



May 16, 2022

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

Kim E. Schatzel, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252-0001

Dear Secretary Fielder:

Towson University submits for your review and approval a **Substantial Modification Proposal for the MS in Physician Assistant Studies**.

TU has developed a robust graduate curriculum that has been approved institutionally and that is in alignment with the standards of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The 26-month 98-credit full-time graduate program will be offered to meet the education and workforce needs for physician assistants. TU has the resources, experience, and expertise to offer the program with academic rigor and clinical excellence, while responding to healthcare workforce needs, opportunities, and accreditation requirements.

If you have any questions, please contact Aundrea Wheeler, Assistant Provost for Assessment, Accreditation and Compliance, at awheeler@towson.edu or by phone at 410-704-3312 at your convenience.

Sincerely,

A handwritten signature in blue ink that reads 'Kim Schatzel'.

Kim Schatzel, Ph.D.
President

KS/cnm

cc: Dr. Antoinette Coleman, Associate Vice Chancellor, Academic Affairs, USM
Dr. Melanie Perreault, Provost and Executive Vice President for Academic and Student Affairs, TU
Dr. Clare Muhoro, Associate Provost for Academic Affairs, TU
Dr. David Ownby, Interim Dean of Graduate Studies, TU
Dr. Lisa Plowfield, Dean, College of Health Professions, TU





Office Use Only: PP#

**Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program**

| | |
|---------------------------------|-------------------|
| Institution Submitting Proposal | Towson University |
|---------------------------------|-------------------|

Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input type="radio"/> New Academic Program | <input checked="" type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

| | | | |
|-------------------------------------|---|---------------|------------|
| Payment <input type="radio"/> Yes | Payment <input type="radio"/> R*STARS # | Payment | Date |
| Submitted: <input type="radio"/> No | Type: <input type="radio"/> Check # | Amount: \$850 | Submitted: |

| | | | |
|--|--|--|--|
| Department Proposing Program | Department of Health Sciences | | |
| Degree Level and Degree Type | Master of Science | | |
| Title of Proposed Program | Physician Assistant Studies | | |
| Total Number of Credits | 98 | | |
| Suggested Codes | HEGIS: 129921.00 | CIP: 5109121.0000 | |
| Program Modality | <input checked="" type="radio"/> On-campus | <input type="radio"/> Distance Education (<i>fully online</i>) | |
| Program Resources | <input checked="" type="radio"/> Using Existing Resources | <input type="radio"/> Requiring New Resources | |
| Projected Implementation Date | <input type="radio"/> Fall | <input type="radio"/> Spring | <input checked="" type="radio"/> Summer Year: 2022 |
| Provide Link to Most Recent Academic Catalog | URL: https://catalog.towson.edu/graduate/ | | |
| Preferred Contact for this Proposal | Name: | Aundrea D. Wheeler | |
| | Title: | Assistant Provost for Assessment, Accreditation and Compliance | |
| | Phone: | (410) 704-3312 | |
| | Email: | awheeler@towson.edu | |
| President/Chief Executive | Type Name: | Kim Schatzel | |
| | Signature: | | Date: 5/14/22 |
| | Date of Approval/Endorsement by Governing Board: | | |

Revised 1/2021

Executive Summary

Towson University has developed a robust MS in Physician Assistant Studies that has been approved institutionally and is in alignment with the standards of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). A 26-month, full-time graduate program will be offered to meet the educational and workforce needs for physician assistants. TU has the resources, experience, and expertise to offer the MS in Physician Assistant Studies program providing graduate-level academic rigor and clinical excellence, while responding to healthcare workforce needs, opportunities, and accreditation changes. With the shift to Towson University, greater opportunities for interprofessional education with similar graduate level health professions will strengthen the program.

Previously, TU's College of Health Professions offered the MS in Physician Assistant Studies in collaboration with the Community College of Baltimore County (CCBC) that incorporated the Physician Assistant Professional Certificate from CCBC. An historical shift in the accreditation standards from a formal certificate to a master's degree for entry into practice, prompted CCBC to seek TU's collaboration to continue to offer a Physician Assistant Program. The formal collaboration was established between TU and CCBC in 2001.

However, as healthcare complexity has increased, evidence-based care progressed, and educational standards for entry into practice elevated, the TU-CCBC collaboration has evolved. In 2022, a memorandum of understanding migrated the TU-CCBC program to TU as a sole provider, thus further enhancing the program's ability to demonstrate a fully graduate-level program as required by ARC-PA.

The proposed substantial modification further evolves the MS in Physician Assistant Studies at Towson University. The coursework, curriculum and program standards continue with the courses re-numbered to accurately reflect the graduate level of the program. In moving the program completely to TU, the full 98 credits will be offered at TU. From prospective student status to enrolled student and then to TU graduate, TU will provide all resources needed for a fully accredited physician assistant program.

A. CENTRALITY TO INSTITUTIONAL MISSION STATEMENT AND PLANNING PRIORITIES

Description of the Program

Physician assistants are academically and clinically prepared to provide health care services with the direction and responsible supervision of a doctor of medicine or osteopathy. Towson University's MS in Physician Assistant Studies prepares physician assistants to assume roles in clinical practice, health care leadership, advocacy for clients, academic and health education of others, and clinical research.

The TU physician assistant (PA) curriculum integrates a large volume of technically detailed information with graduate medical education. Successful completion of the program requires strong science, clinical skill development and medical experience preparation, as well as intense study and commitment throughout the 98-credit 26-month program. The first year of study is didactic in nature. Students attend classes for 35 to 40 hours per week. In the second year, students complete clinical rotations in internal medicine; family practice; pediatrics; women's health, obstetrics and gynecology; emergency medicine; community medicine; and general surgery; behavioral/mental health; as well as an elective rotation and an eight-week primary care preceptorship. Students return to campus between rotations for seminar classes during their clinical year.

Students who successfully complete the program earn a Master of Science degree in Physician Assistant Studies and are eligible for certification by the National Commission on Certification of Physician Assistants (NCCPA). PA education programs are required to be accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

Consistent with TU's mission to foster intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens, the PA program mission educates and empowers resilient graduates to practice collaborative, evidence-based medicine in the ever-changing and diverse health care environment. The College of Health Professions, which supports the PA program, faculty, students and staff, develops outstanding professionals at undergraduate and graduate levels in a wide range of health care, human service, and sport-related fields that promote and enhance health, well-being, and human performance in a diverse world. The PA program is one of six direct patient care clinical majors and one of five master's programs in the TU College of Health Professions. This mix allows for a rich environment to support interprofessional education. The College of Health Professions is also home to the TU Institute for Well-Being, an interprofessional education and practice clinic serving vulnerable populations in the Greater Baltimore region.

