

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: Francis Marion University

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):

The Physician Assistant Program at Francis Marion University matriculated its first cohort of students in August 2016. The first cohort completed the didactic portion of the program in December 2017. Throughout the completion of each semester of the didactic year the program faculty reviewed data from both student evaluations of the curriculum as well as faculty evaluation of the curriculum. Revisions to the curriculum were proposed based on the evaluations. The content of the curriculum follows established guidelines for Physician Assistant education and ARC-PA accreditation standards and therefore the content of the curriculum has not changed. The delivery as well as the organization of the content is the basis of the proposed modifications. The modifications allow for separation of curricular components that were previously combined into one course into separate courses. This could not simply be done by changing the names of courses due to the fact that the current credit hours for the combined courses needed to be divided amongst the separated courses. The reorganization of the current content is proposed in order to more adequately integrate the curriculum for optimal learning to occur. The content and the structure of the current program will remain intact. The program will continue to remain a 98-credit hour program.

Current Name of Program (include degree designation and all concentrations, options, and tracks):

Masters of Science in Physician Assistant Studies

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

No change of name proposed

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input checked="" type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

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

- Yes
 No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation:

January 1, 2019

CIP Code: **51.0912**

Current delivery site(s) and modes: Traditional face-to-face

Proposed delivery site(s) and modes: Traditional face-to-face

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

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Institutional Approvals and Dates of Approval:
Department of Physician Assistant Studies: January 18, 2018
University Graduate Council: February 20, 2018
University Senate: March 6, 2018
University Full Faculty: April 3, 2018

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

The entire didactic curriculum has been revised based on student and faculty feedback as well as data analysis of end of course reports to include student performance. The original curriculum followed a problem-based learning format and an organ systems approach. This andragogical approach was modified to follow a competency-based and information-based learning approach while still following a horizontal integration of organ systems. The didactic curriculum proposed modifications follows a more effective integration of essential content both horizontally and vertically. The curriculum will continue to reflect the expected content to be covered by the National Commission for Certification of the Physician Assistant while ensuring comprehensive coverage and adequate time investment for each organ system.

The University's mission states, "Its purpose is threefold: to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region and the state of South Carolina." The proposed modification will continue to improve the Physician Assistant Program by providing students with an excellent education in order to serve the Pee Dee region and the state of South Carolina.

FMU's strategic plan includes educating students needed to improve healthcare in the Pee Dee region of SC. Healthcare is the largest employer of graduates and Florence is the hub of the Pee Dee healthcare system. The proposed program promotes FMU's strategic plan by adding needed healthcare providers.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

The Association of American Medical Colleges predicts a growing shortage of physicians in the current decade with 45,000 too few primary care physicians by 2020. This shortage will greatly affect the Pee Dee and other rural areas of the state. These areas are already identified as medically underserved by the South Carolina Department of Health and Human Services, which considers the "continuing physician shortage, especially in rural areas," to be a major problem. Physician Assistants (PAs) are needed to address the growing shortage of primary care and family medicine providers.

According to the SC Health Professions Data Book (2014), there are currently 960 PAs practicing in the State of SC. Within the 12 county Pee Dee AHEC region, there are 158 PAs practicing, with 120 in Florence, Horry, and Sumter counties. Other counties are low in PAs and Lee county does not have any.

As documented by the 2009 I-95 Corridor Study, poverty and high unemployment rates contribute to serious health problems in the northeastern section of South Carolina. Diabetes, cancer, heart disease, and stroke occur at rates higher than national averages. As already noted, much of northeastern South Carolina is rural, a circumstance that tends to limit access to health care services. The Pee Dee region includes large numbers of low-income families and minorities who constitute a medically underserved population. The PA Program at Francis Marion University (FMU) will help alleviate the health care needs of this population.

