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April 20, 2018

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Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, Maryland 21201

Dear Secretary Fielder:

I am pleased to present a proposal for the Master of Medical Science in Physician Assistant Studies (MMS-PA). This program was developed in response to requests from local, state and regional health care leaders asking for Frostburg State University's help in addressing the growing healthcare workforce shortages. Hence, in addition to expanding the educational and professional opportunities of our existing programs in the health sciences, the MMS-PA program targets medical provider shortages in the state, particularly in rural and medically underserved areas in western Maryland.

By responding to local and regional challenges, the proposed program aligns to Frostburg State University's mission and to its commitment to expanding health science programs, with specific focus on rural health care. This is a key element in Frostburg's strategic plan and is essential to the university's economic and professional development responsibilities in Western Maryland and throughout the state.

We would appreciate your support for this addition to Frostburg State University's masters' degree program offerings. We hope you recognize the benefit it would have for the state. If you have any questions, please do not hesitate to contact me or our Interim Associate Provost, Dr. Doris Santamaria-Makang at dsantamaria@frostburg.edu.

Yours truly,

A handwritten signature in black ink that reads 'Ronald Nowaczyk'.

Dr. Ronald H. Nowaczyk
President

cc: Robert Caret, Chancellor, USM
Elizabeth A. Throop, Provost and Vice President for Academic Affairs, FSU
Doris Santamaria-Makang, Interim Associate Provost, FSU
Dorothy Campbell, Interim Dean, College of Liberal Arts and Sciences, FSU

Maryland Higher Education Academic Program Proposal

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM**
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or **REQUIRING NEW RESOURCES**

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Frostburg State University

Institution Submitting
Proposal

Summer 2019

Projected
Implementation Date

**Master of Medical Science
in Physician Assistant
Studies**

Award to be Offered

Physician Assistant Studies

Title of Proposed Program

Suggested HEGIS Code

29-1071

Suggested CIP Code

Department of Proposed Program

Beth Smolko

Name of Department Head

Beth Smolko

Contact Name

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Contact E-Mail Address

240-609-5826

Contact Phone Number

Signature and Date

President/Chief Executive Approval

Date

Date Endorsed/Approved by Governing Board

**Frostburg State University
New Program Proposal
Master of Medical Science in Physician Assistant Studies**

**A. Centrality to institutional mission statement and planning priorities:
1. Description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

In response to a growing state and national physician shortage, particularly in rural and medically underserved areas, Frostburg State University (FSU) is proposing a new 24-month, 117-credit hour Physician Assistant Studies (PAS) program which will award graduates a Master of Medical Science in Physician Assistant Studies. This new master's program will begin in summer 2019, following the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) provisional accreditation approval which is expected in March 2019. The PAS program will be housed at the University System of Maryland Regional Education Center at Hagerstown (USMH) and is expected to admit 25 students each year in a cohort model.

Frostburg State University has provided pathways to success for students for well over a century. Founded in 1898 to prepare teachers, the University today is a public, comprehensive, co-educational institution offering a wide array of programs at the undergraduate, graduate, and doctoral levels. As the only constituent USM institution west of the Baltimore-Washington corridor, it serves as the premier educational and cultural center for western Maryland. FSU fulfills a unique role in public and community service in the region and has the distinction of offering academic programs to meet the needs of both students and employers of the state, in particular those in the western Maryland region and surrounding areas.

Within FSU's regional service area, the health care industry accounts for the largest employer in the three most western counties in Maryland (Garrett, Allegany and Washington County) and is the third largest employer in Frederick County, Maryland (<http://commerce.maryland.gov/>). FSU is committed to growing programs which will meet the needs of these employers. As part of the overall strategic plan of the institution to meet workforce demands in the health care industry, the university has focused in recent years on development of health science programs. Since 2010, FSU has developed and implemented a Health Science major, RN to BSN program, and Master of Science in Nursing with concentrations in Education and Administration. Recently, FSU was also approved to offer a Master of Science in Nursing with concentrations in Family Nurse Practitioner and Psychiatric and Mental Health Nurse Practitioner to begin fall 2018.

This proposal for a new Physician Assistant (PA) program is in direct alignment with the institution's mission stated below and in recognition of its societal responsibility to address regional and statewide workforce needs and to prepare leaders in the State of Maryland through its academic programs. It particularly addresses the unique needs of a complex and changing society aligning with the new PAS program's mission to develop PAs to work, live

and serve in rural and medically underserved areas like those found in FSU's western Maryland region.

FSU Mission:

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

Physician Assistant Studies Program Mission:

The Mission of the Frostburg State University's Physician Assistant Studies Program is to educate students in compassionate patient-centered care. Students will learn best practices using innovative technology and will work in interprofessional teams to provide access to quality care, particularly in rural and medically underserved areas in Maryland and beyond. Frostburg State University Physician Assistant Studies graduates will have a commitment to excellence, inclusivity, and community service.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

FSU has recently completed a new strategic planning process which has resulted in redefined goals for the university. However, this process only solidified FSU's commitment to addressing the educational and workforce needs of the state and more specifically the western Maryland region.

This new Master of Medical Science in Physician Assistant Studies will be responsive to the following established university goals:

1. Expand Regional Outreach and Engagement:
 - Support economic development in western Maryland through targeted initiatives.
2. Align University Resources – Human, Fiscal, and Physical with Strategic Priorities.
 - Ensure academic programs meet student and workforce expectations.

In 2013, FSU was approached by local health care leaders to consider the development of a PA program to help address the growing health care provider shortage in the region. Since this time, FSU has been engaged in work that has led to the development of this program proposal including feasibility study development, meeting with local health care leaders, facility planning, clinical site identification and development, and various other aspects of program planning in addition to accreditation compliance. This due diligence required a five-year commitment from FSU due to the nature of the accreditation process required by ARC-PA, the accrediting body for Physician Assistant programs. In order to

be placed in the queue for accreditation review, FSU submitted a letter of intent nearly five years ago to secure an accreditation visit which is scheduled for October 2018. This five year wait time is a direct result of ARC-PA's stringent accreditation process and standards, coupled with the number of universities nationally who are in line for developing PA programs.

Despite the long process of securing an accreditation visit date, the identified cost and resources involved in beginning a PA program, and the various other challenges this program presents in the development phase, FSU has remained committed to this program as it clearly aligns with our vision, mission and goals in the following ways.

1. As the premier four year educational institution in the region, FSU has an obligation clearly stated in our mission to respond to state and regional educational needs. Currently, there are only two PA programs in the state of Maryland, both offered in the Baltimore/Washington area. Having a third PA program in Maryland will help address the growing shortage in health care providers across the state. More importantly, it will have a significant impact on the western Maryland region as our program will target and attract students who want to live, work and serve in rural and medically underserved areas like those found in western Maryland. Our adopted program mission statement is evidence of this commitment (see mission statement on page 3).
2. The proposed PAS program will not only improve access to health care in the region but will produce qualified graduates who will live and work in the communities they serve, contributing significantly to the economic well-being and vitality of the state and region.

B. Critical and compelling regional or Statewide need as identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State.

As mentioned above, FSU's impetus for developing a PA program was a request made by health care leaders in the region and state to consider development of this program. In response to this request, FSU began a process of research and completion of a feasibility study. This included a review of the literature to determine state and national needs, a survey of regional health care providers including physicians, nurse practitioners and physician assistants to assess support for clinical site placements, and collection of physician shortage surveys completed by the regional health care systems which more clearly identified specific needs within the region.

A review of data from all of the above sources revealed that the problem of access to care at the national, state and regional level due to physician shortages was growing larger, and in particular impacting rural and medically underserved areas more significantly. The Association of American Medical Colleges estimates the country will need 40,800 to 104,900 new physicians by 2030 as a result of a growing and aging

population coupled with an aging physician population¹. In Maryland alone, it is expected that the need for practicing primary care physicians will increase 23% (1052 physicians) by 2030.² These shortages are expected to be more serious in areas where there are higher numbers of rural or underserved populations³.

The Health Resources and Services Administration (HRSA) completed a study in 2013 related to the pending physician shortages and indicated that an answer to the growing physician shortages may be an increase in Physician Assistants and Nurse Practitioners to fill the gap. The study indicated that the supply of Physician Assistants and Nurse Practitioners is projected to increase by 30 percent, which could decrease the primary care physician shortage anticipated in 2020 from 20,400 to 6,400.⁴ In 2015, the Maryland Rural Health Association (MRHA) also identified the development of a “rural workforce pipeline to assure an adequate network of providers in rural areas” as one of their top priorities to combat the growing healthcare workforce shortage in rural areas. One specific goal noted was to develop “creative and innovative approaches to increasing the supply of rural homegrown students interested; prepared; and supported through their training for healthcare careers”. FSU’s PAS program is a pipeline program to help address the gap in the state of Maryland, most particularly in the region as our goal is to recruit students who want to live and work in rural and underserved areas like those found in the western Maryland region.