TU continues to prioritize leadership in healthcare workforce development in Maryland, adapting programs to support workforce trends and meet demands for healthcare providers, to include primary care providers from the PA program. Graduates of the PA

TOWSON UNIVERSITY
SUBSTANTIAL CHANGE COMPARATIVE TABLE



| Current Program Requirements | Credits | Proposed Program Requirements | Credits |
|---|-----------|---|-----------|
| PAST 601, Research Methods in Physician Assistant Practice | 3 | PAST 601, Research Methods in Physician Assistant Practice | 3 |
| PAST 603, Medicine I | 2 | PAST 603, Medicine I | 2 |
| PAST 604, Medicine II | 6 | PAST 604, Medicine II | 6 |
| PAST 605, Medicine III | 2 | PAST 605, Medicine III | 2 |
| PAST 606, Pediatrics I | 2 | PAST 606, Pediatrics I | 2 |
| PAST 607, Pediatrics II | 2 | PAST 607, Pediatrics II | 2 |
| PAST 608, Medicine IV | 6 | PAST 608, Medicine IV | 6 |
| PAST 609, Pharmacology I | 2 | PAST 609, Pharmacology I | 2 |
| PAST 610, Pharmacology II | 2 | PAST 610, Pharmacology II | 2 |
| PAST 653, Clinical Practicum III | 6 | PAST 653, Clinical Practicum III | 6 |
| PAST 654, Clinical Practicum IV | 3 | PAST 654, Clinical Practicum IV | 3 |
| PAST 655, Clinical Practicum V | 11 | PAST 655, Clinical Practicum V | 11 |
| PAST 730, Clinical Management I | 2 | PAST 730, Clinical Management I | 2 |
| PAST 731, Clinical Management II | 2 | PAST 731, Clinical Management II | 2 |
| PAST 756, Final Clinical Practicum | 6 | PAST 756, Final Clinical Practicum | 6 |
| PAST 801, Graduate Seminar | 1 | PAST 801, Graduate Seminar | 1 |
| PAST 802, Graduate Project | 1 | PAST 802, Graduate Project | 1 |
| PAST 612, Public Health and Preventive Medicine | 2 | PAST 612, Public Health and Preventive Medicine | 2 |
| PAST 614, Psychosocial Issues in Medicine I | 2 | PAST 614, Psychosocial Issues in Medicine I | 2 |
| PAST 624, Gross Anatomy | 2 | PAST 624, Gross Anatomy | 2 |
| PAST 625, Human Pathophysiology | 2 | PAST 625, Human Pathophysiology | 2 |
| PAST 626, Ethics, Issues and Trends in Physician Assistant Practice | 3 | PAST 626, Ethics, Issues and Trends in Physician Assistant Practice | 3 |
| PAST 636, Basic Physical Diagnosis | 2 | PAST 636, Basic Physical Diagnosis | 2 |
| | | PAST 616, Public Health and Preventive Medicine | 2 |
| | | PAST 630, Diagnostic Studies I | 2 |
| | | PAST 631, Diagnostic Studies II | 2 |
| | | PAST 632, Diagnostic Studies III | 2 |
| | | PAST 637, Advanced Physical Diagnosis | 2 |
| | | PAST 650, Introduction to Clinical Practice | 4 |
| | | PAST 651, Clinical Practicum I | 6 |
| | | PAST 652, Clinical Practicum II | 6 |
| | | | |
| TOTAL CREDITS: | 72 | TOTAL CREDITS: | 98 |

program are employed across the region at LifeBridge Health, Mercy Hospital, Medstar, UMMS St. Joseph's Medical Center, and a wide variety of independent private office practices and clinics. The majority of graduates remain in Maryland to live and work and contribute to the healthcare and wellness needs of our communities.

Program of Study: MS in Physician Assistant Studies

| Year #1 | | | |
|---|--|---|--|
| Summer | Fall | Minimester | Spring |
| PAST 603: Medicine I (2 credits) PAST 612: Public Health and Preventive Medicine (2 credits) PAST 614: Psychosocial Issues in Medicine I (2 credits) PAST 624: Gross Anatomy (2 credits) PAST 625: Human Pathophysiology (2 credits) PAST 626: Ethics, Issues and Trends in Physician Assistant Practice (3 credits) PAST 636: Basic Physical Diagnosis (2 credits) | PAST 604: Medicine II (6 credits) PAST 606: Pediatrics I (2 credits) PAST 609: Pharmacology I (2 credits) PAST 616: Psychosocial Issues in Medicine II (2 credits) PAST 630: Diagnostic Studies I (2 credits) PAST 637: Advanced Physical Diagnosis (2 credits) | PAST 605: Medicine III (2 credits) PAST 631: Diagnostic Studies II (2 credits) | PAST 601: Research Methods in Physician Assistant Practice (3 credits) PAST 607: Pediatrics II (2 credits) PAST 608: Medicine IV (6 credits) PAST 610: Pharmacology II (2 credits) PAST 632: Diagnostic Studies III (2 credits) PAST 650: Introduction to Clinical Practice (4 credits) |
| Year #2 | | | |
| Summer | Fall | Minimester | Spring |
| PAST 651: Clinical Practicum I (6 credits) | PAST 652: Clinical Practicum II (6 credits) | PAST 654: Clinical Practicum IV (3 credits) | PAST 655: Clinical Practicum V (11 credits) |

| | | | |
|--|---|--|--|
| | <p>PAST 653: Clinical Practicum III (6 credits)</p> <p>PAST 730: Clinical Management I (2 credits)</p> <p>PAST 801: Physician Assistant Graduate Seminar (1 credit)</p> | | <p>PAST 731: Clinical Management II (2 credits)</p> <p>PAST 802: Physician Assistant Graduate Project (1 credit)</p> |
| Year #3 | | | |
| Summer | | | |
| PAST 756: Final Clinical Practicum (6 credits) | | | |

Program Relevance to the Institution’s Goals

The PA program and curriculum is consistent with the vision, mission, and strategic plan of TU. *Leadership for the Public Good: TU 2020-2030 Strategic Plan* defines six goals. The PA program is strongly aligned with these goals.

- 1) *Educate*: TU provides in-demand academic programs focusing on innovative student-centered curricula emphasizing engaged learning. The PAST program offers students a focused high-demand academic program to support the growing healthcare needs of our communities. Students are engaged in learning through early clinical education experiences and a full year of internships examining the health of individuals and populations and address social determinants of health when examining public and preventative health.
- 2) *Innovate*: As leaders in the classroom and clinical practice, our faculty are supported in developing and teaching students evidence-based care that prepares students for career and professional development of best practices in the clinical, medical and health care of patients and populations.
- 3) *Engage*: TU serves the community by expanding beyond the campus boundaries to create engaged learning opportunities. Consistent with this goal and with the support of the College of Health Professions, the PAST program manages more than 400 clinical affiliation agreements in which students are engaged in experiential learning.
- 4) *Include*: Valuing more inclusive, equitable and collaborative communities where people from all backgrounds, identities, abilities and life experiences are welcomed and supported, graduate education in the health professions adopts holistic admission practices to support a diverse pipeline of students, thus further preparing an inclusive healthcare workforce. Clinical education allows students

to gain greater insight and develop strategies for more equitable healthcare delivery.

- 5) *Support*: TU recruits, retains and graduates students of the highest caliber, offering outstanding student success services, and provide an engaging campus experience that reflects the educational values of Towson University and produces graduates prepared for careers or advanced education. The wealth of student resources and supports provided by TU is available to all PA students. As students explore medical specialties, TU provides career services support through the Career Services Center and the Graduate Student Association.
- 6) *Sustain*: This goal addresses faculty, student and graduates in advancing sustainability of all resources—environmental, human, and financial. The PA program directly contributes to human resources for healthcare workforce while incorporating research for high quality safe and efficient healthcare delivery.