National statistics show an urgent demand for PAs to assist in filling a current 30% shortage of primary-care physicians. To compound the shortage of primary care physicians, fewer than 10% of medical students are choosing to become primary care practitioners (PCPs) upon graduation (NPR, 2009). Former Health and Human Services Department Secretary Donna Shalala spoke of this service dilemma in a 2009 interview with National Public Radio: "The shortage is related to primary care. We have lots of specialists in the country."

Northeastern South Carolina is affected by the shortage of PCPs. Depending on what classifications are used, rural residents make up 20 to 21% of the total U. S. population and are served by only 10% of the country's physicians. According to the U.S. Department of Agriculture Economic Research Service, South Carolina is 24% rural. Of the 4 AHEC regions in South Carolina, the Pee Dee region has the lowest number of primary care physicians (7.8 primary care physicians per 10,000; 9.6 per 10,000 in the entire state) (SC Health Professions Data Book, 2014). Eight of the 12 counties in the Pee Dee region are classified as Health Profession Shortage Areas (HPSAs) for Primary Care by the US Department of Health and Human Services due to unmet healthcare needs. The other 4 counties, Darlington, Florence, Georgetown and Horry, are classified as partial HPSAs due to geographic or population disparities. The high quality, cost-effective care delivered by PAs in partnership with physicians is part of the solution to the PCP dilemma facing the Pee Dee region and other rural areas of the state and the nation.

The Occupational Outlook Handbook (2018) published by Bureau of Labor and Statistics forecasts growth of 37% in PA numbers between 2016 and 2026. This is in part due to shortage of physicians, the growing need for primary care providers and expansion in the procedure PAs are certified to do. PAs are medical professionals who are nationally certified and state-licensed to practice medicine with physician supervision. All PAs are graduates of an accredited PA educational program. 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.

The proposed modifications are a vital part of ensuring quality educational experiences for Physician Assistant students at Francis Marion. The demand for quality Physician Assistants to enter the workforce and fill these rural health deficits in the Pee Dee region requires a commitment to continuous process improvement.

Transfer and Articulation

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

The proposed program will not require a transfer or articulation agreement.

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2017-2018		32		32		32
2018-2019		32		32		32
2019-2020		64		64		64
2020-2021		64		64		64

Explain how the enrollment projections were calculated.

No change in enrollment is projected based on the proposed modifications.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
PA 521 Integrative Pathophysiology and Pharmacotherapeutics I	PA 520 Clinical Medicine I	
PA 523 Clinical Assessment, Diagnosis, and Application I	PA 522 Physical Exam I	
PA 525 Clinical Interventions and Diagnostics I	PA 524 Clinical Skills and Procedures I	
PA 505 Population Health and Epidemiology	PA 528 Pediatrics	
PA 631 Integrative Pathophysiology and Pharmacotherapeutics II	PA 530 Surgery	
PA 633 Clinical Assessment, Diagnosis, and Application II	PA 626 Pharmacology I	
PA 635 Clinical Interventions and Diagnostics II	PA 630 Clinical Medicine II	
PA 603 Advanced Research and Evidence-Based Practice	PA 632 Physical Exam II	
PA 641 Integrative Pathophysiology and Pharmacotherapeutics III	PA 634 Clinical Skills and Procedures II	
PA 643 Clinical Assessment, Diagnosis, and Applic	PA 636 Pharmacology II	
PA 645 Clinical Interventions and Diagnostics III	PA 638 Emergency Medicine	
PA 607 Clinical Decision-Making and Ethics	PA 639 Geriatrics	
	PA 640 Clinical Medicine III	
	PA 642 Physical Exam III	
	PA 644 Clinical Skills and Procedures III	
	PA 646 Pharmacology III	
	PA 648 Research	

New Courses

List and provide course descriptions for new courses. ***See attached Curriculum Sheet**

PA 520 Clinical Medicine I

This is the initial course in a three part series covering primary care clinical medicine. The course will be presented in a systems-based format and will include instruction on the pathophysiology, evaluation of clinical presentation, diagnosis, and management of primary care diseases.

