

MASTER OF PHYSICIAN ASSISTANT SCIENCE

1. **Division and Department:** Academic Affairs, School of Health Sciences, Department of Clinical and Diagnostic Sciences.
2. **Introduction:** Oakland University proposes a new degree graduate program in Physician Assistant Science, specifically the Master in Physician Assistant Science (MPAS) within the Department of Clinical and Diagnostic Sciences (CDS), in the School of Health Sciences (SHS).

A Program Director was hired in January 2021 to examine existing Physician Assistant programs throughout the State of Michigan, understand labor market data, obtain information regarding the accreditation process, survey student interest, receive feedback from our community partners, and compose a formal proposal for the Master of Physician Assistant Science program (Attachment A).

As medical providers, Physician Assistants (PAs) have been essential during times of physician shortages and, historically, it was a lack of doctors in underserved areas that first spurred their creation. Once again, experts believe that the U.S. faces an insufficient cadre of physicians, with projections indicating that the supply will be unable to keep pace with demand; by 2025, a shortage of 124,000 primary care physicians is anticipated¹. Consequently, analysts have suggested that there will be an increased reliance on PAs.

In accordance with ARC-PA regulations, the curriculum is designed for a sequential body-systems approach with multiple touchpoints that ensure the curriculum will meet the depth and breadth necessary for entry-level practice. The curriculum is lock-step but each course will allow remediation for students. Students are required to successfully pass each course in order to progress to the next semester.

The curriculum will consist of four didactic semesters (60 credit hours total) followed by one year of clinical immersion. During the clinical year (40 credit hours total), students will be required to complete the seven core rotations and three elective rotations. The final two months of the program consist of the Capstone course, in which summative evaluation for the curriculum is conducted per accreditation requirements.

¹ Petterson, S., Liaw, W., Phillips, R., Rabin, D., Meyers, D., & Bazemore, A. (2012). Projecting US primary care physician workforce NEEDS: 2010-2025. Retrieved March 25, 2021, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3495923/#:~:text=With%20nearly%202009%2C000%20primary%20care,8%2C000%20to%20meet%20insurance%20expansion.>

Need for the Master of Physician Assistant Science degree at Oakland University

The justification for the establishment of a new Physician Assistant education program can be based on several factors including changing health care delivery systems in the state and support and interest from the health care and higher education communities. Oakland University students as well as those from nearby universities have expressed an interest in a physician assistant graduate program that extends their undergraduate experiences in the health profession, many of whom are forced to consider institutions out of state. Moreover, the Covid-19 pandemic has led to an increased shortage in healthcare workers. According to a 2021 study, 21% of the respondents reported "moderately or very seriously" considering leaving the workforce and 30% considered reducing hours². This healthcare shortage will further increase the disparities of underserved areas with poor access to medical resources.

There is high demand for the physician assistant (PA) profession, as physician assistants (PAs) help to fill the gap in a projected shortage of primary care physicians and can practice in virtually any medical specialty. As of September 2, 2020, the U.S. Bureau of Labor Statistics estimated that the number of PAs will increase 31% between 2019 and 2029 (much faster than average)³. Interest in the profession is also very high, as the PA profession is consistently named one of the Best Master's Degree for Jobs by Forbes and among the Best Jobs in America by U.S. News & World Report (2021)⁴.

Currently in Michigan, there are nine accredited or in candidacy Physician Assistant programs. Our proposed MPAS program is carefully planned, and fortuitously timed to meet the educational and accreditation standards set forth by the ARC-PA for the MPAS program. At the timing of HLC approval Oakland University's MPAS program will seek candidacy of accreditation from ARC-PA.

3. Previous Board Action: None.

4. Budget Implications: The primary source of funding new resources will be graduate tuition once the program is accepting students. Therefore, by year two, the program will generate net revenues. The School of Health Sciences is

² *About 1 in 5 Clinicians Considers Quitting Due to Pandemic: Survey - Medscape - Apr 05, 2021.*

³ Physician assistants: Occupational outlook handbook. (2020, September 01). Retrieved March 25, 2021, from <https://www.bls.gov/ooh/healthcare/physician-assistants.htm#:~:text=Employment%20of%20physician%20assistants%20is,to%20provide%20care%20to%20patients.>

⁴ U.S. news & World REPORT unveils the 2021 best jobs. (n.d.). Retrieved March 25, 2021, from <https://www.usnews.com/info/blogs/press-room/articles/2021-01-12/us-news-unveils-the-2021-best-jobs>

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currently working with University Advancement to identify community donors for additional program funding. The program is recruited by cohorts and is 27 months in length, so the program becomes fully implemented after the third cohort is recruited, and thereafter produces graduates. Tuition revenue for 42 MPAS students reaches a steady state in year four. Salary expenses include full-time and part-time faculty and staff, and graduate assistants. Operating expenses include supplies and services, equipment, maintenance, travel, recruitment and library and Graduate tuition. The MPAS proforma budget is included as Attachment B.

