

Name of Institution: University of South Carolina

Name of Program (include concentrations, options, and tracks): Master of Science in Physician Assistant Studies

Program Designation

- Associate's Degree Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: January 2017

CIP Code: 510912

Delivery Site(s): USC School of Medicine- Columbia, SC

Delivery Mode

- Traditional/face-to-face* Distance Education
*select if less than 50% online
 100% online
 Blended (more than 50% online)
 Other distance education

Program Contact Information (name, title, telephone number, and email address)

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Institutional Approvals and Dates of Approval

USC School of Medicine Executive Committee: 11-3-15
USC Graduate Council: 10-26-15
USC Board of Trustees: 12-15-2015
Accreditation Review Commission on Education for the Physician Assistant: (DATE)
SC Commission on Higher Education: (DATE)
SACS: (DATE)

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

Physician assistants (PAs) are medical professionals who are nationally certified and state-licensed to practice medicine with physician supervision. PAs obtain medical histories, conduct physical examinations, diagnose, and treat illnesses, prescribe medication, order and interpret lab tests, perform procedures, assist in surgery, provide patient education and counseling, and make rounds in hospitals and nursing homes. In 2014 Forbes magazine ranked the Master of Science in Physician Assistant Studies as the number one best master's degree for a job and projected a 38% employment increase.

The nature and purpose of the proposed program is to produce highly competent, compassionate physician assistants who are committed to lifelong learning and advancing the PA profession. The program will be dedicated to producing physician assistants who deliver high-quality, patient-centered care and excel as members of an interprofessional health care team, while making significant contributions to the health care needs of the citizens of South Carolina.

The target audience is citizens of South Carolina who have completed undergraduate degrees and desire training to become a licensed physician assistant and to deliver quality health care particularly to citizens in underserved and rural areas of the state. This program is in complete alignment with the mission of the School of Medicine to improve the health of the citizens of South Carolina through education, research, and clinical practice.

List the program objectives. (2000 characters)

The specific objective of the proposed program is to produce Physician Assistant graduates who will increase the number of healthcare professionals and provide improved access to primary medical care for the citizens of rural and medically-underserved South Carolina. This objective will be met by:

1. Enrolling diverse and highly qualified students who reflect the dynamic population of South Carolina.
2. Encouraging life-long professional involvement, scholarly activity, leadership and service.
3. Maintaining a level of PANCE (Physician Assistant National Certification Exam) pass rates that meet or exceeds the national average.
4. Maintaining an overall 95% or better graduation rate for entering University of South Carolina Physician Assistant students
5. Maintaining an accredited program with an innovative curriculum that prepares entry-level graduates for the contemporary practice of medicine.
6. Focusing on primary care training in rural and medically-underserved areas.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

According to Association of American Medical Colleges (AAMC) estimates, the US faces a shortage of more than 91,500 physicians by 2020 —a number that is expected to grow to more than 130,600 by 2025. In South Carolina, 2012 statistics showed just 77.5 primary care physicians per 100,000 population — compared with 90.1 per 100,000 nationwide — indicating that SC ranks 40th in the number of primary care doctors. This physician shortage in SC most strongly affects the rural areas. These areas are identified as medically underserved by the SC Department of Health and Human Services, which considers the "continuing physician shortage, especially in rural areas," to be a major problem". A recent AAMC survey indicates that while about half of Americans prefer physicians as primary care providers, they are willing to be treated by physician assistants (PAs) for more timely access to a health care provider. Therefore, PAs are needed to address the growing shortage of primary care providers, particularly in rural areas.