In keeping with the *Leadership for the Public Good: TU 2020-2030 Strategic Plan*, the *University System of Maryland Strategic Plan*, and the *Maryland State Plan for Higher Education*, the following TU student learning outcomes are clearly demonstrated and promoted as part of the PA program curriculum:

Information Literacy and Technology Competency: Competency in the use of healthcare informatics is essential to the ability of the PA to perform numerous and varied tasks. These tasks can range from searching, retrieving, and utilizing information derived from online databases and/or internal databases for clinical decision support to properly protecting the security of personal health information in a manner that is consistent with legal and ethical considerations for use of such data. The PA program will prepare students to use information technology efficiently, effectively, and appropriately as healthcare practitioners.

Effective Communication: Effective and efficient communication is crucial in healthcare. Accordingly, written and oral communication is an area that is addressed in coursework, clinical experiences, and college level interprofessional education opportunities throughout the PA program. The goal is for students to demonstrate the ability to communicate effectively with patients, family, and health care personnel appropriate to their level of understanding.

Specialized Knowledge in Defined Fields: Competencies of the PA profession include knowledge for practice, interpersonal and communication skills, person-centered care, interprofessional collaboration, professionalism and ethics, practice-based learning and quality improvement, and society and population health; these competencies reflect specialized knowledge and skills for practice that focuses on surveillance, patient education, prevention, and population health.¹ The purpose of the PA program is to prepare students as entry-level PAs through an extensive curriculum of didactic and clinical experiences in alignment with national ARC-PA standards. Successful completion of the program will allow the student to sit for the certification examination administered by the National Commission on the Certification of Physician Assistants (NCCPA) and begin a career in one of the many employment settings available to PAs.

Working in Multifaceted Work Environments: PAs are highly qualified, multi-skilled health care professionals who provide care for a wide range of patients across diverse settings. PAs are employed in physician practices, hospitals, outpatient clinics, urgent care centers, long-term care settings, workplace clinics, educational facilities, and correctional institutions. PA students will be exposed to these multifaceted environments throughout their education.

Proposed Program: Adequate Funding for First Five Years

Funding for the PA program will be provided by a combination of reallocated funds from the current PA program and graduate tuition and fees funding. The majority of resources will be reallocated. The PA program has its own operational budget for program support. (Please refer to the Resources and Expenditures tables later in this proposal.)

Physical Resources: The PA program will be located in Linthicum Hall on the TU campus and in 2024, when the new College of Health Professions building, which is currently under construction, opens, the PA program will move to this new interprofessional academic resource center. In Linthicum, faculty and students will have access to an 18 bed health assessment laboratory, 40 seat dedicated classroom, student lounge, faculty offices and conference rooms. In addition, PA faculty and students will share additional college laboratories for clinical simulation, the anatomage cadaver lab, and the Institute for Well-Being. All campus resources are conveniently located as Linthicum Hall is adjacent to Cook Library and multiple dining facilities. All students have access to the University Union, Campus Recreation Facilities, TU Career Center and Student Health Services.

Equipment: The PA program has sufficient program and shared equipment to meet the teaching, learning and practices needs of the PA students. Operational funds for disposable medical supplies are dedicated annually through the college budget process.

Student Support Services: TU offers a wealth of student support services as well as a dedicated focus on resources for graduate students. The Division of Student Affairs at TU is designed to provide comprehensive resources to support students' academic achievement. These include, but are not limited to, services through the Career Center, Counseling Center, Accessibility and Disability Services, Health Center, Office of Student Conduct and Civility Education, and Veterans Center. In addition, the Office of Graduate Studies provides paid graduate assistantships, resources for professional development with conference attendance at major meetings, and leadership opportunities with dedicated mentors.

Faculty, Staff, and Administrative Personnel: All faculty and staff supporting the current PA program will continue. The 3 FTE faculty and 2 staff lines previously housed at CCBC will be filled by TU faculty and staff. In addition, the PA program will continue to have full, on-campus access to University and College support staff; such support

– includes Dean’s Office, Office of General Counsel, Office of Technology Services, Registrar, Bursar, Financial Aid Office, Graduate Studies Office, Provost Office, etc.

B. CRITICAL AND COMPELLING REGIONAL OR STATEWIDE NEED

Towson University is situated two miles north of Baltimore City, where some of the most severe health challenges exist in Maryland. Even with strong healthcare systems in place (e.g., Johns Hopkins, University of Maryland Medical System), there remains a high need for access to primary healthcare services in Baltimore City and across Maryland in more rural and underserved regions. The primary care physician shortage in Maryland mirrors the nation; physicians are in short supply in more rural and urban, underserved regions, and those set to retire comprise almost one-third of the physician population. With the aging population and increased need for access to primary care, physician assistants are an increasing source of support to meet population health needs.

The Towson University PA program serves a critical regional and state resource for equitable and accessible primary health care providers. According to the Bureau of Labor Statistics, the employment of physician assistants is expected to grow 31% from 2020 to 2030.¹ During this decade, more than 12,000 openings are anticipated annually based on those who will exit and/or retire from the workforce.² Maryland remains below the U.S. rate for certified primary care PA’s per 100,000 population.³

With an uneven distribution of primary care providers in urban and rural areas, the TU PA program is uniquely qualified to support regions of need across Maryland as the program attracts many students from Maryland, 27% who live in medically underserved areas or primary care health professional shortage regions, thus increasing the likelihood of serving Maryland’s medically underserved populations as graduates often remain and/or return to their home location/region to practice.

Program Consistency with Maryland State Plan for Postsecondary Education

The Maryland State Plan for Postsecondary Education fosters equitable access and student success. Consistent with TU values and priorities, the PA program ensures connections, communications and recruitment of students from regional HBI’s, thus ensuring a robust diverse student population. The PA program continues to explore more formal pipeline programs supporting student diversity from across Maryland. Student success is also a core element of the PA program, which dedicates faculty time for 1:1 faculty to student advising every semester. Early and ongoing program indicators affecting student success are tracked and reviewed with students; supports and resources are then identified to facilitate students’ timely and successful progression through the program. Faculty advising and the sequential curriculum with a dedicated second year for clinical education supports advance student knowledge, critical thinking, skill development and clinical reasoning required to achieve graduation and future career success with licensure and practice. Faculty advising, identification of resources and the curricular sequence directly address the Maryland State Plan strategies for student success: #5 (policies and practices supporting traditional and

– non-traditional students), #6 (services to facilitate timely degree completion) and #7 (academic and career advising).

C. MARKET SUPPLY AND DEMAND IN THE REGION AND STATE

Across the nation and state, healthcare workers remain in short supply. This shortage has been compounded by the COVID-19 pandemic as increases occur in retirements and those exiting careers in providing direct clinical healthcare services.⁴ With demographic shifts increasing the population of older adults living with chronic health conditions, the need for primary and specialty health care remains in high demand.⁵ Physician assistants provide care in a wide variety of settings, to include medical practices, hospitals, public health departments, Federal Qualified Health Centers and clinics. Working in collaboration with physicians and serving on interprofessional healthcare teams, physician assistants provide a wealth of direct care clinical services (Figure 1).