5. **Educational Implications:** The MPAS degree will be a unique program to Oakland University that differs from any current offerings in the University. The Department of Clinical and Diagnostic Sciences is the home of many of the core diagnostic fields of science, study and practice, making MPAS a strong addition to the current programs. PA Science students will be required to complete clinical rotations in accordance with ARC-PA guidelines. While there is a national shortage of clinical sites, the rotations required of PA Science students will differ from clinical experiences of other departments, so there will not be any significant overlap of clinical requirements. There may be an opportunity to expand current clinical affiliations and therefore increase the number of available sites to students in SHS and other Schools at Oakland University. In Fall 2021, the Department of Clinical and Diagnostic Sciences launched a Pre-Physician Assistant specialization degree and the MPAS program will offer an opportunity for these students to seek graduate education at Oakland University.

6. **Personnel Implications:** The PAS faculty will include full and part-time faculty with expertise in PA education. The PA Science Program plans to matriculate a maximum of 42 students, which will be done in a stepwise fashion, beginning with 24 students in the first year, 36 in the second, and then stabilizing at 42 in the third year. At that time, the number of students will be capped at 42 by the ARC-PA for a minimum of five years. In accordance with ARC-PA regulations and PA Education Association faculty to student ratio data, the PA Science Program has budgeted for faculty lines for a Program Director, Medical Director, and five full-time faculty (to be hired as the number of enrolled students scales). The PA Science Program has also budgeted for three additional support staff and graduate assistants.

7. **University Reviews/Approvals:** This proposal for the Master of Physician Assistant Science degree program was reviewed and approved by the School of Health Sciences Assembly, the OU Graduate School Grad Council, the OU Senate, and the Executive Vice President for Academic Affairs and Provost.

8. Recommendation:

WHEREAS, the Master of Physician Assistant Science degree program is consistent with the objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the Master of Physician Assistant Science degree program will build on the academic and research strengths in the Department of Clinical and Diagnostic Sciences and provide new educational and community engagement opportunities in the field of medicine; now, therefore, be it

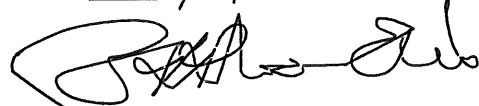
RESOLVED, that the Board of Trustees authorizes the School of Health Sciences to offer a Master of Physician Assistant Science degree program; and, be it further

RESOLVED, that the Executive Vice President for Academic Affairs and Provost will complete annual reviews of the Master of Physician Assistant Science degree program to evaluate academic quality and fiscal viability to determine whether the program should continue.

9. Attachments:

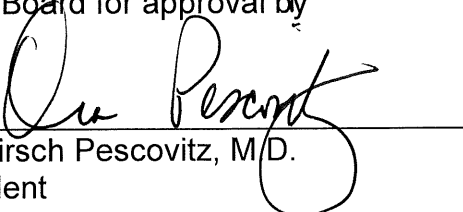
- A. Proposal for the Master of Physician Assistant Science degree program
- B. Proforma budget for the Master of Physician Assistant Science degree program

Submitted to the President
on 12/17, 2021 by



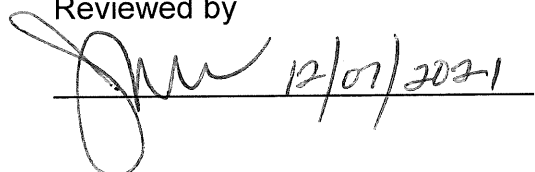
Britt Rios-Ellis, M.S., Ph.D.
Executive Vice President for
Academic Affairs and Provost

Recommended on 12/8, 2021
to the Board for approval by



Ora Hirsch Pescovitz, M.D.
President

Reviewed by



12/07/2021

ABSTRACT

As medical providers, Physician Assistants (PAs) diagnose illness, develop and manage treatment plans, prescribe medications, and often serve as a patient's principal healthcare provider. PAs practice in every state and in every medical setting and specialty, improving healthcare access and quality. The PA profession is committed to improving and expanding health care.

Oakland University students, as well as those from nearby universities have expressed an interest in a PA graduate program and until now have needed to consider other institutions. With the growth in breadth and expertise of the School of Health Sciences, particularly in the Clinical and Diagnostic Sciences department, and with long-standing clinical programs, excellence at OU in physical therapy, nursing, medicine, and community-engagement in public health, nutrition and others, the School of Health Sciences is now very well prepared to launch a physician assistant program.

Built upon the foundations of the natural and behavioral sciences, the School of Health Sciences transforms students into leaders, connects theory to best practices, and creates impact in diverse communities. The goals of the PA Science program emphasize collaborative academic and clinical learning and will provide students with the sound science-based health education, high-quality academic preparation and excellence in instruction.

Oakland University has the unique opportunity to create a rigorous curriculum that will serve as a model for other PA educational programs. The state of the art facilities and quality clinical placements will support the curriculum. The PA Science commitment to the foundational medical sciences and research sets this program apart from many others. The first class of student are scheduled to matriculate in the Fall semester of 2023.