Additional support for the documented need for a PA program which aims to attract students who want to live and work in rural or medically underserved areas in Maryland is noted by the amount of rural and medically underserved areas in Maryland. Maryland Area Health Education Center reports that “18 of Maryland's 24 county jurisdictions (all but Anne Arundel, Baltimore, Howard, Montgomery, Prince George's counties and Baltimore City) meet Maryland State designation as rural and 10 rural counties have partial or full designations as primary health care professional shortage areas. All of the 10 of the state’s counties and all federally designated rural areas are located in the western or eastern parts of the state. According to the most recent report of the Maryland Health Regulatory Commission, Maryland's rural communities differ greatly from the urban counties; specifically, they have fewer healthcare providers, higher rates of chronic disease and mortality, significant disparity of socioeconomic characteristics and low levels of health literacy”.⁵

Additionally, a study commissioned by the Maryland Hospital Association (MHA) in 2008 also found that Maryland was projected to be 16% below the national average for the number of physicians available for clinical practice and that Southern Maryland, western Maryland and the Eastern Shore were the most affected by this shortage. According to the report, Southern Maryland has a critical shortage in 25 of the 30 physician categories (83.3%), western Maryland 20 of 30 (66.7%), and the Eastern Shore 18 of 30 (60.0%)⁶.

¹ Association of American Medical Colleges, 2017 Update: The Complexities of Physician Supply and Demand: Projections from 2015 to 2030. February 28, 2017.

² The Robert Graham Center. Policy Studies in Family Medicine and Primary Care, (n.d.).

³ Association of American Medical Colleges, 2017 Update: The Complexities of Physician Supply and Demand: Projections from 2015 to 2030. February 28, 2017.

⁴ Health Resources and Services Administration. Projecting the Supply and Demand for Primary Care Practitioners Through 2020.

⁵ Maryland Area Health Education Center. Health Care Disparities in Maryland (n.d).

<http://www.medschool.umaryland.edu/mahec/Health-Disparities/Health-Care-Disparities-in-Maryland/>

⁶ Maryland Hospital Association and The Maryland State Medical Society, Maryland Physician Workforce Study, Prepared by Boucher and Associates. January 2008.

While MHA’s original report had not been updated based on our review of the existing research, data collected from hospitals within the western Maryland region (Frederick Regional Health System, Meritus Health and Western Maryland Health System) provided further evidence of these anticipated ongoing physician shortages. Each of the three counties’ (Allegany, Washington and Frederick County) physician manpower shortage studies show that physician shortages will continue to strain the health system and limit access to care, particularly for those most at risk. Based on the individual manpower studies conducted by the individual health systems there was an expected shortage of 231 positions by 2016/2017, 86 of which are in the area of primary care⁷. (See table 1)

Table 1. Anticipated County Physician Shortage through 2017

	County	Manpower Study Completed	Projected Through	Total	Total Primary Care**
Frederick Regional Health System	Frederick County*	2012	2017	42	13
Western Maryland Health System	Allegany	2014	2017	69	26
Meritus Health	Washington	2011	2016	46	28
Garrett	Garrett	2014	?	74	15 (19 with pediatrics)

* Projections Do Not Consider Secondary Service Areas Outside of the County

** Primary Care does not include OB/GYN.

Meritus Health’s most recent physician manpower study showed the problem has only worsened. They are anticipating a shortage of 164.5 physicians by 2019.⁸

As part of FSU’s due diligence, it was important to survey the support from the medical community for this program. To that end, FSU conducted a survey of physicians, nurse practitioners and physician assistants in the four county western Maryland region. This survey showed overwhelming support for the program. Seven hundred and thirteen surveys were sent and 122 were completed (17% response rate). Seventy percent (70%) of physicians responding to the survey said they felt there was a need for the PA program. Fifty eight percent (58%) of physicians responding to the survey who have never or currently did not employ PAs in their offices said they would consider employing PAs in the future. Twenty five percent (25%) of physician responding to the survey said they had a current opening in their practice to employ a PA. Most encouraging was the response to the question of how they would support the PA program. Sixty one percent (61%) of respondents said they would serve a clinical preceptor and 26% said they would be interested in teaching in the program, Forty-three percent (43%) would guest lecture and 21% would serve on committees or advisory boards.⁹

Equally as supportive were the advance practice providers (PAs and NPs) in the western Maryland region. Sixty eight percent (68%) of respondents agreed that there was a need for a PA program in western Maryland. Eight-two percent (82%) said they would

⁷ Physician Manpower Shortage Studies from Western Maryland Health System (2014), Frederick Regional Health System (2012) and Meritus Health (2011)

⁸ Meritus Health Provider Development Plan, 2016.

⁹ FSU Physician Survey Data, 2014

participate as a clinical preceptor, 52% would like to teach in the program, 100% said they would consider guest lecturing, 48% would serve on a planning or advisory committee.¹⁰

Overall, the review of the literature and data indicate both a need for a PA program that attracts students who want to live and work in rural and underserved areas and FSU's program would be well supported by the medical community in a variety of ways from clinical site placement to teaching and advisory support.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education

This program will address the new 2017-2021 Maryland State Plan for Postsecondary Education **Goal 3: Foster innovation in all aspects of Maryland higher education to improve access and student success. Particularly, it will address the following Strategies:**

Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

As previously mentioned, the development of the program was in direct response to a request made by local health care leaders in response to the physician shortage that is growing more serious. To date, this partnership has strengthened as evidenced by Meritus Health's generosity to provide and renovate the facility which will house the program. USMH, has also been able to garner significant support in terms of fundraising and grants to help cover some of the cost of renovation and equipment needed for the program (see section K and Appendix B for more information on this support).

C. Quantifiable and reliable evidence and documentation of market supply & demand in the region and State:

Table 2 below demonstrates the State's potential demand for Physician Assistants in Maryland. This evidence of projected demand is based upon the program's Classification of Program (CIP) code of 29-1071. These projections have been cross-referenced with the Bureau of Labor Statistics Standard Occupational Codes (SOC) 51-0912.

This data is evidence that there is potential for 1,200 new positions between 2014 and 2024 or an average of 120 new Physician Assistant positions each year in Maryland.

¹⁰ FSU Advanced Provider Survey Data, 2014

Table 2: Maryland Occupational Outlook 2014-2024 for Physician Assistant

Physician Assistant	2014	2024	Change	% Change
	3,764	4,964	1,200	31.88%

Note: Source Maryland Department of Labor and Licensing
 (<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>)

FSU's PAS program is expected to result in an enrollment of 25 students in a cohort each year.

Physician shortage surveys completed by the three most western counties (Allegany, Garrett and Washington counties) also indicate looming physician shortages (See table 1 above). FSU's PAS program will have a direct impact on this shortage as the goal of the program is to attract students who are committed to working, living and serving in rural and medically underserved areas like those found in western Maryland.

Additionally, the admission requirements are designed to provide preference to students who live in the FSU service region as research indicates students who are residents of rural and medically underserved areas are more likely to live and work in the area.

D. Reasonableness of program duplication

There are currently only two Physician Assistant programs in Maryland, both are community college/university partnerships – Anne Arundel Community College/University of Maryland Baltimore and Community College of Baltimore County/Towson. FSU's program will be the third to be offered in the state if approved.

While all three programs will provide the requisite training and education for Physician Assistant preparation, the difference in the three programs lies within our missions and program model.

The two existing programs have a long history of PA education which originated from a community college. Over the years in response to ARC-PAs requirement of master's degree level, the community college/university partnership model was developed to meet this need. This model has worked well for these two programs and has assured that the strengths, experience and rich history of quality PA education via a community college model was maintained while working collaboratively with universities to leverage their strength in graduate level education to meet the accreditation requirements. These two programs are among the few community college/university partnership programs remaining across the country in PA education, which speaks volumes about the programs' quality and effectiveness.

However, due to the current requirements of ARC-PA which requires all new programs to be sponsored by master's degree granting institution, FSU will not use a community college/university partnership model but will be the sole sponsoring institution providing the entire program at the graduate level.

A second and significant difference among the three programs is our vision and mission. While all three programs seek to prepare PAs to meet the needs of diverse populations,

FSU is specifically focused on attracting students who want to live and work in rural or medically underserved areas, particularly in western Maryland. Research has shown that programs which target rural and medically underserved areas are best able to meet this mission via their recruitment practices which target qualified students from within rural and medically underserved communities. According to the Rural Health Research Center, PA programs which include addressing rural health care in their mission and those which are located in rural areas are more likely to produce higher proportions of rural PAs.¹¹ Therefore, FSU has adopted a mission to include rural and medically underserved health care and has designed the program from admissions to curriculum to assure success in meeting this mission.