Figure 1. PA Services Provided

| Services Provided in Principal Clinical Position |
|---|
| Diagnosis, treatment, and management of acute illnesses |
| Diagnosis, treatment, and management of chronic illnesses |
| Conduct physical examinations and obtain medical histories |
| Order, perform, and interpret lab tests, X-rays, EKGs, and other diagnostic studies |
| Provide preventive care, including screening and immunizations |
| Perform procedures |
| Counsel and educate patients and families |
| Provide care coordination |
| Make referrals |

Source: NCCPA 2020 Statistical Profile³

As documented in 2021, Maryland has 33 primary care Healthcare Professional Shortage Areas (HPSAs); of all jurisdictions, Baltimore City has the highest primary care HPSA designations; these areas encompass 48% of the city’s population, the highest percentage of residents living with HPSAs for any county.⁶ Baltimore County ranks in the 3rd quartile (4th being the lowest/worst health outcomes) and Baltimore City in the 4th quartile for Prevention Quality Indicators and State Health Improvement Process, which are integrated health data tracking measures.⁶

Employment Opportunities

Not only is there a regional need for improving primary care access and health outcomes, there are ongoing employment opportunities across Maryland for physician assistants. At the time of writing of this document (Spring 2022), 458 job postings on indeed.com sought PA staff across the state. Top practice settings for PAs across Maryland is within hospitals with more than 50% of Maryland’s 3,063 certified PAs employed in this setting. The Maryland Department of Labor Occupational Projections from 2018 to 2028 reported 3,126 PAs in 2018 and a need for 4,362 by 2028, an increased need of 40% over this decade.⁷

Examining Maryland Higher Education degree production through 2019, Maryland's PA education programs (CIP 510912) currently graduate less than 100 new PA providers per year, thus demonstrating an ongoing need for PA education.⁸ With the increasing retirement of physicians, demographics of aging, comorbidities and needs for access to primary care and the low degree production of PA graduates, the demand for employment of physician assistants exceeds current supply, thus establishing an ongoing and urgent need to continue to offer PA educational programming.

D. REASONABLENESS OF PROGRAM DUPLICATION

Since the program and curriculum has existed for more than 20 years as the TU-CCBC Essex Physician Assistant Program with high application rates and consistently steady enrollments (36 students per annual cohort) modifying the program with its shift to TU for the delivery of a full graduate education should not result in unreasonable program duplication. Since the collaborative program inception, at least two additional PA programs have been recently (in 2018 and 2020) approved by MHEC across the state, one of these is in Baltimore. These additional programs indicate the high demand for primary care providers is not duplication based on need. Historically and annually, this program has consistently received more than 150 completed and qualified applicants; admission to the program remains highly competitive indicating strong support for physician assistant education. At this time we do not anticipate a substantial increase in enrollment, which is currently at 36 students admitted per year.

Justification for proposed program

This program already exists and supports the healthcare workforce needs across Maryland. As population demographics and health related needs grow and as the science of healthcare practice and delivery models expand, a continued need for physician assistants exists. This program will continue to support primary and specialty medical care across Maryland and the nation.

E. RELEVANCE TO THE IDENTITY OF HISTORICALLY BLACK INSTITUTIONS

This program already exists in its current capacity; moving the program to a sole provider should not adversely affect any current program at any of the state of Maryland HBIs. Within Maryland, UMES is re-establishing its physician assistant program. This program, however, is not in direct competition with TU's program based on the geographic distance and high demand for primary care providers in Maryland and throughout the mid-Atlantic and nation.

F. RELEVANCE TO HIGH-DEMAND PROGRAMS AT HISTORICALLY BLACK INSTITUTIONS (HBIs)

HBIs across Maryland support many undergraduates who are seeking graduate careers in health professions, thus serving as pipeline resources for graduate education, of which TU's PA program would be one. The University's and programs goals for inclusion, equity and diversity support building strong partnerships with HBI colleagues

throughout Maryland. As noted above, with the high demand for primary care providers and growing healthcare needs of our communities, TU would provide support for meeting healthcare workforce needs. Further, as a sister USM school, UMES and TU have collaborated on numerous initiatives, which include interprofessional education, public health and addressing health equity and disparities.

G. ADEQUACY OF CURRICULUM DESIGN AND DELIVERY TO RELATED LEARNING OUTCOMES

Curriculum Design

This 26-month 98-credit graduate program is designed to develop essential knowledge and skills to begin practice as a physician assistant. Courses build on one's prerequisite baccalaureate degree and required coursework. As students progress through the program, knowledge and skills attained are additive and critical medical reasoning skills become increasingly complex.

Upon completion of the PA Studies Program, the PA student will balance knowledge and skills by incorporating the listed program professional competencies that occur in each course's specific tasks, objectives, and goals. Each PA student will achieve the ability to perform competently and to treat patients successfully throughout the lifespan. Through practice-based learning, students will be able to:

1. Investigate and evaluate care of patients.
2. Appraise and assimilate scientific evidence.
3. Continuously improve patient care based on constant self-evaluation and life-long learning.

Student Learning Outcomes

Student learning outcomes align with competencies for the PA profession and are as follows:

- 1) Medical Knowledge: Demonstrate core knowledge about biomedical and clinical sciences and the application of this knowledge to patient care.
- 2) Interpersonal and Communication Skills: Demonstrate verbal, nonverbal and written communication skills that result in effective information exchange with patients and all other persons regarding the health care system.
- 3) Patient Care: Demonstrate care that is effective, patient-centered, timely, efficient and equitable for the treatment of health problems and the promotion of wellness.
- 4) Professionalism: Demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements.
- 5) Systems-Based Practice: Demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. Also incorporated within this goal, students will use technologies to identify, retrieve, and apply relevant information.

With the supervision of a physician, program graduates will be able to:

1. Conduct health assessments and provide preventive health services.

2. Perform histories and physical examinations.
3. Evaluate health status and diagnose disease.
4. Formulate management plans for routine health maintenance, acute and chronic illness, and emergent conditions.
5. Perform clinical procedures and surgical skills in a safe and efficacious manner.
6. Provide counseling and health education.
7. Evaluate outcomes of care.
8. Demonstrate awareness of cultural diversity and sensitivity to multicultural healthcare issues.
9. Provide leadership in medical ethical decision-making across a variety of practice settings.
10. Effectively advocate for the enhancement of health care delivery in the public arena using a variety of strategies.
11. Provide leadership in health care organizational systems.
12. Analyze research literature for use in the practice of evidence-based medicine.
13. Participate in research studies designed to contribute to the knowledge base in medicine.
14. Contribute to the education of health care professionals in academic and clinical setting.