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The Proposal

Rationale

How the program will help promote the role and mission of the university

Mission of Oakland University: Oakland University cultivates the full potential of a diverse and inclusive community. As a public doctoral institution, we impact Michigan and the world through education, research, scholarship, and creative activity.

The MS in PA Science supports and is in concert with the mission of Oakland University. Students will be engaged in impactful educational experiences. Educational opportunities include laboratory experiences and hands-on skill development. Students will participate in practicum experiences that will provide opportunities to interact with and learn from diverse communities. In addition, students will have the opportunity to participate in leadership and service activities. Students will also have opportunities to a part of clubs in SHS and to participate in many service and community-engaged activities offered through these clubs.

PA Science Mission (draft)

Our mission is to create strong foundations in natural and behavioral sciences for PA Science students as they translate medical theory into best practices to positively impact the diverse medical needs of our communities

PA Science Vision (draft)

PA students will be prepared for success in work and life through the rigorous curriculum that is committed to success through team-based learning.

Need for the program –unique or distinctive aspects

As medical providers, Physician Assistants (PAs) have been essential during times of physician shortages and, historically, it was a lack of doctors in underserved areas that first spurred their creation. Once again, experts believe that the U.S. faces an insufficient cadre of physicians, with projections indicating that the supply will be unable to keep pace with demand; by 2025, a shortage of 124,000 primary care physicians is anticipated¹. Consequently, analysts have suggested that there will be an increased reliance on Pas.

The justification for the establishment of a new physician assistant education program can be based on several factors including changing health care delivery systems in the state and support and interest from the health care and higher education communities. Oakland University students as well as those from nearby universities have expressed an interest in a physician assistant graduate program that extends their undergraduate experiences in the health profession, many of whom are forced to consider institutions out of state. Moreover, the Covid-19 pandemic has led to an increased shortage in healthcare workers. According to a 2021 study, 21% of the respondents reported "moderately or very seriously" considering leaving the workforce

¹ Petterson, S., Liaw, W., Phillips, R., Rabin, D., Meyers, D., & Bazemore, A. (2012). Projecting US primary care physician workforce NEEDS: 2010-2025. Retrieved March 25, 2021, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3495923/#:~:text=With%20nearly%2020%2009%2C000%20primary%20care,8%2C000%20to%20meet%20insurance%20expansion.>

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and 30% considered reducing hours². This healthcare shortage will further increase the disparities of underserved areas with poor access to medical resources.

There is high demand for the physician assistant (PA) profession, as physician assistants (PAs) help to fill the gap in a projected shortage of primary care physicians and can practice in virtually any medical specialty. As of September 2, 2020, the U.S. Bureau of Labor Statistics estimates that the number of PAs will increase 31% between 2019 and 2029 (much faster than average)³. Interest in the profession is also very high, as the PA profession is consistently named one of the Best Master's Degree for Jobs by Forbes and among the Best Jobs in America by U.S. News & World Report (2021)⁴.

The Health Care Workforce

Healthcare workforce shortage problems are prominent for many reasons. These include: an aging workforce population, high retirement eligibility, difficulty in the retention of workers, difficulty in recruitment of workers, lack of educational and training programs, high vacancy rates, high turnover rates, lack of opportunities for advancement, and increased workload⁵. "According to new data published today by the AAMC (Association of American Medical Colleges), the United States could see an estimated shortage of between 54,100 and 139,000 physicians, including shortfalls in both primary and specialty care, by 2033⁶. Population growth and aging continue to be the primary reason for increasing demand from 2018 to 2033. During this period, the U.S. population is projected to grow by 10.4% from about 327 million to 361 million. A large portion of the physician workforce is nearing traditional retirement age, and supply projections are sensitive to workforce decisions of older physicians, with more than two out of five currently active physicians will be 65 or older within the next decade. Further, if underserved populations were to experience the same health care use patterns as populations with fewer barriers to access, healthcare demand could rise by an additional 74,100 to 145,500 physicians.

PA Educational Programs

From a policy standpoint, PA education has been supported through Title VII, section 747, which provides incentives for programs to have diverse student selection, a primary care training focus, and deployment to rural and underserved settings. Since the early part of this century funding through Title VII has been reduced for PA education and as of 2012, only 39 of the 170 PA programs received some amount of federal training support.

A PA education is rigorous in terms of classroom work. The curriculum resembles a distilled form of medical education with basic sciences and clinical rotations. Students complete an average of 2,000 hours of supervised clinical practice prior to graduation with the average length of clinical clerkships approximately 52 weeks. A PA postgraduate fellowship is not required for employment

The average start-up cost of a PA program is approximately \$1.5 million prior to student matriculation. Because there is no federal start-up funds, the cost is borne by the home institution and the School of Health Sciences

² *About 1 in 5 Clinicians Considers Quitting Due to Pandemic: Survey - Medscape - Apr 05, 2021.*

³ Physician assistants: Occupational outlook handbook. (2020, September 01). Retrieved March 25, 2021, from <https://www.bls.gov/ooh/healthcare/physician-assistants.htm#:~:text=Employment%20of%20physician%20assistants%20is,to%20provide%20care%20to%20patients>.