PA 522 Physical Exam I

This course is the first of a three part series. This is a systems-based course covering advancing concepts with different organ systems. This course is designed to provide fundamental knowledge, introduce practical skills, develop professional attitudes and behaviors relevant to the clinical assessment of a patient. This course emphasizes professionalism, sensitivity to gender, age and sociocultural background. This will be accomplished by learning how

to obtain a relevant medical history and physical exam. Instruction in the art of assessment is complemented by topics in evidenced-based medicine, and clinical problem solving. The course emphasizes developing skills which allow for the recognition of normal findings as well as abnormal presentations.

PA 524 Clinical Skills and Procedures I

This course is the first of a three part series. This is a systems-based course covering advancing concepts with different organ systems. The course provides foundational knowledge in clinical and diagnostic skills that prepare the student for required responsibilities in clinical medicine and patient care. Course content includes clinical, laboratory, and basic surgical procedures and techniques in primary care, appropriate utilization, and selection in being able to diagnose and manage disease states of patients across a wide spectrum of medical conditions in various settings. Students learn best practices for approaching patients with illness or health maintenance goals, reinforce clinical reasoning skills, recognize, and use guidelines for preventive care, and disease screening.

PA 528 Pediatrics

This is a population-based course that will include instruction on the pathophysiology, evaluation of clinical presentation, diagnosis, and management of diseases as they relate to pediatrics. The course will include pediatric diseases across all organ systems. Providing care to infants through late adolescence including periodic health assessments, evaluation of growth and development, health promotion and preventive care, and developmental screening tools will be explored.

PA 530 Surgery

This course studies major and minor surgical conditions, emphasizing indications for surgical intervention and pre-operative, intra-operative, and post-operative management in both ambulatory and inpatient settings.

PA 626 Pharmacology I

This is the first course of a three part series that is presented with a systems-based approach. This course covers pharmacokinetics, pharmacodynamics, and pharmacotherapeutic uses of relevant medications as they relate to the organ systems covered.

PA 630 Clinical Medicine II

This is the second course in a three part series covering primary care clinical medicine. The course will be presented in a systems-based format and will include instruction on the pathophysiology, evaluation of clinical presentation, diagnosis, and management of primary care diseases.

PA 632 Physical Exam II

This course is the second of a three part series. This is a systems-based course covering advancing concepts with different organ systems. This course is designed to provide fundamental knowledge, introduce practical skills, develop professional attitudes and behaviors relevant to the clinical assessment of a patient. This course emphasizes professionalism, sensitivity to gender, age and sociocultural background. This will be accomplished by learning how to obtain a relevant medical history and physical exam. Instruction in the art of assessment is complemented by topics in evidenced-based medicine, and clinical problem solving. The course emphasizes developing skills which allow for the recognition of normal findings as well as abnormal presentations.

PA 634 Clinical Skills and Procedures II

This course is the second of a three part series, this is a systems based course covering advancing concepts with different organ systems. The course provides foundational knowledge in clinical and diagnostic skills that prepare the student for required responsibilities in clinical medicine and patient care. Course content includes clinical, laboratory, and basic surgical procedures and techniques in primary care, appropriate utilization, and selection in being able to diagnose and manage disease states of patients across a wide spectrum of medical conditions in various settings. Students learn best practices for approaching patients with illness or health maintenance goals, reinforce clinical reasoning skills, recognize, and use guidelines for preventive care, and disease screening.

PA 636 Pharmacology II

This is the second course of a three part series that is presented with a systems-based approach. This course covers pharmacokinetics, pharmacodynamics, and pharmacotherapeutic uses of relevant medications as they relate to the organ systems covered.

PA 638 Emergency Medicine

This course explores various types of urgent and emergent conditions across the lifespan that present in an emergency medicine setting and prepares the student to triage, stabilize, evaluate, treat, and monitor such conditions. The resources needed for management of patients presenting to an emergency medicine setting are discussed as they relate to the hospital setting and include referrals and specialty consultations.