Clinical Practice Objectives

At a minimum, graduates will practice medicine in a team-based model and in collaboration with a licensed physician completing the following:

1. Screen patients to determine need for medical attention.
2. Review patient records to determine health status.
3. Elicit comprehensive or focused medical histories.
4. Perform complete physical and screening examinations on patients of all age groups.
5. Make initial diagnoses based on patient complaints, physical findings, and laboratory study results.
6. Assess the patient's problem(s), identify the appropriate diagnostic procedures and discuss differential diagnosis based on signs, symptoms and initial laboratory results.
7. Interpret routine hematological, cytological, bacteriologic, and chemical tests, CBC, differential platelet counts, granulocyte counts, and serum electrolyte levels, etc.
8. Identify the diseases with which abnormal findings are most often associated.
9. Identify tests needed to monitor a patient's condition and/or effectiveness of the therapy.
10. Order, interpret, and as appropriate, perform diagnostic studies.
11. Perform follow-up evaluation of previously diagnosed illnesses.
12. Perform clinical procedures as required.

13. Perform basic skills and a variety of clinical procedures.
14. Assist in surgery.
15. Formulate and implement patient management plans including writing prescriptions and issuing medical orders and referrals.
16. Evaluate and initiate management for emergency situations.
17. Provide counseling, patient and family health education, and health risk assessment including:
 - a. Report communicable diseases.
 - b. Initiate requests for patient services including home health care, school testing and evaluation, and public health services.
 - c. Teach patients the procedures for recommended self-examinations.
18. Provide ethical healthcare.
19. Demonstrate critical evaluation skills; demonstrate proficiency in evidence-based medicine and life-long learning skills.
20. Demonstrate effective written and oral communication skills. (Report and record patient data. Write prescriptions and medical orders.)
21. Possess a sense of responsibility to medically underserved communities.
22. Demonstrate awareness of issues of cultural diversity.
23. Demonstrate sensitivity to different cultures.

Student Achievement of Learning Outcomes

Each course is linked to learning outcomes, PA competencies and educational standards and as such students are evaluated on their progress toward meeting course learning outcomes and overall program outcomes. During the first year of the program, in which the majority of learning is didactic, theoretical, standardized and objective structured clinical exams (OSCEs) are used to evaluate student achievement. As indicated earlier, faculty advisors review student performance following exam performance and cumulatively with course performance, meeting with students to address concerns, resources, supports and assessments of progress. During the second year of the program, as students progress through clinical specialty rotations, they complete “end of rotation” exams and periodic OSCEs. These standardized exams address knowledge and reasoning related to the specialty and support students in learning and responding to their future certification exam testing.

Curriculum Courses & Program Requirements

The courses that comprise the PA program have been approved by the various curriculum committees at TU and are as follows:

PAST 601: Research Methods in Physician Assistant Practice (3 credits)

Examination of theory and methodology for designing and coordinating qualitative and quantitative research, including data collection and analysis.

PAST 603: Medicine I (2 credits)

Physiological and pathological mechanisms of disease process; treatment and preventive aspects of care are included.

PAST 604: Medicine II (6 credits)

- Second course in physiological and pathological mechanisms of the disease process, treatment, and prevention.
- PAST 605: Medicine III (2 credits)**
Third course in physiological and pathological mechanisms of the disease process, treatment, and prevention.
- PAST 606: Pediatrics I (2 credits)**
Clinical assessment and management of disease in infant to adolescent patients.
- PAST 607: Pediatrics II (2 credits)**
A second course in clinical assessment and management of disease in infant to adolescent patients.
- PAST 608: Medicine IV (6 credits)**
The fourth course in physiological and pathological mechanisms of the disease process, treatment, and prevention.
- PAST 609: Pharmacology I (2 credits)**
First of two courses in pharmacology dealing with initiating a monitoring routine drug therapy. Included are the principles of pharmacokinetics and pharmacodynamics.
- PAST 610: Pharmacology II (2 credits)**
The second of two courses in pharmacology dealing with initiating a monitoring routine drug therapy. Included are the principles of pharmacokinetics and pharmacodynamics.
- PAST 612: Public Health and Preventive Medicine (2 credits)**
This course is a presentation of the dynamics of health and disease in human populations and introduces services and facilities for the maintenance of health and prevention of illness. This course is an exploration of the concepts of demography, epidemiology, environmental health, provision of medical services, preventive medicine, and infectious disease; addresses basic principles of health policy making.
- PAST 614: Psychosocial Issues in Medicine I (2 credits)**
This course is an exploration of the psychological processes underlying human behavior in medical settings. Emphasis is on the dynamics of the patient-health provider relationship, including communication skills, approaches to patients, working with special populations, cross-cultural communication, stress and disease, chronic illness, adherence, domestic violence, human sexuality issues, and death and dying.
- PAST 616: Psychosocial Issues in Medicine II (2 credits)**
This course is an extension of the students' knowledge of the psychological processes underlying human behavior and psychiatric disorders. Emphasis is on psychiatric principles in primary care; examination of concepts in the diagnosis and treatment of the major classes of psychiatric disorders; psychiatric emergencies in primary care; special issues in geriatric mental health; and prevention, recognition and intervention of child abuse and sexual assault.
- PAST 624: Gross Anatomy (2 credits)**
This course is an Introduction to the inter-relationship of anatomical structures and the influence of one on the other in health and disease. This course includes

use of the anatomage cadaver laboratory and is a course for preparing the entering Physician Assistant student for future courses in medicine.

PAST 625: Human Pathophysiology (2 credits)

This course is an exploration of the basic structural, functional, and pathological foundations needed for the understanding of disease processes in humans; covers the reaction of the human body to disease from the cellular to multi-system level; prepares the entering Physician Assistant for future courses in medicine and prevention.

PAST 626: Ethics, Issues and Trends in Physician Assistant Practice (3 credits)

This course is an examination of the critical issues that shape the past, present, and future of the Physician Assistant Profession. Application and discussion of the principles of medical ethics to complex and controversial topics in healthcare facing the practicing Physician Assistant is important. This course is an exploration of the unique contribution of physician assistant profession as an integrated member of the healthcare team in a patient centered model of healthcare. A critical part of this course is the examination of common legal and political issues affecting healthcare providers. This course is an extension of the understanding of cultural diversity as an influential component of the patient's healthcare experience. A key component of this course is the application of the principles learned in this course through medical decision-making scenarios and group presentations.

PAST 630: Diagnostic Studies I (2 credits)

This course is an exploration in providing proficiency in performing, ordering, and interpreting diagnostic studies. Covers ordering and interpretation of radiographs, imaging studies, and electrocardiograms; gives students opportunity to perform 12 lead EKG studies.

PAST 631: Diagnostic Studies II (2 credits)

This course is an exploration on how to perform and interpret basic diagnostic and laboratory tests; emphasizes those tests necessary to assess complaints common to the ambulatory, hospitalized, and emergency medicine patient. Areas of diagnostic and clinical laboratory studies covered include hematology, clinical chemistry, serology, urinalysis, blood banking, and microbiology. Course includes training in advanced cardiovascular life support essential for healthcare professionals such as physicians, physician assistants, nurses, and paramedics.

PAST 632: Diagnostic Studies III (2 credits)

This course is an exploration on how to perform and interpret basic diagnostic and laboratory tests; emphasizes those tests necessary to assess complaints common to the ambulatory, hospitalized, and emergency medicine patient.