⁴ U.S. news & World REPORT unveils the 2021 best jobs. (n.d.). Retrieved March 25, 2021, from <https://www.usnews.com/info/blogs/press-room/articles/2021-01-12/us-news-unveils-the-2021-best-jobs>

⁵ Rural health information hub. (2021). Retrieved March 25, 2021, from <https://www.ruralhealthinfo.org/>

⁶ New AAMC report Confirms Growing Physician Shortage. (2020, June 26). Retrieved March 25, 2021, from <https://www.aamc.org/news-insights/press-releases/new-aamc-report-confirms-growing-physician-shortage>

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- Average cost of resident tuition + fees to graduate from an accredited physician assistant program in 2018 is: \$79,941⁷
 - This is an increase of 11% from 2017
- Average cost of non-resident tuition for a 2-year physician assistant program is: \$90,659

Although all accredited PA programs must meet the same educational standards, they have the discretion and flexibility to offer a variety of academic degrees with the master's degree as the standard. There is one PA program that awards a doctoral degree, a military PA postgraduate program in emergency medicine. The PA profession has stated officially that PA education and practice qualification remain on the Master's degree level. Universities offering PA programs award a variety of differing Master's degree for completion of PA education. The ARC-PA places no specific requirements related to the type of Master's degree to be awarded for PA education.

List the goals and objectives of the program

The new major is designed to meet the following goals:

1. Recruit and retain qualified, diverse applicants who successfully complete the physician assistant program requirements
This goal will be measured by student academic achievement, attrition data, and PANCE pass rate.
2. Achieve and maintain ARC-PA accreditation program to ensure that graduates will have the requisite knowledge and skills for entry to PA practice
This goal will be measured by achieving the ARC-PA Provisional Accreditation designation, followed by full ARC-PA accreditation.
3. Attain pass rates above the national average for the national credentialing examination, PANCE
This goal will be measured annually with the NCCPA provided data on program first time pass rate as compared to the national average.
4. Foster a culture of leadership through professional organization involvement
This goal will be measured by faculty and student enrollment and participation in PA professional organizations at the local, state, and national levels.
5. Encourage community engagement and service
This goal will be measured by faculty and student participation in community events and community perception surveys of the impact of the PA program in the community.

Comparison to other similar programs –State/Regional/National

The proposed MS in PAS is unique to the School of Health Sciences. There are no other advanced practice practitioner programs in the School of Health Sciences.

| Department | Majors | Minors | Grad Degree |
|------------|--------|--------|-------------|
|------------|--------|--------|-------------|

⁷ Pre-professional degrees: Physician assistant programs. (2020, December 08). Retrieved March 25, 2021, from <https://www.accreditedschoolsonline.org/resources/pre-professional-degrees-physician-assistant/#:~:text=According%20to%20the%20PA%20Life,a%201%25%20increase%20from%202017.>

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| | | | |
|--|--|--|---|
| Interdisciplinary Health (IDH) | <ul style="list-style-type: none"> • Health Sciences • Nutrition • Applied Health Science | <ul style="list-style-type: none"> • Nutrition & Health • Holistic Health • Community Health Engagement | |
| Human Movement Science (HMS) | <ul style="list-style-type: none"> • Exercise Science | <ul style="list-style-type: none"> • Exercise Science | <ul style="list-style-type: none"> • Master of Science in Exercise Science • Doctor of Physical Therapy • Doctor of Philosophy |
| Clinical and Diagnostic Sciences (CDS) | <ul style="list-style-type: none"> • Clinical and Diagnostic Sciences | | <u>Master of Science in Physician Assistant Science</u> |
| Public and Environmental Wellness (PEW) | <ul style="list-style-type: none"> • Wellness and Health Promotion • Environmental Health and Safety | <ul style="list-style-type: none"> • Wellness and Health Promotion • Environmental Health and Safety | <ul style="list-style-type: none"> • Master of Public Health • Master of Science in Safety Management |

The proposed MS in PAS is designed to meet university requirements, to meet the goals of the program, to meet expectations of employers and to prepare students to successfully complete their national certifying examination. The proposed MS in PAS includes foundational courses, laboratory experiences, testing and assessment, as well as extensive practicum experience.

Comparison of OU PA Science Program Credit Hours to other Michigan PA Programs

| PA Program | Length (months) | Semester Start | Total Credits | Clinical | Didactic |
|-------------|-----------------|----------------|---------------|-------------|-------------|
| OU | 27 | Fall | 100 | 40 | 60 |
| WMU | 24 | Fall | 95 | 47 | 48 |
| EMU | 24 | Fall | 103 | 45 | 58 |
| Wayne State | 24 | Summer | 54 | 24 | 30 |
| MSU | 27 | Summer | 108 | 48 | 60 |
| UofM Flint | 28 | Winter | 103 | 30 | 73 |
| Central | 27 | Summer | 130 | 48 | 82 |
| GVSU | 28 | Fall | 103 | 36 | 67 |
| Concordia | 28 | Winter | 113 | 46 | 67 |
| UofD Mercy | 24 | Fall | 68 | 27 | 41 |
| | | Average | 97.4 | 39.0 | 57.0 |

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ARC-PA requires that students in the PA Science program are equivalent to other graduate students on campus (i.e. graduate students). The PA program will follow the same tuition fee schedule as other graduate students. Textbooks and IT resources were budgeted for in the proforma.