According to the SC Health Professions Data Book (2014), there are currently 960 PAs practicing in SC with about half serving in Charleston, Greenville, Horry and Richland counties. Within the Midlands, there are 155 PAs practicing within Calhoun, Fairfield, Kershaw, Lexington, Orangeburg, Richland and Sumter counties. However, Calhoun and Fairfield counties only have one practicing PA each and Saluda does not have any. This region comprises 37% of the population of the state, but contains only 16% of the PAs in the state. Thus, there is a particularly acute shortage of these primary health care providers in the midlands of SC that the new PA program will address. In addition, the affiliation agreement with the Dorn VA Medical Center will help us train PAs for enhancing the care of our Nation's Veterans.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

- Yes
- No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Physician Assistant	1325 (960 PAs practicing in SC as of 2014 according to the SC Health Professions Data Book)	38% growth in PA numbers between 2012 and 2022 as compared to 11% for all occupations	Bureau of Labor and Statistics
Physician Assistant		1.2 % unemployment rate	US News and World Report

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

The Occupational Outlook Handbook published by the Bureau of Labor and Statistics forecasts growth of 38% in PA numbers between 2012 and 2022 which compares to 11% for all occupations. This is in part due to a shortage of physicians, the growing need for primary care providers, and the expansion in the procedures PAs are certified to do. In addition, the extremely low 1.2% unemployment rate for PA's nationwide has helped gain recognition for the profession which is ranked # 10 by US News and World Report of the 100 best jobs in 2015. We estimate based on 38% growth over the next seven years that there will be 365 new jobs for PAs in South Carolina.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

PA students will be joining students from other healthcare disciplines (nursing, pharmacy, law, genetic counseling, social work, and medical students) to participate in an interprofessional education course and will be joining the medical students for a medical interviewing course. PA faculty will assist with facilitation of small group exercises in this course. PA students will join a physiology course used for the Masters in Nurse Anesthesia program. These courses should provide enhanced interprofessional interactions for all health care trainees.

Clinical affiliation agreements have been put in place with Palmetto Health, WJB Dorn VA Medical Center and regional health care providers to meet the needs for additional clinical training sites for students in the PA program.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Physician Assistant Program	Medical University of South Carolina	Prepares PA for rural practice; 27 months in length; core curriculum as mandated by the ARC-PA; interprofessional training opportunities; similar training environment within a medical school	Required 4-week orthopedic surgery rotation to prepare primary care PAs to better handle these issues in their patient population; Only PA program in SC that will integrate ultrasound training into the curriculum. Smaller class size (30 vs 60 at MUSC); January start date (May at MUSC), thus graduates will be entering the workforce at different times of the year.
Physician Assistant Program	Francis Marion University	Prepares PA for rural practice; 27 months in length; core curriculum as mandated by the ARC-PA ; class size	Required 4-week orthopedic surgery rotation to prepare primary care PAs to better handle these issues in their patient population; exposure to more students in healthcare professions (Pharmacy, Public Health, Social Work) through the interprofessional education course offered at USC; January start date (August for FMU), thus graduates will be entering the workforce at different times of the year; Only PA program in SC that will integrate ultrasound training into the curriculum.
Physician Assistant Program	North Greenville University (in development)	Class size, core curriculum as mandated by the ARC-PA, primary care focus	Required 4-week orthopedic surgery rotation to prepare primary care PAs to better handle these issues in their patient population. Only PA program in SC that will integrate ultrasound training into the curriculum. Exposure to more students in healthcare professions (Pharmacy, Public Health, Social Work) through the intrerprofessional education course offered at USC. NGU program is three months shorter and has an additional four more weeks of a family medicine clinical rotation.

Description of the Program

Projected Enrollment						
Year	Spring		Summer		Fall	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017	20	15	20	17	20	19
2018	50	17/15*	50	12/17*	50	20/19*
2019	80	12/17/15*	60	12/17*	60	20/19*
2020	90	12/17/15*	60	12/17*	60	20/19*
2021	90	12/17/15*	60	12/17*	60	20/19*

* Credit hours vary depending on which year of the curriculum the student is in.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

Education:

A baccalaureate degree from an institution accredited by the Commission on Colleges of a Regional Accrediting Organization is required.

Prerequisite Coursework:

- Prerequisite courses must be completed and reported to CASPA (Central Application Service for Physician Assistants). Applications may not have more than two pending prerequisite courses at time of submission to the program.
- All prerequisite courses must be taken within the last 7 years.
- Applicants are required to have completed the prerequisite classes in the table below.
- We do not accept online lab courses.
- Courses can be taken at any regionally accredited institution, including community colleges. We will give preference to prerequisite courses taken at a 4-year institution.
- All courses must be assigned a letter grade with the exception of medical terminology which can be Pass/Fail.
- Applicants must have at least a 3.0 cumulative and science GPA based on a 4.0 scale.