PAST 636: Basic Physical Diagnosis (2 credits)

This course is an introduction the diagnostic process focusing on the proper methods of obtaining, performing, recording, and presenting patient history and physical examinations; emphasizes interpersonal communication skills; presents a system approach to performing the physical examination and an overview of common symptoms. Requires students to act as surrogates for other students.

PAST 637: Advanced Physical Diagnosis (2 credits)

This course is an exploration of advanced diagnostic processes focusing on specific systems' examination techniques, special maneuvers for pathology and special populations, including obtaining, recording and presenting patient histories and physical examinations; advancing interpersonal communication skills; presenting a system-by-system approach to performing the physical examination and neurological examination with problem-focused symptomatology; and, verbal and written presentations of complete and focused examinations. Students are expected to serve as surrogates for other students.

PAST 650: Introduction to Clinical Practice (4 credits)

This course is an exploration on the processes to develop basic clinical skills presented in PAST 636 and PAST 637, focusing on the diagnostic process and elements of clinical management. Students are assigned to a clinical setting working with simulated and standardized patients to develop and practice clinical skills. These skills include history taking, physical examinations, diagnosis, treatment, management, and documentation.

PAST 651: Clinical Practicum I (6 credits)

Clinical experience designed for the application of principles of the practice of medicine. Demonstration of increasing skill mastery through provision of patient care from presentation through follow-up including diagnostic evaluation and patient management.

PAST 652: Clinical Practicum II (6 credits)

Provides the physician assistant student with patient care experience under the supervision of a licensed/certified healthcare practitioner. Students apply knowledge and skills learned in the didactic year to patient evaluation and begin to apply patient management strategies to patients during five-week rotations in these specialties: behavioral/mental health; family practice; internal medicine; pediatrics; women's health, obstetrics and gynecology; emergency medicine; surgery; and community medicine.

PAST 653: Clinical Practicum III (6 credits)

Clinical Practice Experiences (SCPEs) are designed for the application of principles of the practice of medicine. Demonstration of increasing skill mastery through provision of patient care from presentation through follow-up including diagnostic evaluation and patient management.

PAST 654: Clinical Practicum IV (3 credits)

Clinical experience designed for the application of principles of the practice of medicine. Demonstration of increasing skill mastery through provision of patient care from presentation through follow-up including diagnostic evaluation and patient management.

PAST 655: Clinical Practicum V (11 credits)

Clinical experience designed for the application of principles of the practice of medicine. Demonstration of increasing skill mastery through provision of patient care from presentation through follow-up including diagnostic evaluation and patient management.

PAST 730: Clinical Management I (2 credits)

The first of a two-course sequence of case-based learning seminars and student grand rounds presentations.

PAST 731: Clinical Management II (2 credits)

The second of a two-course sequence of case-based learning seminars and student grand rounds presentations.

PAST 756: Final Clinical Practicum (6 credits)

Capstone clinical experience designed for the application of principles of the practice of medicine. Provide patient care from presentation through follow-up including diagnostic evaluation and patient management.

PAST 801: Physician Assistant Graduate Seminar (1 credit)

The first of two research project courses for Physician Assistant students.

Completion and presentation of graduate research proposal.

PAST 802: Physician Assistant Graduate Project (1 credit)

Completion of research project and final presentation of findings. Taken final year of program.

General Education Requirements

Not applicable - as the PA program is graduate level, no general education courses are required or embedded within the program.

Specialized Accreditation

All PA education programs are required to hold accreditation by ARC-PA.

Assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on curriculum, course, and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system. Availability of academic support services and financial aid resources, and costs and payments.

The students in the PA program will have access to their class specific Student Policy Manual available online at <https://www.towson.edu/chp/departments/health-sciences/grad/physician-assistant/resources.html>. The manual provides detailed information pertaining to all aspects of the PA program. College and department information specific to the PA program is provided on the program and university website. Program outcome data are published on the program website. University website information includes, but is not limited to, the following: resources for students; career support; degree/ program requirements; academic advising; career advising. A wealth of student resources and information is available at <https://www.towson.edu/studentlife/services/>. An online resource guide also addresses unique graduate student life; see <https://www.towson.edu/academics/graduate/gsa/documents/gsresource-guide.pdf>. In addition, information pertaining to graduate studies and programs is available online through the Office of Graduate Studies website and the *Graduate Catalog* for TU. The information includes, but is not limited to, the following: financial information (e.g., tuition and fees; financial aid; financial resources); student support services (e.g., disability

- support services; career center); and academic policies and procedures. The University has an active Graduate Student Association with student support resources; see <https://www.towson.edu/academics/graduate/gsa/>

Assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly present the proposed program and the services available.

Program advertising, recruiting and admissions materials and processes are available online at the program’s website, <https://www.towson.edu/chp/departments/health-sciences/grad/physician-assistant/>. As an accredited program, all program materials, print and online, are reviewed annually for accuracy by the program director and faculty with administrative staff support. The advertising, recruiting, and admissions materials and processes are available online for currency, timely updates and accuracy.

H. ADEQUACY OF ARTICULATION

The PA program at TU does not include or require articulations with other institutions.

I. ADEQUACY OF FACULTY RESOURCES

The program has consistently dedicated a minimum of 7 faculty FTEs, 4 from TU and 3 previously from CCBC. In addition, a host of adjunct faculty who offer additional clinical expertise and specialty knowledge support the PA program. Further, faculty from within the College of Health Professions support committee, evaluation and programmatic needs. Courses are routinely team taught; therefore, students have access to multiple faculty with practice, theoretical and research expertise. These faculty resources will continue to support the program.

| Faculty Resources | | | | | |
|-------------------|-----|---|--------------------|---------------------------------|--|
| | FTE | Highest Degree Earned/Field of Study | Rank | Status (Full-time or Part-time) | Courses Teaching |
| Existing Faculty | | | | | |
| M. Davenport | 1.0 | MD, Preventive Medicine & Public Health | Clinical Professor | FT | PAST 612 PAST 637 PAST 650 PAST 601 PAST 605 PAST 730 PAST 731 PAST 801 PAST 802 |

| Faculty Resources | | | | | |
|--------------------|------|--------------------------------------|------------------------------|---------------------------------|--|
| | FTE | Highest Degree Earned/Field of Study | Rank | Status (Full-time or Part-time) | Courses Teaching |
| J. Dinkin | 0.75 | MS, Physician Assistant | Clinical Assistant Professor | FT | PAST 606 PAST 607 PAST 651 PAST 652 PAST 653 PAST 654 PAST 655 PAST 756 |
| J. McGinnis | 1.0 | EdD, Human & Organizational Learning | Clinical Associate Professor | FT | PAST 626 PAST 630 PAST 603 PAST 604 PAST 631 PAST 608 PAST 632 |
| T. Thompson | 1.0 | MS, Physician Assistant | Clinical Assistant Professor | FT | PAST 636 PAST 637 PAST 650 |
| New Faculty | | | | | |
| M. Lashley | 0.5 | MS, Physician Assistant | Clinical Assistant Professor | PT | PAST 637 PAST 650 PAST 632 PAST 604 PAST 608 |
| L. Dunn-O'Farrell | 1.0 | MS, Physician Assistant | Clinical Assistant Professor | FT | PAST 650 PAST 651 |
| TBD | 1.0 | | | | |
| TBD | 1.0 | | | | |

Ongoing Pedagogical Support and Professional Development

Towson University provides the faculty with an abundance of resources related to evidence-based best practices in teaching and learning. These resources, available for faculty across all ranks and titles, are available through the Office of the Provost, the College of Health Professions, and departmentally. Supporting all aspects of one's faculty career and workload, the *TU Faculty Academic Center of Excellence at Towson*, a best practices unit under the Office of the Provost, serves as a catalyst and model for using effective learning approaches that have the potential for transforming the quality of the academic experience for faculty and students. Dissemination of information is available through in-person and online delivery methods in the form of special events, workshops, and seminars. The numerous and varied presentation topics provide insight and practical suggestions on effective teaching and learning at the university level. The College of Health Professions provides professional development support for faculty through conference travel as well as

– faculty development offerings throughout the academic year. Faculty self-select attendance at professional, university and college workshops. Annual peer reviews of teaching further support faculty excellence in the classroom and clinical laboratories.