PA 639 Geriatrics

This is a population-based course that will include instruction on the pathophysiology, evaluation of clinical presentation and conditions, diagnosis, and management of diseases as they relate to geriatrics. Appropriate evaluation, treatment, counseling and referral of the elderly is presented. The process of death and dying is discussed.

PA 640 Clinical Medicine III

This is the third course in a three part series covering primary care clinical medicine. The course will be presented in a systems-based format and will include instruction on the pathophysiology, evaluation of clinical presentation, diagnosis, and management of primary care diseases.

PA 642 Physical Exam III

This course is the third of a three part series, that is a systems based course covering advancing concepts with different organ systems. This course is designed to provide fundamental knowledge, introduce practical skills, develop professional attitudes and behaviors relevant to the clinical assessment of a patient. This course emphasizes professionalism, sensitivity to gender, age and sociocultural background. This will be accomplished by learning how to obtain a relevant medical history and physical exam. Instruction in the art of assessment is complemented by topics in evidenced-based medicine, and clinical problem solving. The course emphasizes developing skills which allow for the recognition of normal findings as well as abnormal presentations.

PA 644 Clinical Skills and Procedures III

This course is the third of a three part series. This is a systems-based course covering advancing concepts with different organ systems. The course provides foundational knowledge in clinical and diagnostic skills that prepare the student for required responsibilities in clinical medicine and patient care. Course content includes clinical, laboratory, and basic surgical procedures and techniques in primary care, appropriate utilization, and selection in being able to diagnose and manage disease states of patients across a wide spectrum of medical conditions in various settings. Students learn best practices for approaching patients with illness or health maintenance goals, reinforce clinical reasoning skills, recognize, and use guidelines for preventive care, and disease screening.

PA 646 Pharmacology III

This is the third course of a three part series that is presented with a systems-based approach. This course covers pharmacokinetics, pharmacodynamics, and pharmacotherapeutic uses of relevant medications as they relate to the organ systems covered.

PA 648 Research

This course is designed to cover basic medical literature review, research methods, ethical standards, and relate how this information may affect the delivery of patient care when addressing diverse patient populations. The course will emphasize accessing and utilizing different medical databases through the use of informatics in reviewing medical decision-making, problem-solving, and critical research needed in improving practice delivery, and patient outcomes through use of evidence.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
PA Medicine Program	131	North Greenville University	Masters level program, organ system approach, program-specific accrediting body is ARC-PA, currently in the Accreditation-Provisional Pathway, department is within the School of Health Sciences	Difference in credit hours, problem-based learning, 24-month program
Physician Assistant Studies	114	Medical University of South Carolina	Masters level program, organ system approach, program-specific accrediting body is ARC-PA, 27-month program, department is within School of Health Professions	Difference in credit hours, has Accreditation-Continued status
Physician Assistant Studies	112	University of South Carolina	Masters level program, focus on primary care education, program-specific accrediting body is ARC-PA, currently in the Accreditation-Provisional Pathway, 27-month program	Difference in credit hours, department is within the School of Medicine
Physician Assistant Studies	101	Presbyterian College	Masters level program, program-specific accrediting body is ARC-PA	Difference in credit hours, 24-month program, program has not matriculated the first cohort, pending approval of Accreditation-Provisional status, department within the graduate programs without an established School of Health Sciences
Physician Assistant Studies	99	Charleston Southern University	Masters level program, program-specific accrediting body is ARC-PA, currently in the Accreditation-Provisional Pathway, department is within College of Health Sciences	Difference in credit hours, 24-month program, program has not matriculated the first cohort

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

No new faculty are required for this modification.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

Library Resources:

Equipment:

Facilities:

No new resources are needed for the proposed modifications.