Prerequisite Courses	Minimum Semester Credit Hours
Human Anatomy and Physiology – Lecture	6
Human Anatomy and Physiology – Lab	2
Genetics	3
General Chemistry - Lecture	6
General Chemistry - Lab	2
Organic Chemistry or Biochemistry – Lecture	4

Organic Chemistry or Biochemistry – Lab	2
Microbiology	3
Introductory Psychology or higher	3
Statistics	3
Medical Terminology	1

Patient Care:

We require that applicants have at least 500 documented healthcare exposure hours. These hours can be obtained through paid, volunteer or shadowing experiences. We prefer that 100 of your clinical hours be direct shadowing of a PA or nurse practitioner.

GRE:

Applicants must take the GRE. A score of 300 or greater is considered competitive.

Citizenship:

Applicants should be citizens of the United States of America or permanent residents.

Immunizations:

1. Measles, Mumps, Rubella (MMR)
2. Hepatitis B
3. Varicella
4. Tetanus/TdAP
5. Polio
6. Tuberculosis Screening
7. Influenza

Preference given to SC residents.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Spring		Summer		Fall	
Physiology for Health Sciences	6	PA Clinical Medicine and Therapeutics I	7	PA Clinical Medicine and Therapeutics II	6
Human Anatomy for Health Sciences	6	Physical Diagnosis	6	PA Clinical Medicine and Therapeutics III	6
Medical Interviewing	2	Medical Genetics/Laboratory Diagnostics	2	Behavioral Medicine	2
PA Professional Practice	1	Medical Law and Ethics	2	Advancing Medical Practice through Research	3
				Diagnostic Testing	2
Total Semester Hours	15		17	Total Semester Hours	19
Year 2					
Spring		Summer		Fall	
PA Clinical Medicine and Therapeutics IV	7	Family Medicine Rotation	8	Internal Medicine Rotation	4
Clinical Skills Lab	3	Women's Health Rotation	4	Pediatrics Rotation	4
Surgery/Emergency Medicine	2			Behavioral Health Rotation	4
Clinical Immersion for PAs	2			General Surgery Rotation	4
Interprofessional Seminar	1			Emergency Medicine	4
Clinical Medicine Across the Lifespan	2				
Total Semester Hours	17	Total Semester Hours	12	Total Semester Hours	20
Year 3					
Spring					
Orthopedics Rotation	4				
PA Practicum Elective	4				
Biomedical Research (Capstone)	2				
Summative Seminar for PAs	2				
Total Semester Hours	12	Total Semester Hours		Total Semester Hours	

Total Credit Hours Required: 112

Course Descriptions for New Courses

Course Name	Description
BMSC 740: Human Anatomy for Health Sciences	Normal human anatomy and embryology, as well as pathological variations during disease states, to include advanced anatomical imaging techniques such as radiography and ultrasonography.
BMSC 742 Seminar for PAs (Summative Experience)	Enhancing interpersonal and professional skills.
BMSC 743 Clinical Immersion for PAs	Introduction to the clinical setting, to include HIPAA training, shadowing clinicians, and basic life support training.
BMSC 744 Interprofessional Seminar for Health Professionals	Formal and informal codes of interprofessional conduct for the health science disciplines. Group discussion of implications for interprofessional research, clinical practice, and administration.
BMSC 745 Medical Interviewing	Medical interviewing, medical documentation, patient assessment, and patient management.
BMSC 746 Physical Diagnosis	Developing the techniques necessary to begin the evaluation of patients by ascertaining symptoms and evaluating physical signs of disease.
BMSC 747 Diagnostic Testing	Analysis, utilization and interpretation of diagnostic testing modalities in medicine.
BMSC 748 Surgery and Emergency Medicine	Specialized medical topics in emergency and surgical medicine.
BMSC 749 Clinical Medicine Across the Lifespan	Analysis, utilization and interpretation of diagnostic testing modalities in medicine.
BMSC 751 Behavioral Health	Development of clinical skills and knowledge required to identify the presentation and mechanisms of mental health problems and employ a psychopathology approach to the patient.