Comparison of OU PA Science Program Tuition to other Michigan PA Programs*

| | In-State Tuition | Out of State Tuition |
|--|------------------|----------------------|
| Wayne State University | \$ 36,000 | \$ 72,902 |
| Western Michigan University | \$ 64,874 | \$ 77,902 |
| Eastern Michigan University | \$ 70,546 | \$ 121,329 |
| Grand Valley State University | \$ 72,696 | \$ 84,872 |
| University of Detroit Mercy (2 yr) | \$ 93,138 | \$ 93,138 |
| University of Detroit Mercy (3 yr) | \$ 98,622 | \$ 98,622 |
| Central Michigan University | \$ 110,880 | \$ 141,110 |
| <i>Average</i> | \$ 78,108 | \$ 98,554 |
| OU Projected Tuition (\$770.50 per credit hour) | \$ 77,050 | \$ 102,700 |

*Based on 2018 data⁸

Note: The above tuition rates do not reflect course material fees, program fees, or lab fees.

Academic Unit

How the goals of the unit are served by the program

Mission: The School of Health Sciences provides an exceptional environment of collaborative, academic and clinical learning that helps transform students into leaders impacting the health needs of our communities in diverse wellness and health-related practices.

The School of Health Sciences is passionate about providing students with the best science-based health education, high-quality academic preparation, interdisciplinary teaching and excellence in instruction in the classroom and clinical laboratory.

The goals of the MS in PA Science support and are in concert with the mission of the School of Health Sciences. The goals of the MS in PAS emphasize collaborative, academic, and clinical learning and will provide students with the sound science-based health education, high-quality academic preparation, and excellence in instruction.

How existing staff will support the proposed program

The PAS faculty will include full and part-time faculty with expertise in PA education. In addition to ARC-PA requirements, the PA Education Association (PAEA) publishes an annual report on PA Programs, and in the latest report (Program Report 35 – Appendix B), the average national student to faculty ratios are as follows:

First-year students only - **6.3:1**

First- and second-year students only - **11.3:1**

First-, second-, and third-year students - **15.8:1**

⁸ This is the most up to date published data.

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The PA Science Program plans to matriculate a maximum of 42 students, which will be done in a stepwise fashion, beginning with 24 students in the first year, 36 in the second, and then stabilizing at 42 in the third year. At that time, the number of students will be capped at 42 by the ARC-PA for a minimum of five years. The PA Science Program has budgeted for the following faculty lines:

- Program Director
- Medical Director
- 5 Full time faculty (to be hired as the number of students scales)

Additionally, ARC-PA regulations dictate the hiring timeline and faculty requirements for the program:

- A 1.0 FTE program director must be hired by the institution on a permanent basis at least 15 months prior to the date of the scheduled site visit. If the person holding the position of program director changes in the 15 months prior to the date of the scheduled site visit, the program may be removed from the commission agenda.
- A medical director must be appointed by the institution on a permanent basis at least 15 months prior to the date of the scheduled site visit. (December 2021)
- 2.0 FTE PA-C principal faculty and 1.0 FTE support staff must be hired by the institution on a permanent basis at least 9 months prior to the date of the scheduled site visit. (June 2022)

The PA Science Program has also budgeted for 3 additional support staff and graduate assistants.

Faculty qualifications - current scholarly activity of the faculty in the proposed program **Appendix A**

The ARC-PA has set forth guidelines for faculty requirements for the PA Science Program. There must be 3 full time principal faculty in addition to the medical and program director. Two of these principal faculty must be PAs who are nationally certified (designated by PA-C). The ARC-PA cited references regarding PA Science Program faculty are below:

A2.02

The program must have:

- a) program faculty that include the program director, principal faculty, medical director, and instructional faculty, and
- b) at least three FTE principal faculty, of which two FTE principal faculty must be PAs who are currently NCCPA-certified.

A2.03

Principal faculty must be sufficient in number to meet the academic needs of enrolled students and manage the administrative responsibilities consistent with the complexity of the program.

A2.04

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Principal faculty and the program director should have academic appointments and privileges comparable to other faculty with similar academic responsibilities in the institution.

A2.05

Principal faculty and the program director must be responsible for, and actively participate in the processes of:

- a) developing, reviewing and revising as necessary the mission statement, goals and competencies of the program,
- b) selecting applicants for admission to the PA program,
- c) providing student instruction,
- d) evaluating student performance,
- e) academic counseling of students,
- f) assuring the availability of remedial instruction,
- g) designing, implementing, coordinating, and evaluating the curriculum, and
- h) evaluating the program.