Impact on Existing Programs

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

Yes

No

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Tuition Funding		1,070,592		1,605,888		1,873,536		1,873,536		1,873,536		8,297,088
Program-Specific Fees												
Special State Appropriation		357,000		357,000		357,000		357,000		357,000		1,785,000
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total		1,427,592		1,962,888		2,230,536		2,230,536		2,230,536		10,082,088
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Program Administration and Faculty/Staff Salaries		798,022		967,340		1,009,170		1,009,170		1,009,170		4,792,871
Facilities, Equipment, Supplies, and Materials		203,658		254,572		267,301		267,301		267,301		1,260,133
Library Resources		46,849		58,561		61,489		61,489		61,489		289,878
Other (Indirect Costs Allocated)		408,256		510,320		535,836		535,836		535,836		2,526,084
Total		1,456,785		1,790,794		1,873,796		1,873,796		1,873,796		8,868,965
Net Total (Sources of Financing Minus Estimated Costs)		(29,193)		172,094		356,740		356,740		356,740		1,213,123

ACAP

09/27/2018

Agenda Item 4c

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
The student attrition rate for each cohort will be 3.5% or less. (Attainment will be determined after December 2018)	Demonstrate the knowledge to diagnose, treat, and educate patients from diverse populations presenting with diseases across all organ systems and across the life span.	Written exam Objective Structured Clinical Examinations
All students will complete a required clinical rotation in an underserved area. (Attainment will be determined after December 2018)	Demonstrate the skills necessary to effectively collaborate interprofessionally with all members of the healthcare team as well as communicate with patients and their families to provide optimal care.	Practical Examinations Objective Structured Clinical Examinations
The first-time pass rate for each graduating class on the Physician Assistant National Certifying Exam (PANCE) will be at or above the national average. (Attainment will be determined by March 2019)	Demonstrate competence in performing diagnostic and therapeutic procedures, gathering information, and formulating appropriate treatment plans for patients of all acuity levels.	Practical Examinations Objective Structured Clinical Examinations
Fifty percent of graduates will be employed in primary care as their initial employment after graduation. (Attainment will be determined by June 2019)	Develop and consistently demonstrate professionalism in all aspects of the role of a Physician Assistant.	Practical Examinations Objective Structured Clinical Examinations
The employment rate at six months after program completion will be 95%. (Attainment will be determined by June 2019)	Demonstrate the ability to improve upon their practice as a Physician Assistant by critical self-assessment and evaluation of their knowledge, skills, and practice and critical analysis of evidence-based medicine and medical literature as resources.	Capstone Paper Self-Assessment
	Demonstrate critical thinking skills for sound medical decision-making in all aspects of healthcare delivery to include influences of society, economics, and the organization in which the Physician Assistant practices.	Practical Examinations Objective Structured Clinical Examinations Written Exams

Will any of the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

Yes

No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

Yes

No

The proposed modification will not affect program-specific accreditation. The program is currently in the Provisional Pathway for accreditation through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and the modifications are proposed as a means of compliance with accreditation by program self-analysis for process improvement.

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

The program will graduate Physician Assistant's that can apply for state licensure to practice as a Physician Assistant after successful completion of the Physician Assistant National Certification Examination in which they would receive certification. This will not be affected by the proposed modification, the original approved program also followed this process.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No

The Curriculum Sheet on next page identifies the changes proposed in the Modification