Course Name	Description
BMSC 752 Medical Law and Ethics	Ethical issues and legal implications in patient-centered health care delivery systems
BMSC 753 PA Professional Practice	PA professional issues
BMSC 755 Medical Genetics and Laboratory Diagnostics	Fundamental genetics, the role of human genetic factors in clinical medicine, and interpretation of laboratory data
BMSC 756 Advancing Medical Practice through Research	Critical thinking skills and research methods to prepare students to search, interpret and evaluate the medical literature and perform clinical research.
BMSC 757 Family Medicine Practicum	Supervised clinical practicum for physician assistants in Family and Preventative Medicine.
BMSC 758 Internal Medicine Practicum	Supervised clinical practicum for physician assistants in Internal Medicine.
BMSC 759 Women's Health Practicum	Supervised clinical practicum for physician assistants in OB/GYN.
BMSC 760 Pediatrics Practicum	Supervised clinical practicum for physician assistants in Pediatrics
BMSC 761 Behavioral Medicine Practicum	Supervised clinical practicum for physician assistants in Psychiatry and Behavioral Health
BMSC 762 Surgery Practicum	Supervised clinical practicum for physician assistants in General Surgery
BMSC 763 Emergency Medicine Practicum	Supervised clinical practicum for physician assistants in Emergency Medicine
BMSC 764 Orthopedics Practicum	Supervised clinical practicum for physician assistants in Orthopedics

Course Name	Description
BMSC 765 PA Practicum Elective	Supervised clinical practicum for physician assistants in area of student's choice with approval of the Director of Clinical Education. Elective can be in a specialty or core area.
BMSC 766 Clinical Medicine and Therapeutics I	Examines diseases related to different organ systems including review of pathophysiological basis of disease, resulting clinical signs/symptoms and overview of treatment strategies.
BMSC 767 Clinical Medicine and Therapeutics II	Examines diseases related to different organ systems including review of pathophysiological basis of disease, resulting clinical signs/symptoms and overview of treatment strategies.
BMSC 768 Clinical Medicine and Therapeutics III	Examines diseases related to different organ systems including review of pathophysiological basis of disease, resulting clinical signs/symptoms and overview of treatment strategies.
BMSC 769 Clinical Medicine and Therapeutics IV	Examines diseases related to different organ systems including review of pathophysiological basis of disease, resulting clinical signs/symptoms and overview of treatment strategies.
BMSC 770 Clinical Skills Lab	Performing clinical procedures and using technology such as ultrasonography in clinical practice.
BMSC 780 Biomedical Research (Capstone Project)	Research project conducted with mentor focused on advancing medical practice.

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Associate Professor*	Full time	BMSC 753, Summer- 2 credit hours; BMSC 751, Fall – 2 credit hours; BMSC 743 Spring – 2 credit hours; BMSC 744, Spring – 1 credit hour	PA-C with previous teaching experience in PA programs; Degrees earned: BS – biology from Mars Hill College, BS in PA Studies from East Carolina University, MHS from Duke University and EdS from Lincoln Memorial University	12+ years of clinical experience as a PA in primary care
Professor	Part time	BMSC 749 – spring – 2 credit hours	MD – pediatrician, BS in chemistry and MD degree from University of Alabama	Experienced educator of medical students and residents in the field of pediatrics
Assistant Professor*	Full time	BMSC 753, spring – 1 credit hour; BMSC 766, summer – 7 credit hours; BMSC 767/768, fall – 12 credit hours; BMSC 769 spring 2 – 7 credit hours	PA-C; Degrees earned: BS – biology from Chapel Hill University, BS in PA Studies from East Carolina University, MHS from Duke University	12+ years of clinical experience as a PA
Assistant Professor*	Full time	BMSC 757, 759, 758, 760, 761, 762, 763, 764, 765, 780, 742 – Clinical year – 44 credit hours	PA-C	
Assistant Professor*	Full time	BMSC 746 and 755, summer – 8 credit hours; BMSC 747, fall – 2 credit hours; BMSC 770 and 748, spring 2 – 5 credit hours	PA-C	
Professor	Part time	BMSC 759, fall – 3 credit hours	BS Muskingum College, PhD University of Illinois, Postdoctoral at Yale University with experience training medical students and in conducting research and publishing research articles	