Table 3 provides a summary of a review of the MHEC degree file which provides information in terms of the number of graduates that are generated by current Maryland PA programs.

Table 3: Degree Trends in Maryland PA programs

	2012	2013	2014	2015	2016
Towson/CCBC	26	30	34	32	36
Anne Arundel/UMB	36	35	35	37	32

Note: Source MHEC degree trend data (https://data.mhec.state.md.us/mac_Trend.asp)

A review of this data indicates that there were 68 graduates in 2016 from the two existing PA program in Maryland. When compared to the BLS projections on job growth which indicates that there will be an average of 120 new openings for PAs each year in Maryland, there is evidence that the supply of PA graduates will continue to fall short of the demand. This data supports the need for this new PA program in Maryland. In particular it supports programs like FSU that are aimed at serving the most vulnerable populations in the state - rural and medically underserved areas which typically experience more significant health care provider shortages.

The additional capacity generated by FSU's proposed new PAS program will not eliminate the workforce gap projected for the number of PAs needed in Maryland, but it will certainly help fill this gap and will most importantly address some of the most vulnerable areas in Maryland where health care provider shortages are proven to be more critical.

E. Relevance to high demand programs at HBIs

There is not a PA program offered by any of the Historically Black Institutions (HBI's) in the state of Maryland. Therefore, FSU's proposed PAS program has no impact on the relevance to high demand programs at HBIs.

¹¹ Rural Health Research Center Policy Brief #154(February, 2016). *Which physician assistant programs produce rural PAs? A national study.*

F. Relevance to the identity of HBI

There is not a PA program offered by any of the Historically Black Institutions (HBI's) in the State of Maryland. Therefore, FSU's proposed PAS program has no impact on the relevance to the identity of HBIs.

G. Adequacy of curriculum design and delivery to related learning outcomes

1. Provide a list of courses with title, semester credit hour and course descriptions, along with description of program requirements.

In an effort to provide a curriculum which adequately prepares students with the relevant skills and knowledge necessary to meet the challenges of Physician Assistants and to meet the standards set forth by the accrediting body (ARC-PA), FSU is proposing a cohort model program encompassing 117 credit hours over a 24 month period. The program will begin in May, with year one (12 months) of didactic coursework followed by year two (12 months) of clinical site placement experience (SCPE). Each SCPE will be 4 weeks in duration. There will be 7 SCPEs in areas required by the ARC-PA standards and an additional 3 elective SCPEs to provide the student the opportunity for depth in the students' selected areas of practice. In keeping with the mission of the program, students will be required to complete 30% of the SCPE placements or 3 placements in rural or medically underserved areas or in placement sites which serve these populations. The curriculum for this program has been carefully planned to align with the program mission and the ARC-PA accreditation requirements.

Admission Requirements:

- Bachelor's degree from an accredited university with a minimum of 3.0 GPA on a 4.0 scale
- Science prerequisite GPA of 3.0 GPA or greater (see science prerequisites below)
- GRE or MCAT required. No minimum score required. GRE score of 300 is competitive. MCAT490 score is competitive
- Minimum Physician Assistant shadow experience 8 hours
- Minimum contact/health care experience 500 hours
- Essay/Personal Statement
- 2 Letters of Recommendation
- Completion of Prerequisite Courses: All but one prerequisite must be completed before January 2 prior to the admission year. This excludes Anatomy and Physiology as these courses must be completed for application review.
 - General Biology I and II – may be completed as AP courses in high school with score of 4 or 5 on AP exam
 - Anatomy and Physiology I and II with lab
 - Microbiology with lab
 - Medical Terminology

- General Chemistry I and II – may be completed as AP courses in high school with score of 4 or 5 on AP exam; also blended General Chemistry courses will be considered depending on course description
- Organic Chemistry I
- Psychology 101 (or similar entry-level psychiatry course) - may be completed as AP courses in high school with score of 4 or 5 on AP exam
- Introduction to Statistics - may be completed as AP courses in high school with score of 4 or 5 on AP exam
- Recommended but not required – Genetics, Physics, Biochemistry I Lifespan and Developmental Psychology or Developmental Psychology
- Interview

Once selected for an interview, FSU will use a Holistic Admissions process to include required criteria and preferred but not required criteria to include various metrics, attributes and experiences such as:

- Current resident of Washington, Allegany, Frederick, or Garrett county and regional service area of FSU
- Current resident of rural or medically underserved area as defined by the program
- Graduated from a high school or undergraduate institution within the identified contiguous county region (100 mile radius)
- Evidence of commitment to the programs mission of working or serving in a rural or medically underserved area
- Experiences and backgrounds in areas such as leadership, community services, military experience, language fluency and other life experiences.

Proposed Curriculum and Course Sequence

117 credit hours

Summer I	Credits
Human Anatomy I	2
Developing the PA Professional I	3
Clinical Medicine I	3
Basic Science I	3
Patient Assessment and Diagnostic Methods I	3
Pharmacology I	3
Population Health	2
TOTAL	19

Summer II	Credits
Foundations of Surgery	2
Emergency Medicine Intensive	3
Transition to Clinical Practice	1
SCPE 1	4
SCPE 2	4
TOTAL	14

Fall I	Credits
Human Anatomy II	2
Developing the PA Professional II	2
Clinical Medicine II	6
Basic Science II	4
Patient Assessment and Diagnostic Methods II	4
Pharmacology II	3
Research and Evidence Based Medicine	2
TOTAL	23

Fall II	Credits
SCPE 3	4
SCPE 4	4
SCPE 5	4
SCPE 6	4
TOTAL	16

Winter I	Credits
Geriatrics	2
Pediatrics	2
Functional and Preventive Medicine	1
TOTAL	5

Winter II	Credits
SCPE 7 (Elective)	3
TOTAL	3

Spring I	Credits
Human Anatomy III	2
Developing the PA Professional III	2
Clinical Medicine III	6
Basic Sciences III	4
Patient Assessment and Diagnostic Methods III	4
Pharmacology III	3
TOTAL	21

Spring II	Credits
SCPE 8	4
Capstone	4
SCPE 9	4
SCPE 10	4
TOTAL	16

Course Descriptions

Due to the number and length of course descriptions, a list of courses with descriptions can be found in Appendix A

Description of Objectives and Learning Outcomes

Frostburg State University assures that the Physician Assistant Studies program's mission, vision and goals have been designed to align with the institutions mission and goals. The learning objectives have been guided by the Competencies for the Physician Assistant Profession which is published by the National Commission on Certification of Physician Assistants. These learning goals will be mapped to the program goals and the graduate learning goals for the institution.

Physician Assistant Studies Program Vision

Frostburg State University Physician Assistant Studies program will educate a Physician Assistant workforce committed to excellence, compassion, and patient-centered care to serve rural and medically underserved regions in Maryland.

Physician Assistant Studies Program Mission

The Mission of the Frostburg State University's Physician Assistant Studies Program is to educate students in compassionate patient-centered care. Students will learn best practices, use innovative technology, and work in inter-professional teams to deliver quality care, particularly in rural and medically underserved areas in Maryland and beyond. Frostburg State University Physician Assistant Studies graduates will have a commitment to excellence, inclusivity, and community service.

Program Goals:

Goal 1: Prepare Physician Assistant students with the core medical knowledge and skills to deliver quality healthcare, achieving first time PANCE scores at or above the national average and aggregate scores at 100%.

Goal 2: Prepare students in the use of technology and through inter-professional education opportunities to improve access to care and physical exam and diagnostic skills in all clinical setting.

Goal 3: Prepare graduates to evaluate clinical data and research and make evidence based decisions to provide safe, quality care for all patients.

Goal 4: Prepare graduates to meet the healthcare needs of rural and medically underserved populations.

Learning Outcomes/Competencies

Upon completion of the FSU PAS Program, graduates are expected to be competent in the following areas with an emphasis on rural and medically underserved populations:

Medical Knowledge

MK1 Demonstrate an understanding for the medical, behavioral and social knowledge necessary to evaluate and manage patients across all ages and patient populations in both primary care and specialty settings.

Interpersonal Skills and Communication:

- IPSC1 Elicit an accurate medical history from patients.
- IPSC2 Perform a detailed physical exam relevant to the medical history.
- IPSC3 Document a clinical encounter in the patient record.
- IPSC4 Deliver accurate patient education that encompasses verbal, non-verbal and written forms of information to the patient and their care team that considers disease prevention and health awareness.

- IPSC5 Provide an oral presentation of a clinical encounter.
- IPSC6 Give or receive a patient handover to transition care responsibly.