Program Director

The full-time program director, Lindsay Gietzen PhD PA-C, began in January 2021 and has extensive experience with curricular design and accreditation with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Lindsay has undergraduate and graduate (MS, PhD) degrees from Wayne State University. Her PhD is in Education Evaluation and Research (Quantitative Methods). She has served in the role of Clinical Coordinator and Admissions Director at Wayne State University in their Department of PA Studies and was a developer of the PA Science Program at Michigan State University. The CV for the Program Director can be found in Appendix C. The ARC-PA cited references regarding the PA Science Program Director are below:

A2.06

The program director must be a PA

- a) The program director must possess at least three years of full-time higher education experience at the time of appointment
- b) The program director must be assigned to the program on a 12-month full time basis and at least 80% of that time must be devoted to academic and administrative responsibilities in support of the program.
- c) The program director must hold current or emeritus NCCPA certification status.

A2.07

The program director must not be the medical director.

A2.08

The program director must provide effective leadership by exhibiting:

- a) responsiveness to issues related to personnel,
- b) strong communication skills, and
- c) proactive problem solving.

A2.09

The program director must be knowledgeable about and responsible for:

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- a) program organization,
- b) program administration,
- c) fiscal management of the program,
- d) continuous programmatic review and analysis,
- e) program planning,
- f) program development,
- g) completion of ARC-PA required documents, and
- h) adherence to the Standards and ARC-PA policies.

A2.10

The program director must supervise the medical director, principal and instructional faculty and staff in activities that directly relate to the PA program.

Medical Director

The Medical Director for the PA Science program must be an allopathic or osteopathic physician that is board certified. This position will be a consulting role on a permanent basis. The major responsibilities of this individual will be to validate the curriculum in accordance with the medical model of education. The ARC-PA cited references regarding the PA Science Medical Director are below:

A2.11

The medical director must be:

- a) a currently licensed allopathic or osteopathic physician and
- b) certified by an ABMS- or AOA-approved specialty board

A2.12

The medical director must be an active participant in the program and support the development of the program competencies to meet current practice standards as they relate to the PA role.

Instructional Faculty

The role of instructional faculty in the PA Science program will be in the form of guest lecturers and clinical preceptors. Copies of CV and licenses will be kept on file in the PA Science department for all guest lecturers. Clinical preceptors will need to provide licenses and board certification that will be verified annually. The Clinical Coordinator will be responsible for maintaining updated preceptor credentials in the E-Value platform. The ARC-PA cited references regarding PA Science Program faculty are below:

A2.13

Instructional faculty must be:

- a) qualified through academic preparation and/or experience to teach assigned subjects and
- b) knowledgeable in course content and effective in teaching assigned subjects.

A2.14

In addition to the principal faculty, there must be sufficient didactic instructional faculty to provide students with the necessary attention and instruction to acquire the knowledge, skills, and competencies required for entry into the profession.

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A2.15

The program should not rely primarily on resident physicians for didactic instruction.

A2.16

The program must

- a) verify and document that all instructional faculty actively serving as supervised clinical practice experience preceptors hold a valid license that allows them to practice at the clinical site,
- b) verify and document all instructional faculty actively serving as supervised clinical practice experience preceptors hold valid certification that allows them to practice in the area of instruction, and
- c) orient all instructional faculty to the specific learning outcomes it requires of students.

A2.17

In each location to which a student is assigned for didactic instruction or supervised clinical practice experiences, the program must inform the student which principal or instructional faculty member is designated by the program to assess and supervise the student's progress in achieving the learning outcomes it requires of students and how to contact this faculty member.

Administrative Support Staff

The PA Science program will have one Administrative Support Staff. This individual will be exclusively dedicated to the PA Science program on a full-time basis. The ARC-PA cited references regarding PA Science Administrative Support Staff are below:

A2.18

Administrative support for the program must be:

- a) at least a 1.0 FTE position dedicated exclusively to the program, and
- b) sufficient in number to manage the administrative responsibilities consistent with the organizational complexity and total enrollment of the program.

Current Resources and how will the new program impact existing resources

The Chair of the Department of Clinical and Diagnostic Sciences will work closely with the SHS Director of Academic Advising and Student Services to ensure students receive information on the new MS in PAS and are advised appropriately about this new program. This will help to recruit students for this new graduate level course.

PA Science students will be required to complete clinical rotations in accordance with ARC-PA guidelines. While there is a national shortage of clinical sites, the rotations required of PA Science students will differ from clinical experiences of other departments, so there will not be any significant overlap of clinical requirements. There may be an opportunity to expand current clinical affiliations and therefore increase the number of available sites to students in SHS and other Schools at Oakland University.

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Program Plan

Admission Requirements

The MS in PAS will follow the university graduate admission policies and expectations for admission to the university as outlined in the graduate catalog. Transfer credits are not accepted for this program. Applicants to the PA Science program must have a Bachelor's degree from an accredited institution before starting. Any applicant who has a Bachelor's degree from any institution that is outside of the United States must be evaluated by an Oakland University approved transcript evaluation service (World Education Services www.wes.org).