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Associate Professor	Part time	BMSC 740, spring – 6 credit hours	BS in sports medicine from Central Michigan University, DPT from University of South Carolina with experience in teaching anatomy to medical students	
Staff	Full time			Assists with administrative duties for the PA Program
Staff*	Full time			Assists with administrative duties for the PA Program

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty: 3

Staff: 2

Administration: 1

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

With implementation of the PA Program, a total of 4 full time Physician Assistants will be hired. One will serve as the Program Director and three will be hired as full time faculty members. As of November 2015 one full time PA has been hired and a second full time PA to oversee the didactic curriculum is expected to start in the next sixty days. The other two PA positions have been approved and will be hired closer to implementation of the program. One additional staff person will be hired to accommodate the needs of the PA Program. Existing faculty will be utilized to teach some of the courses as noted above. An MD already on faculty at USC will become a part time faculty of the PA Program as well, serving as the Medical Director.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The School of Medicine (SOM) Library collections and services are well positioned to meet the information needs of students and faculty of the PA program.

- **Collection:**

The Library serves as the School of Medicine's information gateway to over 10,000 biomedical electronic journals, over 1,300 electronic textbooks, over 80 biomedical databases, a diagnostic decision support system (DxPLAIN), consumer health information, an online catalog, and PASCAL, South Carolina's state-wide academic electronic library. The Library's print collection consists of more than 68,000 volumes.

- **Electronic Resources:**

The Library's electronic collections provide strong support for SOM educational programs, research, and patient care. Ongoing efforts in engaging in consortial purchase of electronic information resources with University Libraries and other academic libraries in South Carolina have expanded the Library's electronic collections. Library users are able to access electronic resources onsite or remotely if they are affiliated with the School of Medicine. The Medline database can be accessed via PubMed or Ovid. Other databases available via the Library website include: AccessMedicine, ClinicalKey, CINAHL, Cochrane Evidence-Based Medicine, Essential Evidence Plus, Micromedex, PsychiatryOnline, and Web of Science Core Collection. As a result of resource sharing and collaboration with the University Libraries, more than 55,000 e-journals are available via TDNet, the e-journal management system.

- **Study Space:**

The entire Library is accessible to students and faculty 24 hours per day, year round, via the Carolina Card system at the main entrance. Four group study rooms are located on the 2nd floor. Study tables and Individual carrels are placed throughout the Library. These study areas are available to students on a first-come, first-served basis.

- **Information Commons:**

The Library first floor includes an Information Commons which includes ten public workstations, two laser printers, one color printer, one copier, a scanning station, four 40" flat screen televisions which display high definition television channels with closed captioning, comfortable seating, and current medical journals, newspapers, and popular magazines. Students use their laptops to access the library's resources from anywhere in the Library via the wireless network.

- **Reference Services:**

Reference librarians are available during normal operating hours to offer assistance to faculty, staff, students, and local health care practitioners. Reference requests are accepted in-person, by telephone, or online via an "Ask-A-Librarian" form. Librarians also provide literature searching services upon request, via the online "Literature Search Request Form." Additional Reference and Information Services include:

- Answers to factual questions where no interpretation of information is required.
- Assistance in locating materials through the use of the online catalog, the list of print periodicals held by Columbia area health science libraries, and the E-journals web page.
- Assistance in identifying authoritative web sites with quality content.
- Instruction in the use of local databases.
- Computerized bibliographic search services.
- Assistance in verification of citations for bibliographies and for interlibrary loan requests.
- Help in determining availability of translations of foreign language materials.
- Orientation tours for individuals and groups; class presentations.
- Brief manual bibliographic searches.