	Current Curriculum	Proposed Curriculum
Fall I	PA 500 Anatomy (4:3-3) PA 507 Physiology (3:2-3) PA 509 Introduction to Pharmacology (1) PA 511 Role of the Physician Assistant and Intro to the PA (1) PA 512 Fundamentals of Medical Science (2) PA 513 Interpersonal Communication and History Taking (2) PA 506 Health Systems and Risk Management (3) Total Semester Hours: 16	*No modification to the Fall 1 Semester Curriculum
Spring	PA 521 Integrative Pathophysiology and Pharmacotherapeutics I (5) <i>*Propose dividing this into PA 520 Clinical Medicine and PA 626 Pharmacology I</i> PA 523 Clinical Assessment, Diagnosis, and Application I (4:2-6) <i>*Name change and decrease time needed to teach this course based on first cohort data</i> PA 525 Clinical Interventions and Diagnostics I (3:2-3) <i>*Name change and decrease time needed to teach this course based on first cohort data</i> PA 505 Population Health and Epidemiology (3) <i>*Delete this course and move content into first semester courses of Fundamentals of Medical Science, Health Systems and Risk Management, and Role of the Physician Assistant</i> Total Semester Hours: 15	PA 520 Clinical Medicine I (5) PA 522 Physical Exam I (3:2-3) PA 524 Clinical Skills and Procedures I (2:1-3) PA 528 Pediatrics (2) <i>*Material originally in PA 521, PA 631, PA 641 and reorganized into separate course</i> PA 530 Surgery (1) <i>*Material originally in PA 521, PA 631, PA 641 and reorganized into separate course</i> PA 626 Pharmacology I (2) Total Semester Hours: 15
Summer	PA 631 Integrative Pathophysiology and Pharmacotherapeutics II (5) <i>*Propose dividing this into PA 630 Clinical Medicine II, PA 636 Pharmacology II</i> PA 633 Clinical Assessment, Diagnosis, and Application II (4:2-6) <i>*Name change and decrease time needed to teach this course based on first cohort data</i> PA 635 Clinical Interventions and Diagnostics II (3:2-3) <i>*Name change and decrease time needed to teach this course based on first cohort data</i> PA 603 Advanced Research and Evidence-based Practice (3) <i>*Name change and move this course to Fall II Semester, this allows for 3 credit hours this semester to create PA 638 and PA 639</i> Total Semester Hours: 15	PA 630 Clinical Medicine II (5) PA 632 Physical Exam II (3:2-3) PA 634 Clinical Skills and Procedures II (2:1-3) PA 636 Pharmacology II (2) PA 638 Emergency Medicine (2) <i>*Material originally in PA 521, PA 631, PA 641 and reorganized into separate course</i> PA 639 Geriatrics (1) <i>*Material originally in PA 521, PA 631, PA 641 and reorganized into separate course</i> Total Semester Hours: 15
Fall II	PA 641 Integrative Pathophysiology and Pharmacotherapeutics III (5) <i>*Propose dividing this into PA 640 Clinical Medicine III and PA 646 Pharmacology III</i> PA 643 Clinical Assessment, Diagnosis, and Application III (4:2-6) <i>* Name change and decrease time needed to teach this course based on first cohort data</i> PA 645 Clinical Interventions and Diagnostics III (3:2-3) <i>* Name change and decrease time needed to teach this course based on first cohort data</i> PA 607 Clinical Decision-Making and Ethics (3) <i>*Delete this course and move content into first semester courses of Fundamentals of Medical Science, Health Systems and Risk Management, and Role of the Physician Assistant</i> Total Semester Hours:15	PA 640 Clinical Medicine III (5) PA 642 Physical Exam III (3:2-3) PA 644 Clinical Skills and Procedures III (2:1-3) PA 646 Pharmacology III (2) PA 648 Research (3) Total Hours: 15

Clinical Year

Spring	PA 710 Family Medicine PA 711 OB-GYN PA 712 Pediatrics PA 713 Behavioral Health PA 714 Emergency Medicine PA 715 Internal Medicine-Inpatient PA 716 Internal Medicine-Outpatient PA 717 General Surgery PA 718 Elective Total Semester Hours: 12
Summer	PA 710 Family Medicine PA 711 OB-GYN PA 712 Pediatrics PA 713 Behavioral Health PA 714 Emergency Medicine PA 715 Internal Medicine-Inpatient PA 716 Internal Medicine-Outpatient PA 717 General Surgery PA 718 Elective Total Semester Hours: 12
Fall	PA 710 Family Medicine PA 711 OB-GYN PA 712 Pediatrics PA 713 Behavioral Health PA 714 Emergency Medicine PA 715 Internal Medicine-Inpatient PA 716 Internal Medicine-Outpatient PA 717 General Surgery PA 718 Elective Total Semester Hours: 12