J. ADEQUACY OF LIBRARY RESOURCES

As the PA program is already fully supported by current library resources, faculty and students will continue to have adequate access and resources to meet the educational and research needs of faculty and students. Cook Library on the campus of TU houses an extensive collection of medical and health-related materials, including print and electronic books, on-line government documents, and a compilation of scholarly journals (print and electronic). Many electronic journals are also indexed through indexing/abstracting databases for medically related sciences and multidisciplinary topics. Faculty and students can access all of the databases, catalogs, e-book content, and electronic journals from any location on campus through TU's secure wireless network as well as remotely through the Cook Library web page. Comprehensive lists of databases, electronic reference books, and journals in all formats are available through the Cook Library web page. Library resources include a wealth of indexing/abstracting databases for PAST and related healthcare/medical disciplines (Table 1).

Table 1. Indexing/Abstracting Databases

| Health/Biomedical Databases | Multidisciplinary Databases |
|--|--|
| PubMed: Medline (with library link resolver) | PsycINFO |
| Medline (on the Ebsco search platform) | ScienceDirect |
| SPORTDiscus with Full Text | Scopus |
| CINAHL Plus with Full Text | Ebook Central (ProQuest) |
| Health Source-Nursing/Academic Edition | Ebsco eBook Collection |
| Merck Manuals | Dissertations & Theses Global (ProQuest) |
| R2 Digital Library | |

In addition to Cook Library, faculty and students have access to materials through reciprocal agreements at nearby Baltimore institutions as well across the University System of Maryland and Affiliated Institutions (e.g., University of Maryland, College Park; University of Maryland, Baltimore County). Members of the TU academic community have borrowing privileges at these institutions. Further, Cook Library provides access to medical and health practice and research resources in libraries across the country. These materials can be requested for loan through standard interlibrary loan (ILL) services. As part of this service, faculty and students have access to RAPID ILL, a service customary at high research activity institutions. The current turnaround time for article requests is typically less than 48 hours.

K. ADEQUACY OF PHYSICAL FACILITIES, INFRASTRUCTURE, AND INSTRUCTIONAL EQUIPMENT

Towson University provides excellent facilities, infrastructure, and instructional equipment for delivery of high-quality, high-impact PA educational programming. As noted earlier (p. 6), the PA program classroom facilities are located in Linthicum Hall where faculty educate students in an 18-bed health assessment laboratory and 40-seat classroom. In addition, the program has a nearby student lounge and faculty suite that includes offices and conference rooms. Additional Linthicum Hall educational facilities, which the PA faculty and students will likely use, include:

- CHP Anatomage Cadaver Laboratory, a 4-table state-of-the-art, interactive anatomy and physiology platform that includes digital dissection;
- Simulation Suite, including a state-of-the-art, high-fidelity, 3-bed critical care simulation lab, a labor & delivery unit, and multiple medical-surgical simulation units for use with manikins and standardized patients;
- three computer laboratories; and
- three 42-seat active learning classrooms and numerous traditional classrooms.

In addition, the College's Institute for Well-Being (IWB) offers PA students many interprofessional education and practice opportunities. Through the IWB's four centers (Hearing & Balance Center, Hussman Center for Adults with Autism, Occupational Therapy Center, and Speech & Language Center), PA students may observe, assist, and provide direct services to clients via in-person and telehealth delivery formats.

The PA program has instructional equipment necessary for high quality delivery of educational content required by the accreditor, ARC-PA. Instructional equipment includes but is not limited to abdominal, breast, ear and eye examination simulators; injection trainers; IV and suture kits; wound boards; and casting/splinting equipment. Annually, the program purchases disposable supplies including but not limited to sutures; disposable scalpels; gowns, drapes, masks; dressing and bandages; and syringes and blood collection tubes. In addition to medical equipment and disposable supplies, classrooms are outfitted with audiovisual technology for in-person delivery as well as cameras and microphones for virtual delivery.

L. ADEQUACY OF FINANCIAL RESOURCES WITH DOCUMENTATION

Financial resources are sufficient to support the PA program and this substantial modification. TU currently supports full program costs and will continue to do so. In the former collaborative TU-CCBC Essex PA program, CCBC retained all tuition and fees associated with the CCBC designated courses; in addition, TU provided financial support to CCBC for community college physical resources. With transition of all courses to graduate level and offered by TU, tuition revenue and fees will support the additional expenditures and use of TU campus resources for the full program.

Please refer to Section Q for the resources and expenditures tables that demonstrate adequacy of fiscal resources.

M. ADEQUACY OF PROVISIONS FOR EVALUATION OF PROGRAM

The TU PA program has an evaluation plan that provides for annual course and faculty assessments as well as student learning outcomes on a course-by-course basis. Using TU Institutional Research protocols for course and faculty evaluation, the program's Program Evaluation and Assessment Committee ensures timely review of assessment data that may lead to program change. In addition, course, faculty and student learning outcomes are examined based on annual test performance feedback on the PA National Certification Exam (PANCE). All evaluation data, trends and program changes are reported annually to ARC-PA.

The PA program participates in the required annual assessment of programs (monitored and led by the TU Office of Assessment in the Provost Office), in which faculty prepare a formal report in response to their program assessment plan. In addition to program specific annual outcomes and analyses, TU participates in the USM required Review of Academic Departments, which occurs on a 7-year cycle. As part of the Department of Health Sciences, this program is currently being reviewed in Spring 2022 as part of the larger departmental review.

N. CONSISTENCY WITH THE STATE'S MINORITY STUDENT ACHIEVEMENT GOALS

As discussed previously, the TU PA program promotes access to underserved and minority populations through targeted recruitment efforts and in establishing relationships and networking to support building pipeline programs with regional HBIs. The PA program faculty also implement a holistic admissions process to promote inclusive efforts to diversify the student population and access to graduate education. These efforts are consistent with the TU diversity strategic plan, *A More Inclusive TU: Advancing Equity and Diversity (2020-2025)*.

O. RELATIONSHIP TO LOW PRODUCTIVITY PROGRAMS IDENTIFIED BY THE COMMISSION

Not applicable - the PA program is not identified as a low productivity program.