The MS in PA Sciences program will utilize the Centralized Application Service for Physician Assistants (CASPA) to process applications. The PA Science program will work with the Graduate School to integrate CASPA data to Slate, including data mapping, international document collection, etc. Students must have all prerequisites completed prior to applying for this program. All applicants will be required to have a completed/verified CASPA application with 3 letters of reference prior to being considered for an interview.

Applicants are not required to have healthcare experience prior to admission but it is encouraged. Professional membership in PA organizations is not required, but is encouraged. Applicants should have a thorough understanding of the PA profession prior to applying. The following required prerequisite courses are foundational experiences to assist the PA Science admissions committee in identifying students who are able to meet the rigor of PA Science curriculum. Since these courses are foundational, the PA Science program only allows applicants to have up-to-2 repeated pre-requisite course(s) on an application. A minimum GPA of 3.0 is required for all prerequisite courses. The PA Science program does not have a cumulative GPA requirement or standardized exam (GRE) requirement for an application.

Prerequisite Courses:

One course of each of the following is required. There is no specific number of credit hours needed per course and no specific university academic level is required. Required minimum of a 3.0 GPA on a 4.0 scale on each of these courses.

- Human Anatomy
- Statistics (can be taken in any University Department)
- Microbiology
- Developmental Psychology
- Human Physiology
- General Chemistry
- Biochemistry or Organic Chemistry
- Physics
- Nutrition
- English Composition

All Prerequisite Courses must be completed at the time of application.

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Ideal applicants for the program will be highly skilled communicators, demonstrate leadership, and have a commitment to service in the community. Applicants will be screened to ensure academic preparedness for the rigor of a PA Science program. The admissions methods of the Admissions Committee will look to attract diverse student population to address the healthcare needs in the State of Michigan.

In order to be admitted into the PA Science program an applicant has to be invited for an interview and selected for admission by the PA Science Admissions Committee. Approximately the top 100 candidates will be invited for an interview. The application Deadline is January 1 of the year of intended matriculation. Completion of Pre-Requisites does not guarantee admission.

Degree requirements.

Students will need to complete all requirements for graduation in accordance with the Graduate School. Student requirements for the MS in PAS degree:

1. Meet the university graduate school requirements.
2. Complete the required courses
3. Cumulative GPA of 3.0
4. Complete all program requirements

Curriculum Overview

In accordance with ARC-PA regulations, the curriculum is designed for a sequential body-systems approach with multiple touchpoints that ensure the curriculum will meet the depth and breadth necessary for entry-level practice. The curriculum is lock-step but each course will allow remediation for students. Students are required to successfully pass each course in order to progress to the next semester. A passing grade is "B".

The curriculum will consist of four didactic semesters (60 credit hours total) followed by one year of clinical immersion. During the clinical year, students will be required to complete the seven core rotations (Family Medicine, Internal Medicine, Surgery, Emergency Medicine, Pediatrics, Behavioral Medicine and Women's Health) and pass a standardized exam at the end of each rotation. Due to the variability in clinical rotation availability, students will complete the rotations in random order. There are three elective rotations available for the students also, which can be used for further medical exploration or to remediate a student who is having difficulty during the clinical year. The final two months of the program consist of the Capstone course (PAS 6900), in which summative evaluation for the curriculum is conducted per accreditation requirements. The summative evaluation in the final stage of the program will consist of a minimum of an objective structured clinical encounter (OSCE), End of Curriculum standardized examination, and Packrat standardized examination, and as with the other courses in the curriculum, a final course grade of "B" is required to pass the course.

Didactic Courses 4 Semesters 60 Credit Hours

| Semester 1 – Fall 2023 | Credits |
|---|----------------|
| PAS 5010 - Anatomical Science | 4 |
| PAS 5020 - Foundations in Medical Science | 9 |

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| | |
|--|-----------|
| PAS 5030 - Medical Interview and Documentation | 2 |
| Total | 15 |

| Semester 2 – Winter 2024 | Credits |
|---|----------------|
| PAS 5110 - Clinical Medical Science and Reasoning I | 5 |
| PAS 5120 - Psychosocial Factors in Medicine | 2 |
| PAS 5130 - Patient Assessment Across the Lifespan I | 4 |
| PAS 5140 – Diagnostic Sciences I | 2 |
| PAS 5150 - Ethics and Evidence Based Medicine | 2 |
| Total | 15 |

| Semester 3 – Spring/Summer 2024 | Credits |
|--|----------------|
| PAS 5210 - Clinical Medical Science and Reasoning II | 5 |
| PAS 5230 - Patient Assessment Across the Lifespan II | 4 |
| PAS 5240 - Diagnostic Sciences II | 2 |
| PAS 5220 - Public Health Science | 2 |
| PAS 5250 - Trends in Medicine and Wellness | 2 |
| Total | 15 |

| Semester 4 – Fall 2024 | Credits |
|--|----------------|
| PAS 5310 - Clinical Medical Science and Reasoning III | 5 |
| PAS 5330 - Patient Assessment Across the Lifespan III | 4 |
| PAS 5340 - Diagnostic Sciences III | 2 |
| PAS 5320 - Medical Economic Science | 1 |
| PAS 5350 - Clinical Transitions and Advanced Documentation | 3 |
| Total | 15 |