Clinical Problem Solving:

- CPS1 Demonstrate an ability to formulate a differential diagnosis following a clinical encounter.
- CPS2 Demonstrate an ability to recommend and interpret appropriate diagnostic studies to assist in the evaluation and treatment of the patient.
- CPS3 Demonstrate the ability to develop and implement an appropriate therapeutic management plan, either pharmacological or non-pharmacological, based on the patient’s medical history, physical exam and diagnostic study findings.
- CPS4 Recognize a patient requiring urgent or emergent care, and initiate evaluation and management.
- CPS5 Demonstrate an ability to make informed decisions about the care of patients consistent with up-to-date scientific evidence, patient preferences, and sound clinical judgment.
- CPS6 Identify system failures and contribute to a culture of safety and improvement.

Technical Skills:

- TS1 Demonstrate the ability to obtain informed consent and perform clinical procedures common to primary care to include: venipuncture, intravenous access, joint injections and aspirations, wound management, laceration repair, casting and splinting, strep screening, urinalysis, catheterization, performing pelvic exams, and interpretation of radiographic images, pulmonary function tests and ECGs.
- TS2 Effectively utilize telemedicine equipment and demonstrate the ability to discern conditions that are appropriate for treatment using telemedicine/telepsychiatry.

Professionalism:

- PROF1 Demonstrate professionalism with high ethical principles, sensitivity, and responsiveness to all patients, their care teams, and members of the healthcare team.

H. Adequacy of articulation – Not applicable

I. Adequacy of faculty resources

The following positions are needed for this program and are required by ARC-PA accreditation standards to be considered adequate for a program designed to admit 25 students per year. The President and Provost of the university have approved and confirmed their support for this staffing plan.

- 1 FTE Program Director
- 1 FTE Academic Coordinator who will also have teaching responsibility
- 1 FTE Curriculum Coordinator who will also have teaching responsibility
- 1 FTE Instructional Faculty (Starting July – September 2018 prior to October site visit)
- 1FTE Instructional Faculty (Starting Spring 2019 prior to second admitted cohort)

1 FTE Clinical Coordination Support/Lab Manager
1 FTE Administrative Assistant
.2 FTE Medical Director (Contractual)
.2 FTE Pharmacist (Contractual)
Adjunct Instructors and Guest Lecturers (equivalent 5 courses per year)

In July 2017, FSU hired a full time Program Director to complete the planning and development of the program. The Program Director, Beth Smolko, is a certified Physician Assistant with significant experience in internal medicine, particularly serving underserved populations, and occupational health. She also has held leadership roles in the PA profession as a member of the Board of the American Academy of Physician Assistants and Association of Family Practice Physician Assistants. She is currently a candidate in the Doctor of Medical Science program at Lynchburg College.

Doug Brown is joining FSU on March 14, 2018 as the Clinical Coordinator. Doug is a certified Physician Assistant with extensive experience in emergency medicine. He has served in a clinical preceptor roles and as an adjunct instructor and holds a Master of Science Physician Assistant Studies.

The Academic Coordinator position has been posted and a search is currently underway with the goal of hire before October 2018. A third principal faculty member is scheduled to join FSU in prior to October 2018 and a fourth faculty will be hired in Spring 2019 prior to the admission of the second cohort.

As required by the ARC-PA standards for accreditation, all faculty and staff required to begin the program must be hired and on board before the start of the program and must be appropriately credentialed.

All full-time tenure track faculty will be both academically and experientially qualified to instruct at the graduate level and will hold terminal degrees (Master of Science in Physician Assistant Studies or equivalent) in the field. Adjunct faculty will have the expertise in their fields and appropriate credentials for their area of assigned teaching. These faculty members have been identified in Table 4.

Table 4. Plan for Faculty Resources for the Master of Medical Science in PA Studies

Faculty Name	Appointment Type	Terminal Degree	Academic Rank	Status	Course Options for Assignments
Program Director, Beth Smolko	Tenure Track	Master of Science Medical Science. Currently completing Doctor of XXX. Expected completion date XXXX		Full-time –	DPAM 631, 632,633,670
Clinical Coordinator -	Tenure Track	Master of Physician Assistant Studies or equivalent		Full-time	DPAM 642, 643,690,695, 700-709
Academic Coordinator - New Faculty Hire, current in search process	Tenure Track	Master of Physician Assistant Studies or equivalent		Full-time	DPAM 610, 611, 612, 665, 700-709
New Faculty Hire, start date July 2018	Tenure Track	Master of Physician Assistant Studies or equivalent		Full-time	DPAM 601,602,603,621,622,623 700-709
New Faculty Hire – start date January 2020	Tenure Track	Master of Physician Assistant Studies or equivalent		Full-time	DPAM 621,622,623, 680,685,700-709
Medical Director, currently in search process	Contractual	MD or DO		.2 FTE (contractual part time)	Guest Lecture 621,622,623, 695, 675,680
Pharmacist	Contractual	Doctor of Pharmacy		.2FTE (contractual part-time)	DPAM 652,653,654
Adjuncts –	Contractual	Master of Science in Physician Assistant Studies or equivalent		Adjunct as needed	DPAM 660, 675,680 – Guest in 621,622,623, 675,680

J. Adequacy of library resources

The Lewis J. Ort Library at FSU provides resources for the current health sciences program, particularly for the nursing programs implemented over the past several years. The library holds licensure for CINAHL Plus with Full Text, HealthSource: Consumer

Edition, HealthSource: Nursing/Academic Edition, JSTOR Life Sciences Collection, MEDLINE/PubMed, Nursing & Allied Health Source, PsycARTICLES, and PsycINFO, all of which are appropriate resources for use in the PA program. Additionally, the library also subscribes to several multidisciplinary databases such as Academic Search Complete, Dissertations & Theses Global, LexisNexis Academic and Web of Science that contain articles related to medicine. Through the library, students also have online access to specialty journals pertinent to the PAS program that include, but are not limited to:

- Journal of the American Medical Association
- Journal of Family Practice
- Journal of the American Board of Family Medicine
- American Family Physician
- Family Practice Management
- Annals of Family Medicine
- Pediatrics
- American Journal of Psychiatry
- Journal of Clinical Psychology
- International Journal of Neuropsychopharmacology
- Brown University Psychopharmacology Update
- Brown University Child and Adolescent Psychopharmacology Update
- Journal of the American Academy of Child and Adolescent Psychiatry
- New England Journal of Medicine
- The Lancet

FSU has budgeted for and will add the following new resources to the above list pending program approval: AccessMedicine and UpToDate (See table 5 below). Also important to note, PAS students will be required as part of their coursework to purchase student memberships in national PA organizations, which will entitle them to a number of peer reviewed journals. The need for additional electronic journals will be considered on a yearly basis and will be discussed with the library supported by the revenue generated by enrollments.

Table 5. Estimated Cost of Additional Library Resources for Physician Assistant Studies Program

Product	Vendor	FY 2018 Cost	FY 2019 Cost	FY 2020 Cost	FY 2021 Cost	FY 2022 Cost	FY 2023 Cost	FY 2024 Cost
AccessMedicine	McGraw-Hill Education	\$4,716	\$5,046	\$5,399	\$5,777	\$6,182	\$6,614	\$7,077
UpToDate	Wolters Kluwer	\$16,355	\$18,000	\$18,725	\$20,036	\$21,438	\$22,939	\$24,544

The Library has access to over 60 electronic databases that include approximately 37,000 full-text journals, magazines, newspapers and e-books, and provide direct links to more than 50,000 additional open access periodicals. The OneSearch interface supporting the databases is accessible through the Internet and is available to all registered Library users from anywhere in the world on a 24 hour/7 day basis. The cooperative sharing program between University System of Maryland (USM) institutions provides students, faculty, and staff with borrowing privileges of circulating materials from any USM library, including the

University of Maryland at Baltimore's Health Sciences Library. Additionally, a RapidILL interlibrary loan service is available to provide expedited processing of research materials from other libraries.

Librarians also provide instruction and create video tutorials on how to use various services as well as how to access and effectively use the databases. In the event students need further assistance with accessing resources, they may call, email, or use a 24 hour/7 day chat service to connect with a reference librarian.

