculty attrition,
  - e) timely surveys of graduates evaluating curriculum and program effectiveness,
  - f) surveys of employers on such matters as employment settings, scope of practice, graduate competence, and suggestions for curriculum improvement and
  - g) evaluation of the most recent five-year aggregate student performance on the national certifying examination) and
- **Standard C4.1b** (provided evidence the self-study report documents outcome data analysis). No further information requested.

### March 2004

Accreditation-Continued; Next Comprehensive Evaluation: March 2008. Maximum Student Capacity: 54. Report due January 17, 2005 (*Standards*, 2<sup>nd</sup> edition) -

- **Standards C2.2a, b, e-g** (lacked evidence the self-study report includes critical analysis of
  - a) student attrition, deceleration, and remediation,
  - b) faculty attrition,
  - e) timely surveys of graduates evaluating curriculum and program effectiveness,
  - f) surveys of employers on such matters as employment settings, scope of practice, graduate competence, and suggestions for curriculum improvement and
  - g) evaluation of the most recent five-year aggregate student performance on the national certifying examination) and
- **Standard C4.1b** (lacked evidence the self-study report documents outcome data analysis).

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### September-December 2001

The commission **accepted the report** addressing 1<sup>st</sup>/2<sup>nd</sup> edition

**NOTE:** The review was conducted as the ARC-PA was transitioning from the 1<sup>st</sup> to 2<sup>nd</sup> edition of the *Standards*. The citations listing reflects the 1<sup>st</sup> edition of the *Standards* and the corresponding standard in the 2<sup>nd</sup> edition.

- **Standards I E 1 a/C2.2a** (provided evidence the self-study report includes critical analysis of student attrition),
- **Standards I E 1 b/C2.2c** (provided evidence the self-study report includes critical analysis of student failure rates in individual courses and rotations),
- **Standards I E 3/C4.1 and C4.1c** (provided evidence the self-study report documents the program's strengths, weaknesses, and areas for improvement),
- **Standards II B 2/B1.2** (provided evidence the curriculum design enables students to develop the clinical competence necessary for practice) and
- **Standards II B 2 b/B1.4** (provided evidence for each didactic course the program provides a clearly written course syllabus that includes measurable instructional objectives and expected student competencies).

### March 2001 (University of Texas-Pan American)

Accreditation-Continued; Next Comprehensive Evaluation: March 2004. Maximum Student Capacity: 50. Report due August 1, 2001 (*Standards*, 1<sup>st</sup>/2<sup>nd</sup> edition) -

**NOTE:** The review was conducted as the ARC-PA was transitioning from the 1<sup>st</sup> to 2<sup>nd</sup> edition of the *Standards*. The citations listing reflects the 1<sup>st</sup> edition of the *Standards* and the corresponding standard in the 2<sup>nd</sup> edition.

- **Standards I E 1 a/C2.2a** (lacked evidence the self-study report includes critical analysis of student attrition),
- **Standards I E 1 b/C2.2c** (lacked evidence the self-study report includes critical analysis of student failure rates in individual courses and rotations),
- **Standards I E 3/C4.1 and C4.1c** (lacked evidence the self-study report documents the program's strengths, weaknesses, and areas for improvement),
- **Standards II B 2/B1.2** (lacked evidence the curriculum design enables students to develop the clinical competence necessary for practice) and
- **Standards II B 2 b/B1.4** (lacked evidence for each didactic course the program provides a clearly written course syllabus that includes measurable instructional objectives and expected student competencies).

### September 1999

Accreditation-Provisional; Next Comprehensive Evaluation: March 2001. The commission noted zero areas of noncompliance with the *Standards*.