- **InterLibrary Loan Services:**

*InterLibrary Loan Service is available to library users. Users can request items via ILL Express! by registering for an **ILL Express!** account. **ILL Express!** is the Interlibrary Loan ordering system for the USC School of Medicine Library.*

- **Educational/Instructional Services:**

The Library offers a series of on-demand classes for faculty and students on Photoshop, Current Awareness Tools, PubMed, Ovid, evidence-based medicine resources, etc. Librarians also offer course-integrated instruction. These sessions are designed to meet the specific needs of the students in order to optimize their research and information literacy skills. Numerous online tutorials are available to provide an overview of an e-resource and can help users improve their searching skills. The Library Liaison Service actively supports the faculty and staff of the School of Medicine, and fosters communication between the Library and School of Medicine departments. Liaison Librarians offer instruction on the use of various library resources and advise on library services and policies. A Computer Classroom with ten workstations and an instructor's workstation is available for instructional purposes.

- **E-Device Checkout:**

The SOM Library offers an e-device checkout program for SOM faculty, staff, and students. The available devices include an iPad, iPad 2, NOOK Color, and Kindle e-reader.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

The University of South Carolina currently has an Office of Student Affairs and Academic Support that provides academic enrichment services to students that includes tutoring. The students enrolled in the Physician Assistant Program will have access to these services, so no additional funding is needed.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

The PA Program will be housed within the USC School of Medicine-Columbia and will share resources. The PA Program students will have access to a 10 room OSCE suite equipped with rooms set up as basic exam rooms for training. PA students will also have access to the Palmetto Health-USC Simulation Center which houses an extensive list of high fidelity training simulators. PA students will also have access to training models, ultrasound equipment and EKG machines already owned by the School of Medicine. The program will purchase expendable equipment needed for clinical skills training.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Space for office and classroom facilities has been identified and is located at 6311 Garners Ferry Road, Columbia, SC on the campus of the USC School of Medicine. The PA Program will be housed on the third floor of Building 101 above the School of Medicine Library.

There will be a dedicated 1224 square foot classroom for PA students and an additional 1,081 dedicated square feet for the PA suite. There will be two faculty offices located on the same floor but down the hall from the PA suite. There are several additional classrooms, a clinical skills area, simulation lab and lab space available that will be shared with the medical school and other graduate programs.

The School of Medicine has committed funds for renovations and furnishings. The PA suite is currently under construction with the anticipated completion date of August 2016. The space will include faculty offices, file room, conference room, copy room and a reception area. Office and classroom furnishings are being purchased.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	230,000	230,000	238,000	238,000	244,830	1,180,830
Faculty and Staff Salaries	450,000	638,000	670,000	670,000	690,000	3,118,000
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	52,000	53,000	54,100	55,200	56,300	270,600
Supplies and Materials	55,000	55,000	55,000	55,000	55,000	275,000
Library Resources	0	0	0	0	0	0
Other-Software Licensing Fees	55,000	55,000	55,000	55,000	55,000	275,000
Other – Fees for Clinical Preceptors		75,000	215,000	215,000	215,000	720,000
Total	842,000	1,106,000	1,287,100	1,288,200	1,316,130	5,839,430
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	408,400 ¹	1,225,200 ²	1,939,900 ³	2,144,100 ⁴	2,144,100 ⁴	7,861,700
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*	200,000					200,000
Federal Funding*						
Other Funding-Palmetto Health Foundation	300,000	300,000				600,000

Total	908,400	1,525,200	1,939,900	2,144,100	2,144,100	8,661,700
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	66,400	419,200	652,800	855,900	827,970	2,822,270

¹Because of a January start date, tuition funding was calculated for the spring and summer semesters only: $\$10,210 \times 2$ semesters $\times 20$ students = \$408,400 (Cohort 1)