K. Adequacy of physical facilities, infrastructure, and instructional equipment

As part of the feasibility study, space requirements to operate the PA program space requirements for operation of this program were deemed to be significant and not available at the FSU campus. FSU began to identify other options for location of the program and was able to identify the University System of Maryland Regional Education Center located in Hagerstown, Maryland. FSU has several programs which operate out of this site both graduate and undergraduate. To accommodate this program at USMH, additional space was also required but we were able to easily identify additional space in a property called the Walnut Street building located within a block of the main USMH building owned by Meritus Health, the local hospital. The building once housed a federally qualified health center. USMH and Meritus Health have been strong partners and very supportive of the development of the PA program. Meritus has offered the third floor space of the Walnut Street building to USMH for the purpose of housing the PA program and has worked with USMH and FSU to renovate the space according to the specific program requirements. FSU had input to all aspects of the space planning, including architectural drawings, furnishing and equipment. However, all costs associated with the renovation and furnishing of this space are the responsibility of USMH. USMH has secured grants funds and private donations to pay for the cost of renovation and furniture for all office and instructional space on the third floor. The building HVAC infrastructure is also being replaced to meet the new facility design.

The PA program will be located on the third floor of the Meritus building located at 24 Walnut St. Hagerstown, MD, just one block from the main building of USMH. The third floor consists of 8,541 sq. feet. The following space has been planned to accommodate annual cohorts of 25 students, Program Director, Medical Director, 4 faculty, adjuncts and 2 full-time staff members. There is also space available on the 2nd floor for future expansion if needed. Below is a list of areas planned for the 3rd floor space.

- Lobby
- Reception
- Conference /Resource Center
- 7 Offices
- Faculty Conference and Seminar Room
- 2 Large classrooms
- Skills Lab
- Anatomy Lab
- 4 Patient Simulation Room with Observation Areas
- Storage
- Student Record Storage
- Restrooms (2 women's and 2 men's)
- Kitchen/Break Area

Each of the classrooms will be equipped with tables, chairs, large screen monitor and connected lectern and projection equipment. Skills lab and Simulation rooms will be furnished with appropriate exam tables, furnishing and recording equipment for simulation review. While this program will not have a traditional cadaver lab, we will have an Anatomy lab equipped with Interactive 3D Anatomy Dissection Table (Anatomage). To supplement anatomy instruction, FSU is also planning to enter into a contract with the Anatomy Gift Registry where students will visit and be afforded the opportunity to work with cadavers. Offices and reception area will be equipped with desks, chairs, file cabinets, computer and phones as appropriate. The building is equipped with an elevator and appropriate security systems with electronic key fob entry will also be in place.

USMH and Meritus will be responsible for facility management to include security, housekeeping, and technology support, while Meritus will be responsible for the maintenance of all building infrastructure including HVAC and outside areas to include parking. Instructional equipment and supplies will be provided by FSU.

Students in the PA program will have full access to library services at the FSU campus via the library portal. Additionally, students will have access to all USMH facilities, to include the library in the main building located at 32. W Washington St., a block away from the PA program building. Also, FSU has planned space for a small resource area for access to a small collection of text books and resources specific to the PAS program. Students and faculty will have full access to the FSU Learning Management System and 24/7 help desk support.

L. Adequacy of financial resources with documentation

Please note that FSU's President and Provost have committed necessary resources for the start-up phase of this program. In part, these costs will be covered by institutional reallocation of funds and PINS and operating budget in 1 and 2. Tuition revenue in years 3-5 will be sufficient to cover the costs for sustaining the program. Additionally, FSU is expecting a one-time amount of \$250,000 from USMH, via ARC grant and privately raised funds, to support the purchase of some of the clinical instruction equipment during Year 1 (FY 2019). FSU has also applied for and received preliminary approval for \$510,000 in enhancement funds. However, enhancements funds have not been confirmed at this time.

Please see budget tables 1 and 2 below for summary of projected revenue and expenses followed by narrative for this new program. Additional expense detail can also be found in Appendix C.

TABLE 1: RESOURCES

Grad- In State & Out of State Scenario	FY2019	FY2020	FY2021	FY2022	FY2023
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue	290,930	1,179,225	1,917,475	1,971,295	2,027,455
(c + g below)					
a. Number of F/T Students	-	-	-	-	-
b. Annual Tuition/Fee Rate	-	-	-	-	-
c. Total F/T Revenue (a x b)	-	-	-	-	-
d. Number of P/T Students In-State (credit hour generated by 25 students)	285	1110	1755	1755	1755
d. Number of P/T Students Regional (credit hour generated by 25 students)	95	370	585	585	585
d. Number of P/T Students Out-of-State (credit hour generated by 25 students)	95	370	585	585	585
e. Credit Hour Rate In-State	516	531	547	563	580
e. Credit Hour Rate Regional	616	634	653	673	693
e. Credit Hour Rate Out-of-State	750	773	796	820	845
f. Total IS Revenue (d*e)	147,060	589,410	959,985	988,065	1,017,900
f. Total Regional Revenue (d*e)	58,520	234,580	382,005	393,705	405,405
f. Total OS Revenue (d*e)	71,250	286,010	465,660	479,700	494,325
g. Total P/T Revenue In & Out-of-State	276,830	1,110,000	1,807,650	1,861,470	1,917,630
(d x e x f)					
3. Grants, Contracts & Other External Sources	250,000				
4a. Technology Fees	7,600	33,600	53,200	53,200	53,200
4. Other Sources (course fees)	6,500	35,625	56,625	56,625	56,625
TOTAL (Add 1 – 4)	540,930	1,179,225	1,917,475	1,971,295	2,027,455

Please note that FSU has applied for and has received Resources Narrative

1. **Reallocated Funds- N/A**

2. **Tuition and Fee Revenue (line d+g)**

Assumptions used for this include:

- 25 students in the program each year taking 117 credit hours.
- The tuition schedule proposed for this program is: \$516 per credit hour in-state, \$616 per credit hour regional rate, and \$750 per credit hour out-of-state (non-regional) with a 3% increase annually.
- Based on the ramp up to full operation and a cohort model entering each year of a two year program, the following credit hours will be billed with the assumption that 60% will be IS , 20% Regional and 20% OS:
- Billed credit hours per year FY 19 – 475 ; FY20 - 1850; FY 2021 – 2925 ; FY 2022 – 2925; FY 2023 – 2925 . Please note that while these students will be attending full time, the budget is based on credit hour generation as graduate credit is not a per semester tuition/fee rate but rather a per credit hour tuition/fee rate. This is the reason that tuition is being identified in the budget table as P/T student. There is not a traditional full-time rate as graduate tuition is charged by the credit.
- Fees include technology fees @ \$16 per credit hour
- The multiplier of 25 students has been used as this is a cohort model which spans two years. At any given time there will be 25 students enrolled in 117 credit hours per year.

3. **Grants and Contracts**

FSU has developed a partnership with University System of Maryland at Hagerstown (USMH) to deliver this program at the USMH location. In support of this program, USMH has secured grant funds from the Appalachian Regional Commission and has raised matching funds for this grant through private donations. \$250,000 of the grant and matching funds will be allocated to FSU to purchase required medical equipment and technology used for instruction. This is a one-time ARC grant and private donation for start-up capital expenses only. Any additional and or replacement equipment needs will be purchased/ sustained by tuition revenue. See attached letter Appendix B

4. **Other Sources**

Other fees associated with student needs such as course fees for end of rotations exams, A/P and Clinical Medicine course lab fees and ACLS/PALS/BLS certifications which are required. These fees will have associated expenses as they will be used to cover required certification, testing and training.

TABLE 2: EXPENDITURES

	FY2019	FY2020	FY2021	FY2022	FY2023
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	634,500	759,195	781,971	805,430	829,594
a. # FTE	4	5	5	5	5
b. Total Salary	470,000	562,367	579,238	596,615	614,514
c. Total Benefits	164,500	196,828	202,733	208,815	215,080
2. Admin. Staff (b + c below)	109,350	112,631	116,010	119,490	123,074
a. # FTE	2	2	2	2	2
b. Total Salary	81,000	83,430	85,933	88,511	91,166
c. Total Benefits	28,350	29,201	30,077	30,979	31,908
3. Support Staff (b + c below)	50,727	80,840	95,439	97,137	98,885
a. # FTE					
b. Total Salary	47,000	74,900	88,427	90,000	91,620
c. Total Benefits	3,727	5,940	7,012	7,137	7,265
4. Equipment	607,800	-	8,000	58,800	9,680
5. Library	23,046	24,124	25,813	27,620	29,553
6. New or Renovated Space					
7. Other Expenses	179,350	187,710	206,721	198,007	202,645
8. Other Expenses/ Student	6,500	35,625	56,625	56,625	56,625
TOTAL (Add 1 – 7)	1,611,273	1,200,125	1,290,579	1,363,109	1,350,056

Surplus	(1,070,343)	(20,900)	626,896	608,186	677,399
			Total 5 yr Surplus		821,238

Expenditures Narrative

1. Faculty (FTE, Salary , Benefits)

Faculty Salary and benefits are budgeted for Program Director and 4 full-time faculty to include the Clinical Coordinator/faculty, Academic Coordinator/faculty, and a third full-time faculty in year 1. The fourth faculty member is not being hired until spring 2019 and therefore is reflected in the first year as only ¼ time.