P. IF PROPOSING A DISTANCE EDUCATION PROGRAM, PLEASE PROVIDE EVIDENCE OF THE PROGRAM ADEQUACY IN ADDRESSING THE COUNCIL OF REGIONAL ACCREDITING COMMISSIONS (C-RAC) INTERREGIONAL GUIDELINES FOR THE EVALUATION OF DISTANCE EDUCATION (AS REQUIRED IN COMAR 13B.02.03.22C)

Not applicable - the PA program is not a distance education program.

Q. PROGRAM RESOURCES AND EXPENDITURES TABLES

TABLE 2: RESOURCES

| Resources Categories | (Year 1) | (Year 2) | (Year 3) | (Year 4) | (Year 5) |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1. Reallocated Funds¹ | 993,867 | 993,867 | 993,867 | 993,867 | 993,867 |
| 2. Tuition/Fee Revenue² | 1,389,636 | 2,383,668 | 2,586,708 | 2,648,448 | 2,710,776 |
| a. Annual Full-time Revenue of New Students | | | | | |
| Number of Full-time Students | | | | | |
| In-State | 30 | 60 | 60 | 60 | 60 |
| Out of State | 6 | 12 | 12 | 12 | 112 |
| Annual Tuition Rate | | | | | |
| In-State(per credit) | \$460 | \$474 | \$488 | \$503 | \$518 |
| Out of State (per credit) | \$952 | \$981 | \$1,010 | \$1,040 | \$1,071 |
| Subtotal Tuition | \$1,053,648 | \$1,849,752 | \$2,028,600 | \$2,090,340 | \$2,152,668 |
| Annual Fees | | | | | |
| University Fees | \$269,388 | \$467,316 | \$491,508 | \$491,508 | \$491,508 |
| PA Program Fee ⁴ | \$66,600 | \$66,600 | \$66,600 | \$66,600 | \$66,600 |
| Subtotal Fees | \$335,988 | \$533,916 | \$558,108 | \$558,108 | \$558,108 |
| Total Full-time Revenue of New Students | \$1,389,636 | \$2,383,668 | \$2,586,708 | \$2,648,448 | \$2,710,776 |
| b. Annual Part-time Revenue⁵ | | | | | |
| Number of Part-Time Students | 0 | 0 | 0 | 0 | 0 |
| Credit Hour Tuition Rate | 0 | 0 | 0 | 0 | 0 |
| Annual Fees Per Credit Hour | 0 | 0 | 0 | 0 | 0 |
| Annual Credit Hours Per Student | 0 | 0 | 0 | 0 | 0 |
| Subtotal Tuition | \$0 | \$0 | \$0 | \$0 | \$0 |
| Subtotal Fees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Part Time Revenue | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3. Grants, Contracts & Other Sources³ | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Other Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL (Add 1 - 4) | \$2,383,503 | \$3,377,535 | \$3,580,575 | \$3,642,315 | \$3,704,643 |

¹ Reallocated funds include 3 PA program faculty, PA program director, adjunct faculty and 2 staff FTEs (salary and fringe) dedicated to the current PA Program plus the annual operating budget already dedicated to the PA program.

² Student cohorts are calculated at 82% in-state and 18% out-of-state.

³ Tuition increases by 3% annually.

⁴ \$1,850 program fee at time of admission.

⁵ All students are full-time.

TABLE 3: EXPENDITURES

| | (Year 1) | (Year 2) | (Year 3) | (Year 4) | (Year 5) |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1. Total Faculty Expenses | \$1,151,807 | \$1,197,879 | \$1,245,794 | \$1,295,626 | \$1,347,451 |
| (b + c below) | | | | | |
| a. #FTE | 7.25 | 7.25 | 7.25 | 7.25 | 7.25 |
| b. Total Salary^{1,2} | 866,020 | 900,661 | 936,687 | 974,155 | 1,013,121 |
| c. Total Benefits | 285,787 | 297,218 | 309,107 | 321,471 | 334,330 |
| 2. Total Administrative Staff Expenses | 239,049 | 248,611 | 258,556 | 268,898 | 279,654 |
| (b + c below) | | | | | |
| a. #FTE | 3.2 | 3.2 | 3.2 | 3.2 | 3.2 |
| b. Total Salary^{1,3 (program specialist)} | 173,224 | 180,153 | 187,359 | 194,853 | 202,648 |
| c. Total Benefits | 65,825 | 68,458 | 71,196 | 74,044 | 77,006 |
| 3. Total Support Staff Expenses | 25,190 | 26,198 | 27,245 | 28,335 | 29,469 |
| (b + c + d below) | | | | | |
| a. #FTE graduate assistant) | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| b. Total Salary¹ | 10,424 | 10,841 | 11,275 | 11,726 | 12,195 |
| c. Tuition Waiver | 13,932 | 14,489 | 15,069 | 15,672 | 16,298 |
| d. Total Benefits | 834 | 867 | 902 | 938 | 976 |
| 4. Equipment & related clinical education supplies.. | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 |
| 5. Library⁴ | 0 | 0 | 0 | 0 | 0 |
| 6. New or Renovated Space | 75,000 | 0 | 0 | 0 | 0 |
| 7. Other Expenses (clinical education software and tracking systems; lhuman, ExamSoft, PAEA EOR Exams, EXXAT, etc..) | 95,000 | 95,000 | 95,000 | 95,000 | 95,000 |
| a. accreditation costs | 21,000 | 21,000 | 21,000 | 21,000 | 21,000 |
| TOTAL (1-7) | \$1,632,046 | \$1,613,687 | \$1,672,595 | \$1,733,859 | \$1,797,573 |

Notes

¹ Salaries increase by 4% per year.

² Two new faculty FTEs are required to support this graduate level program.

³ One staff FTE plus departmental staff support are required to support the program's detailed documentation, fieldwork needs, affiliation agreements and accreditation.

⁴ Library expenses not included as this proposal is a substantial curricular revision; the resources needed already exist.

References

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- ³ National Commission on Certification of Physician Assistants. (2021). 2020 Statistical Profile of Certified Physician Assistants by Specialty.
- ⁴ Ollove, M. (2022). Health Worker Shortage Forces States to Scramble. Pew Charitable Trust. Retrieved from <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2022/03/25/health-worker-shortage-forces-states-to-scramble>
- ⁵ Bateman, T., Hobaugh, S., Pridgen, E., & Reddy, A. (2021). U.S. Healthcare Labor Report. Mercer. Retrieved from <https://www.mercer.us/content/dam/mercer/assets/content-images/north-america/united-states/us-healthcare-news/us-2021-healthcare-labor-market-whitepaper.pdf>
- ⁶ Maryland Department of Health. (2021). 2021 Primary Care Needs Assessment. Retrieved from <https://health.maryland.gov/pophealth/Documents/Primary%20care/Final%20Needs%20Assessment%20090221.pdf>
- ⁷ Maryland Department of Labor. (2022). Maryland Occupational Projections - 2018-2028 - Workforce Information and Performance: Physician Assistant. Retrieved from <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>
- ⁸ Maryland Higher Education Commission. (2022). Maryland Higher Education Trend Data and Program Inventory. Retrieved from https://data.mhec.state.md.us/mac_Trend.asp