²Year 2 tuition was calculated for the fall, spring, and summer semesters: $\$10,210 \times 3$ semesters $\times 20$ students = \$612,600 (Cohort 1) plus spring and summer semesters: $\$10,210 \times 2$ semesters $\times 30$ students = \$612,600 (Cohort 2)

³Year 3 tuition was based on fall, and spring semesters: $\$10,210 \times 2$ semesters $\times 20$ students = \$408,400 (Cohort), plus fall, spring, and summer semesters: $\$10,210 \times 3$ semesters $\times 30$ students = \$918,900 (Cohort 2), plus spring and summer semesters: $\$10,210 \times 2$ semesters $\times 30$ students = \$612,600 (Cohort 3)

⁴Year 4 and all subsequent years would be calculated: fall semester $\$10,210 \times 60$ students = \$612,600, spring semester $\$10,210 \times 90$ students = \$918,900, plus summer semester $\$10,210 \times 60$ students = \$612,600

*Provide an explanation for these costs and sources of financing in the budget justification.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Assumptions: All salaries have been calculated with 35.75% fringes and 3% increase every other year. Tuition is based on currently approved rate of \$10,210 (\$7500 per semester tuition and \$2710 per semester fees).

Personnel: Along with the Program Director and Medical Director, there will be three full time and one part time faculty member hired along with two staff members.

Funding: The USC PA Program has received a stipend from the Palmetto Health Foundation to defray the initial start-up costs. The remainder of funding for the program will be generated by tuition funding and a one-time reallocation of funds from SOM funds in the USC Foundation.

Costs: Operating costs include office and instructional supplies and professional development costs for faculty/staff. Other costs that were listed are licensing applications for software programs to be utilized by the program and compensation for clinical preceptors.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The USC-PA Program is applying for accreditation through the Accreditation Review Commission for Physician Assistants (ARC-PA), see timeline below. The program will be held to all required standards and will have rigorous ongoing evaluation to ensure that the program is upholding all standards set forth by the accrediting body. A list of all accreditation standards can be found at <http://www.arc-pa.org/documents/Standards4theditionwithclarifyingchanges9.2014%20FNL.pdf>

The program intends to track Physician Assistant National Certification Exam (PANCE) pass rates and outcome data on employment, specifically location and specialty. This assessment of employment will be done via graduate survey instruments administered via Survey Monkey. PANCE pass rates are tracked through the National Commission on Certification of Physician Assistants (NCCPA) and given to the program director each year. These will be posted on the PA Program website and updated yearly.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Medical Knowledge	Written Examinations, Observed Structured Clinical Examinations (OSCEs), Simulations
Interpersonal and Communication Skills	Oral presentations, OSCEs, Simulations, Student self-assessments
Patient Care	Written Examinations, Preceptor Evaluations, OSCEs, Simulations
Professionalism	Preceptor Evaluations, OSCEs, Simulations, Student self-assessments
Practice-Based Learning and Improvement	Capstone research project, Preceptor evaluations, OSCEs, written exams
Systems-Based Practice	Preceptor surveys, employer surveys
Leadership	Preceptor surveys, post-graduate surveys, OSCEs, Simulations

Will the proposed program seek program-specific accreditation?

- Yes
 No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The program is currently applying for provisional accreditation through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), with plans to submit the application on November 9, 2015. An ARC-PA site visit is scheduled for February 1-2, 2015. The ARC-PA is expected to make a decision in September 2016, and the first class can then be admitted. A second site visit will be 6 months after the first class starts clinical rotations, and a third final site visit will be 4-6 months after the first class graduates. The program would receive the status of accreditation-continued (full accreditation) in fall of 2019.

Will the proposed program lead to licensure or certification?

- Yes
 No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The PA Program didactic curriculum and supervised clinical practice experiences are designed to prepare students to pass the Physician Assistant National Certifying Exam (PANCE). The curriculum is based on the National Commission on Certification of Physician Assistants PANCE blueprint of topics. Successful completion of this national board exam is required by most states to become licensed and practice medicine. Once a graduate of the program, upon successful completion of the PANCE, graduates of the PA program will be eligible for application for licensure in any state.

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

- Yes
 No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.