A multiplier of .35 percent is used for benefits. All faculty positions are 12 months appointments.

2. Administrative Staff (FTE, Salary, Benefits)

Administrative staff includes a full-time Clinical Site Support/Lab Manager staff member and a full time Administrative Assistant. The benefits multiplier used is .35 percent.

3. Support Staff (FTE, Salary and Benefits)

Support staff includes .2 FTE contractual Medical Director and .2FTE contractual Pharmacist. The Medical Director will be full-time in FY19 while the Pharmacist contract will begin in Summer of the first cohort or ¼ of the year of FY 19. This also includes funds for adjunct and guest lecture equivalent to an average of 6-8 courses @ \$4,000 stipend in years 1 and 2 and \$4,500 in years 3,4,5.

4. Equipment

Equipment includes all capital equipment needs for the purposes of instruction. A full list of equipment and estimated cost can be found in Appendix C. Furniture for offices, classrooms and computers for staff are being provided by USMH and will not be an expense of FSU to begin this program.

5. Library

The program will require two new library resources at an estimated cost of \$23,046 in year 1. Year 2-5 reflect additional cost as a result of expected inflation.

6. New and/or Renovated Space

This program will be housed at USMH. There are no estimated additional facility space cost to FSU for this program.

7. Other Expenses

This line item includes cost for technology license maintenance, professional development, accreditation, medical supplies for instruction, office supplies, printing, marketing, postage, contracts for Anatomy gift registry and patient simulation experiences, annual travel, phones, faculty recruitment, accreditation consultant, miscellaneous expenses to include medical waste and clinical site development/support. A detailed list of expenses can be found in Appendix C.

8. Other Expenses/Student

Students will have expenses that will be required as part of the program which will be attached to various courses such as Lab fee expenses for Anatomy Gift Registry visits, Patient simulation fees for visits to contracted sim labs, Advanced Life Support/Pediatric Life Support certification, end of rotation exams and end of course exams provided by outside vendors. Students will be charged a fee for these items attached to the courses and expenses will be paid on behalf of the student by FSU.

M. Adequacy of provision for evaluation of program

At the institutional level, FSU's academic program review provides departments an opportunity to reflect upon and improve the quality of program offerings. The program review process occurs every seven years for each distinct undergraduate, graduate, and post-graduate program and is mandated by the USM Board of Regents.

The program review schedule serves as an institutional foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle, the Office of Assessment and Institutional Research (AIR) collects information on status of assessment activities using a midterm review template. Programs undergoing review in any given year must submit the Program Review Self-Study, External Review Report, and Certificate to AIR.

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Additionally, 6-12 months prior to the matriculation of students, the Physician Assistant Studies Program is required to achieve "accreditation – provisional" status through the ARC-PA. The foundation of this accreditation is to "verify an institution's ability to begin a program in compliance with the Standards, and the program's readiness to matriculate students."

The program will then undergo a provisional monitoring site visit approximately six months prior to graduation of the first cohort, the purpose of which is to demonstrate that FSU is "delivering the program in compliance with the Standards and the continued ability to do so." The successful completion of this visit allows a program to maintain "accreditation-provisional" status.

The final provisional site visit occurs approximately 18-24 months after the second provisional monitoring visit. "This visit verifies the institution's and program's demonstration of compliance with the Standards including their ability to incorporate and report the findings of a robust self-assessment process as required by the ARC-PA". The institution must

demonstrate the ability to provide a clear and effective assessment and continuous improvement plan according to the Accreditation Standards for Physician Assistant Education Programs, promulgated by the Accreditation Review Commission for Physician Assistant Education (ARC-PA) standard C1.01: “The program must implement an ongoing program self-assessment process that is designed to document program effectiveness and foster program improvement.”

This assessment plan is multifaceted and will be guided by the mission and goals of the PA program, ARC-PA accreditation standards and the *Competencies for the Physician Assistant Profession* document published by the National Commission on Certification of Physician Assistants which guides the student learning outcomes/competencies for the program. These learning outcomes are mapped throughout the curriculum and to the program goals and graduate learning goals for the institution. A successful site visit will result in "accreditation - continued" status for the program.

As part of maintaining a strong PA program which delivers quality education to students and reflects the Standards of ARC-PA, the program will provide annual data analysis which is submitted annually (and throughout the year as needed). If there are no major concerns during the third site visit and data analysis is performed annually, the program will be re-evaluated as part of a “validation visit” every 10 years with a formal self-study report submitted 2-3 years prior to the validation visit.

N. Consistency with the State’s minority achievement gap goals

Frostburg State University affirms its commitment to a campus environment that values human diversity and respects individuals who represent that diversity. In this spirit, Frostburg State University is committed to a policy of equal opportunity and to the elimination of discrimination in both education and employment on the basis of race, color, national origin, ethnic background, gender, sexual orientation, age, genetic information, creed, political or religious opinion or affiliation, disability, veteran’s status or marital status, in conformity with all pertinent Federal and State laws on non-discrimination and equal opportunity.¹²

The University System of Maryland has dedicated itself to improving higher education opportunities for minority students in Maryland, thus helping students take part in post-graduate education programs such as pursuit of Master of Medical Science in Physician Assistant Studies. This PAS program will meet the guidelines set by the State of Maryland in the following ways:

- The university will continue to identify and recruit minority students that are promising candidates;
- Faculty and administrators connected to the FSU program will continue to stress minority achievement and encourage minority students to achieve success in this program;
- The addition of the PA program in the western portion of the state will not only increase opportunities for minority students who live in the region to gain access to join a Physician Assistant program but will enable minority graduates of the program to have better opportunities for this career path, particularly in rural and underserved areas.

¹² From FSU’s ‘Diversity & Equal Opportunity’ web link. <http://www.frostburg.edu/about/diverse/>

O. Relationship to low productivity programs identified by the Commission – N/A

P. If proposing a distance education program, please provide evidence of Principles of Good Practice

This program is not a distance education program and will be delivered in a traditional face-to-face delivery model.

Appendix A

Course List (Course Numbers, Titles, Catalog Descriptions, and Number of Credits) for the Physician Assistant Studies Program

DPAM 601 Human Anatomy I

2 cr.

This first course in a series of three courses is devoted to the study of human anatomy and will cover the topography, internal structures, and functions of general overview and then select body systems (Dermatology, HEENT, Infectious Disease, Hematology/Oncology, and Neurology). 1.5 hrs. lecture; 2.5 hrs. lab. Summer. *Prerequisite: Admission to DPAM program.*

DPAM 602 Human Anatomy II

2 cr.

This second course in a series of three courses devoted to the study of human anatomy and will cover the topography, internal structures, and functions of select body systems (Cardiovascular, Pulmonary, Gastrointestinal, Endocrine, and Oral Health). One hr. lecture; 2.0 hrs. Lab. Fall. *Prerequisite: DPAM 601.*

DPAM 603 Human Anatomy III

2 cr.

This third course in a series of three courses is devoted to the study of human anatomy and will cover the topography, internal structures, and functions of select body systems (Musculoskeletal, Neurology – review with focus on neuromuscular and neuropsychiatric structure and function, Genitourinary and Reproduction). One hr. lecture; two hrs. lab. Spring. *Prerequisites: DPAM 602.*

DPAM 610 Clinical Medicine I

3 cr.

This is the first course in a three-part series designed to provide an intensive study of human diseases and disorders using a lifespan approach in the areas of clinical medicine including epidemiology, etiology, clinical presentation, progression, therapeutic management (non-pharmacologic), prevention, laboratory medicine, imaging, and prognosis. Emphasis will be on disease processes common to primary care practices and the development of a differential diagnosis and plans based upon the patient's clinical presentation. Three hrs. lecture. Summer. *Prerequisite: Admission into DPAM program.*

DPAM 611 Clinical Medicine II

6 cr.

This is the second course in a three-part series designed to provide an intensive study of human diseases and disorders using a lifespan approach in the areas of clinical medicine including epidemiology, etiology, clinical presentation, progression, therapeutic management (non-pharmacologic), prevention, laboratory medicine, imaging, and prognosis. Emphasis will be on disease processes common to primary care practices and the development of a differential diagnosis and plans based upon the patient's clinical presentation. Six hrs. lecture. Fall. *Prerequisite: DPAM 610.*

DPAM 612 Clinical Medicine III

6 cr.

This is the third course in a three-part series designed to provide an intensive study of human diseases and disorders using a lifespan approach in the areas of clinical medicine including epidemiology, etiology, clinical presentation, progression, therapeutic management (non-pharmacologic), prevention,

laboratory medicine, imaging, and prognosis. Emphasis will be on disease processes common to primary care practices and the development of a differential diagnosis and plans based upon the patient's clinical presentation. Six hrs. lecture. Spring. *Prerequisites: DPAM 611.*

DPAM 621 Basic Sciences I

3 cr.

This is the first course in a three-part series devoted to basic concepts and principles that are essential to comprehending the fundamental mechanisms of human physiology at the cellular, tissue and organ levels; and, the requirements for the maintenance of homeostatic control and identification of pathology. This course lays the foundation for understanding the underlying principles of the etiology, management and prevention of human disease processes. Three hrs. lecture. Summer. *Prerequisite: Admission into DPAM program.*

DPAM 622 Basic Sciences II

4 cr.

This is the second course in a three-part series devoted to basic concepts and principles that are essential to comprehending the fundamental mechanisms of human physiology at the cellular, tissue and organ levels; and, the requirements for the maintenance of homeostatic control and identification of pathology. This course lays the foundation for understanding the underlying principles of the etiology, management and prevention of human disease processes. Four hrs. lecture. Fall. *Prerequisites: DPAM 621.*

DPAM 623 Basic Sciences III

4 cr.

This is the third course in a three-part series devoted to basic concepts and principles that are essential to comprehending the fundamental mechanisms of human physiology at the cellular, tissue and organ levels; and, the requirements for the maintenance of homeostatic control and identification of pathology. This course lays the foundation for understanding the underlying principles of the etiology, management and prevention of human disease processes. Four hrs. lecture. Spring. *Prerequisite: DPAM 622.*

DPAM 631 Developing the PA Professional I

3 cr.

This course is the first of three-part series designed to aid the student in the transition into the medical profession and serves as an introduction to professional issues. Three hrs. lecture. Summer. *Prerequisite: Admission into DPAM program.*

DPAM 632 Developing the PA Professional II

2 cr.

This course is the second of three-part series designed to aid the student in the transition into the medical profession and serves as an introduction to professional issues. Two hrs. lecture. Fall. *Prerequisite: DPAM 631.*

DPAM 633 Developing the PA Professional III

2 cr.

This course is the third of three-part series designed to aid the student in the transition into the medical profession and serves as an introduction to professional issues. Two hrs. lecture. Spring. *Prerequisite: DPAM 632.*

DPAM 641 Patient Assessment and Diagnostic Methods I**3 cr.**

This first course in a series of three will introduce students to history taking, physical examination, patient counseling and education techniques. Emphasis on learning the components of a complete physical exam and select body system specialty exams. One hr. lecture; two hrs. lab. Summer.

Prerequisites: Admission into DPAM program.

DPAM 642 Patient Assessment and Diagnostic Methods II**4 cr.**

This second course in a series of three will continue to build on the student's ability to take an accurate medical history, physical examination, patient counseling and education techniques. Emphasis on learning the components of a Cardiology, Pulmonology, Endocrinology and Oral Health. One hr. lecture; three hrs. lab. Fall. *Prerequisites: DPAM 641.*

DPAM 643 Patient Assessment and Diagnostic Methods III**4 cr.**

This third course in a series of three will continue to build on the student's ability to take an accurate medical history, physical examination, patient counseling and education techniques. Emphasis on learning the components of a Musculoskeletal, Psychiatric/Addiction Medicine, Women's Health and Genitourinary exam. One hr. lecture; three hrs. lab. Spring. *Prerequisites: DPAM 642.*

DPAM 651 Pharmacology I**3 cr.**

This is the first course of a three-part series which explores medication delivery, its impact on the body and how it is eliminated. Topics focus on how medications work and potential benefit and risk on the human body. Special emphasis will be placed drugs used in Dermatology, HEENT, Infectious Disease, Hematology/Oncology and Neurology. Three hrs. lecture. Summer. *Prerequisites: Admission into DPAM program.*

DPAM 652 Pharmacology II**3 cr.**

This is the second course of a three-part series which explores medication delivery, its impact on the body and how it is eliminated. Topics focus on how medications work and potential benefit and risk on the human body. Special emphasis will be placed drugs used in Cardiology, Pulmonology, Oral Health, Gastroenterology, and Endocrinology. Three hrs. lecture. Fall. *Prerequisites: DPAM 651.*

DPAM 653 Pharmacology III**3 cr.**

This is the third course of a three-part series which explores medication delivery, its impact on the body and how it is eliminated. Topics focus on how medications work and potential benefit and risk on the human body. Special emphasis will be placed drugs used in Musculoskeletal System, Psychiatry and Addiction Medicine, Women's Health, and the Genitourinary System. Three hrs. lecture. Spring. *Prerequisite: DPAM 652.*

DPAM 660 Population Health**2 cr.**

This course is designed with an emphasis on social, cultural, emotional and psychological factors affecting patient care and human relationships including social determinants of health and on the PA role in disease prevention (for individual and society) rather than treatment. Two hrs. lecture. Summer. *Prerequisite: Admission into DPAM program.*

DPAM 665 Research and Evidence-Based Medicine**2 cr.**

The course is designed to teach the importance of evidence-based medicine and review basic statistics, research methods, and ethical standards in research. Two hrs. lecture. Fall. *Prerequisite: Admission to DPAM program.*

DPAM 670 Functional and Preventive Medicine**1 cr.**

The functional and preventive medicine course focuses on the PA role in disease prevention (for individual and society) rather than treatment. This course will introduce students to strategies that promote health and wellness to include self-monitoring of health risk behavior, goal setting, and behavior changes. One hr. lecture. Intersession. *Prerequisite: DPAM 660.*

DPAM 675 Geriatrics**2 cr.**

This course focuses on healthcare delivery and issues specific to care of elderly patients. Emphasis will be on disease processes, psychosocial aspects of care and creation of treatment plans pertinent to geriatric populations. Two hrs. lecture. Intersession. *Prerequisites: DPAM 610 Clinical Medicine I and DPAM 611.*

DPAM 680 Pediatrics**2 cr.**

This course focuses on healthcare delivery and issues specific to care of the pediatric patient. Emphasis will be on routine preventive care, infant and childhood development, and disease processes common to pediatric practice. Two hrs. lecture. Intersession. *Prerequisites: DPAM 610 Clinical Medicine I and DPAM 611.*

DPAM 685 Foundations of Surgery**2 cr.**

This course covers concepts of surgical assessment, basic surgical skills and procedures, surgical complications, and management of surgical patients. One hr. lecture; one hr. lab. Summer. *Prerequisite: Admission to DPAM program.*

DPAM 690 Emergency Medicine Intensive**3 cr.**

This course prepares students to recognize, rapidly assess, and effectively manage emergent situation, illness, or injury. Team-based activities are used to encourage the development of teamwork, collaboration, and interdisciplinary value. Basic Life Support, Advanced Cardiac Life Support, and Pediatric Advanced Life Support training is part of this course. One hr. lecture; two hrs. lab. Summer. *Prerequisites: DPAM 612 and DPAM 643.*

DPAM 695 Transition to Clinical Practice**1 cr.**

The purpose of this course is to: (1) provide the student with a time of self-assessment, (2) evaluate the student's knowledge, skills, and attitude, and (3) identify the student's level of preparedness using physical exam testing, technical skills assessment, and a written examination. Students must pass each of the three testing areas prior to the start of SCPE rotations. Supervised Clinical Practice Experience (SCPE) expectations and behavior will be discussed. One hr. integrated lecture/lab. Summer. *Prerequisites: DPAM 633 and DPAM 643.*

DPAM 700 Family Medicine: Supervised Clinical Practice Experience**4 cr.**

The 4-week long Family Medicine Supervised Clinical Practice Experience (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, chronic, and preventive medical needs associated with adult and elderly patients in a rural/underserved setting. Practicum. Variable. *Prerequisites: Completion of all pre-clinical course work.*

DPAM 701 Internal Medicine: Supervised Clinical Practice Experience**4 cr.**

The 4-week long Internal Medicine Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, chronic, and preventive medical need associated with the adult and elderly population. Practicum. Variable. *Prerequisites: Completion of all pre-clinical course work.*

DPAM 702 Pediatrics: Supervised Clinical Practice Experience**4 cr.**

The 4-week long Pediatric Medicine Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, chronic, and preventive medical needs associated with infants, children and adolescents in the pediatric setting. Practicum. Variable. *Prerequisites: Completion of all pre-clinical course work.*

DPAM 703 General Surgery: Supervised Clinical Practice Experience**4 cr.**

The 4-week long General Surgery Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, and chronic, and medical need associated with pre-operative, intra-operative, and post-operative surgical management. Practicum. Variable. *Prerequisites: Completion of all pre-clinical course work.*

DPAM 704 Psychiatry: Supervised Clinical Practice Experience**4 cr.**

The 4-week long Psychiatric Medicine Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute and chronic, and medical needs associated with psychiatry patients. Practicum. Variable. *Prerequisites: Completion of all pre-clinical course work.*

DPAM 705 Women's Health: Supervised Clinical Practice Experience**4 cr.**

The 4-week long Prenatal and Gynecology Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, chronic, and preventive medical need associated with women's health to include prenatal and gynecological care. Practicum. Variable. *Prerequisites: Completion of all pre-clinical course work.*

DPAM 706 Emergency Medicine: Supervised Clinical Practical Experience

4 cr.

The 4-week long Emergency Medicine Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute and emergent medical need associated with patients across the life span to include children, adolescents, adults, and elderly. Practicum. Variable. *Prerequisite: Successful completion of all pre-clinical course work.*

DPAM 707 Elective: Supervised Clinical Practice Experience

1-4 cr.

The elective (orthopedics, endocrinology, dermatology, cardiology, surgical specialty, etc.) Supervised Clinical Practice Experiences (SCPE) will enable students to meet program expectations and acquire the competencies needed for clinical PA practice. SCPE encounters will include patient care related to acute, chronic, and preventive medical need. This course is repeatable up to 12 credits. Practicum. Variable. *Prerequisites: Completion of all pre-clinical course work.*

DPAM 709 Summative

4 cr.

The summative evaluation measures mastery in the FSU DPAM graduate competencies and outcomes and associated ARC-PA Standards and NCCPA Blueprint items. Students will participate in a population health project in their community that will be identified and described by student teams. Students will work in teams to develop and execute a plan to address the community health care need. Finally, students will also engage in preparation for the PANCE exam, Curriculum Vitae creation, and preparation for job interviews. Four hrs. lecture. Spring. *Prerequisite: Admission to the DPAM program.*

Appendix B



Statement of USMH Support for

FSU Physician Assistant Studies Program

Under its mission-related obligation to provide facilities for programs accepted into the regional center, USMH shall provide classroom and laboratory space, and administrative and faculty office space, for the Physician Assistant Studies (PA) program. In that sufficient space was not available in its Main Building, space was identified in another building in Hagerstown, which required renovations prior to leasing. That space is the 3rd floor of the Murphy Community Health Center, owned by Meritus Health. The 3rd floor is now named the Agnita M. Stine Schreiber Health Sciences Center in recognition of a major donor to USMH. This name will encompass the building's 2nd floor (included in USMH's lease) at the point that USMH expands to include any health sciences programs there. Frostburg State University will not be charged rent for its use of the space, nor will it be required to pay any building operating expenses, such as utilities and security (both contractual and electronic). All of these expenses will be the responsibility of USMH. Students and faculty will have the same level of access to USMH's Main Building, including the library, its various computer labs, study lounges, and other space as any other USMH student, faculty or staff member.

Funds required for the renovations, and for all furnishings, computers and IT infrastructure planned on behalf of the Health Sciences Center will come from the *Building a Legacy of Care* Campaign initiated by USMH. This Campaign included a combination of contributions from private individuals, private foundations and corporations, and federal grant funds.

The \$300,000 ARC grant requires \$300,000 in matching funds from private sources that must be used for the same purposes as the grant itself. The grant may only be used for furnishings, computers and other IT, classroom furniture, and instructional equipment. It may not be used for physical renovations. Hence, the \$600,000 furnishings and equipment budget will be expended in addition to all permanent physical renovations to the facility, expected to amount to more than \$500,000.

In addition to FSU not having to pay rental expenses and building operating expenses, standard facilities provisions by USMH (which are not reimbursed by FSU) includes office and classroom furniture, computers for faculty, staff and administration, classroom computers and monitors as needed by the program, IT support, and high-speed internet connections throughout the facility that include digital outlets and Wi-Fi.

As funds are available from the \$600,000 combined grant and matching funds after all required provisions have been purchased, USMH will assist with the procurement of clinical instruction equipment and teaching technologies specific to the Physician Assistant Studies program. See below.

This budget represents USMH’s best intentions with regard to non-obligatory items, but should not be considered a contractual obligation of USMH with respect to items not required.

Budget Item	Budget (as of 2/1/18)	Actual Expenditure
Architectural fees	\$40,000	
Signage	\$6,000	
Office, classroom & lab furniture	\$92,000	
Desktop & laptop computers, large-screen monitors, etc.	\$70,000	
IT infrastructure	\$134,000	
Clinical equip. & health-related teaching technologies	\$208,000	
Anatomical models (variable budget amount)	\$50,000	
Total	\$600,000	
<p>~ Blue lettering broadly represents items planned to be purchased by USMH while not being obligated to do so. As required items come in below or above budget, those funds will move in and out of the clinical instructional and/or anatomical model budget lines. The total of \$600,000 will be spent at this facility to aid the startup of the Physician Assistant Studies program.</p>		

Appendix C

Budget Detail – Capital Equipment and Expense Other

	FY19	FY 20	FY 21	FY 22	FY23
Capital Equipment (Instructional)					
Replacement equipment			8,000	8,800	9,680
Expenses Capital (see detail Capital Cost tab)	607,800			50,000	

Anticipated Capital Instructional Equipment Cost Detail			
	Cost each	Number	Total Cost
Abdominal Examination Trainer	\$6,000	5	\$30,000
Labor and Delivery Trainer	\$8,240	5	\$41,200
Knee Aspiration & Injection Trainer	\$2,970	5	\$14,850
Female Pelvic Trainer Mk3	\$6,280	5	\$31,400
Clinical Male Pelvic Trainer Mk2	\$6,490	5	\$32,450
Injection Trainer	\$190	5	\$950
Advanced Venipuncture Arm	\$930	5	\$4,650
Rectal Examination Trainer Mk2	\$2,010	5	\$10,050
Shoulder for Joint Injection	\$3,370	5	\$16,850
Examination & Diagnostic Breast Trainer	\$890	5	\$4,450
Eye Examination Simulator	\$1,450	1	\$1,450
FAST/ER FAN Ultrasound Exam Training Model	\$19,000	5	\$95,000
Anatomage	\$60,000	2	\$120,000
Sonosim	\$15,000	2	\$30,000
EKG Machine	\$3,000	1	\$3,000
Welsh Allen Wall Mounts	\$1,000	15	\$15,000
Defibrillator	\$1,500	1	\$1,500
SimMan	\$90,000	1	\$90,000
Lecture Capture/Recording	\$15,000	2	\$30,000
Telemedicine	\$15,000	1	\$15,000
Sim Recording	\$20,000	1	\$20,000
TOTAL			\$607,800

Anticipated Other Operational Costs	FY19	FY 20	FY 21	FY 22	FY23
Annual Travel -non conference travel (SCPE supervision) @ 400 miles/wk x 46	10,000	15,000	15,000	15,000	15,000
Accreditation/Education Conferences and travel (required)/PD Other	20,000	18,000	18,000	18,000	18,000
Professional Development/ Licensing/Memberships (PA faculty)@ \$2300 each	6,900	11,500	11,500	11,500	11,500
Medical Supplies(estimated \$800/student/year didactic phase)	20,000	22,000	24,200	26,620	29,282
Office Supplies	5,000	5,500	6,050	6,655	7,321
Phones (Cell)	3,000	3,300	3,630	3,993	4,392
AGR Fee Contract	10,000	11,000	12,100	13,310	14,641
Professional Patient/Simulation Fee Contract	10,000	11,000	12,100	13,310	14,641
Accreditation/Renewal Fees	23,500	15,000	20,000	15,000	20,000
Photocopying/Printing/Postage	6,000	6,600	7,260	7,986	8,785
Exam Soft license	6,000	6,180	6,365	6,556	6,753
Lecture Capture (equipment cost is in capital line)		3,000	3,000	3,000	3,000
Simulation Recording maintenance (equipment cost is in capital line)		3,000	3,000	3,000	3,000
Telemedicine maintenance (equipment cost is in capital line)		1,500	1,500	1,500	1,500
Evalue/Typon license	6,000	6,180	6,365	6,556	6,753
Misc. -Clinical Site Support	3,000	6,000	6,600	7,260	7,986
Liability Insurance	10,000	11,000	12,100	13,310	14,641
Accreditation Consultant Fee	5,000	5,000	11,000	11,000	1,000
Faculty recruitment	14,500	14,500	14,500	-	-
Medical disposal	500	1,000	1,000	1,000	1,000
Marketing	10,000	7,000	7,000	7,000	7,000
CASPA Admissions/PAEA Dues	9,450	3,950	3,950	3,950	3,950
Total	179,350	187,710	206,721	198,007	202,645