**Clinical Courses
3 Semesters
40 Credit Hours**

| Clinical Year (Winter 2025 through Fall 2025)* | Credits |
|---|----------------|
| PAS 6100 - Family Medicine Clinical Practicum | 4 |
| PAS 6200 - Emergency Medicine Clinical Practicum | 4 |
| PAS 6300 - Internal Medicine Clinical Practicum | 4 |
| PAS 6400 – Surgery Clinical Practicum | 4 |

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| | |
|---|-----------|
| PAS 6500 – Pediatrics Clinical Practicum | 4 |
| PAS 6600 - Women’s Health Clinical Practicum | 4 |
| PAS 6700 - Behavioral Medicine Clinical Practicum | 4 |
| PAS 6810 – Clinical Elective I | 3 |
| PAS 6820 – Clinical Elective II | 3 |
| PAS 6830 – Clinical Elective III | 3 |
| PAS 6900 – PA Science Capstone | 3 |
| Total | 40 |

*Note: each course is one month in duration, with the exception of the Capstone (2 months) and can be assigned in any random order from January through October 2025

The program must demonstrate enough clinical sites for each proposed student prior to the ARC-PA site visit. The program director is the former clinical coordinator at Wayne State and Michigan State, and has many connections to ensure clinical placements. The dedicated clinical coordinator will work with the program director to ensure quality clinical placements are available for the PA Science students. Letters of intent for clinical precepting can be found in **Appendix H**.

B3.01 The program must secure clinical sites and preceptors in sufficient numbers to allow all students to meet the program’s learning outcomes for supervised clinical practice experiences.

B3.02 Clinical sites and preceptors located outside of the United States must only be used for elective rotations.

One of the PA faculty will be the designated clinical coordinator and will be responsible for ensuring the placement of students. Clinical preceptors will not be OU faculty. The preceptors will receive a training handbook and will have access to the Clinical Coordinator should any concerns arise. ARC-PA mandates that clinical preceptors:

B3.05 Instructional faculty for the supervised clinical practice portion of the educational program must consist primarily of practicing physicians and PAs.

B3.06 Supervised clinical practice experiences should occur with: a) physicians who are specialty board certified in their area of instruction, b) NCCPA certified PAs, or c) other licensed health care providers qualified in their area of instruction.

B3.07 Supervised clinical practice experiences must occur with preceptors who enable students to meet program defined learning outcomes for: a) family medicine, b) emergency medicine, c) internal medicine, d) surgery, e) pediatrics, f) women’s health including prenatal and gynecologic care, and g) behavioral and mental health care.

There will be one PA faculty that will be the clinical coordinator and have the responsibility for clinical placements. Due to the competitive nature of clinical placements among PA programs and the changing culture in PA education to compensate for PA preceptors, the budget model does include compensation for clinical preceptors. The program will utilize E-Value to maintain the records. The clinical coordinator is responsible for monitoring compliance and the ARC-PA requires that annual reports are submitted to ensure that the program is meeting compliance

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standards. Students will be responsible for purchasing their malpractice insurance, as is standard in any PA program.

A3.07 The program must define, publish, make readily available and consistently apply: a) a policy on immunization and health screening of students. Such policy must be based on then current Centers for Disease Control and Prevention recommendations for health professionals and state specific mandates. b) written travel health policies based on then current CDC recommendations for international travel for programs offering elective international curricular components.

A3.17 Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation: a) that the student has met published admission criteria including advanced placement if awarded, b) that the student has met institution and program health screening and immunization requirements, c) of student performance while enrolled, d) of remediation efforts and outcomes, e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and f) that the student has met requirements for program completion.

A3.18 PA students and other unauthorized persons must not have access to the academic records or other confidential information of other students or faculty.

A3.19 Student health records are confidential and must not be accessible to or reviewed by program, principal or instructional faculty or staff except for immunization and screening results, which may be maintained and released with written permission from the student.

C1.01 The program must define its ongoing self-assessment process that is designed to document program effectiveness and foster program improvement. At a minimum, the process must address: a) administrative aspects of the program and institutional resources

Academic Progress – Probation – Dismissal

The faculty will have monthly meetings to review student performance in all PA Science courses. Any students who are not meeting the academic or professional requirements of the program will immediately be informed in writing by the Advancement Committee. Additionally, students will be assigned a faculty member as an advisor while enrolled in the program that will monitor their academic progress. The course coordinator, faculty advisor, and student will meet to discuss strategies for academic success.

Probation

Students who do not earn a passing grade (“B”) in a required course will be referred to the PA Science Advancement Committee for review in accordance with the OU Graduate Academic Probation Policy: “At the end of any semester, a graduate student who earns an individual course grade below a B (3.0) will be reviewed by the graduate program unit and subject to academic warning, probation, or dismissal, according to published program requirements”.

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Dismissal

The PA Science program may recommend academic dismissal for unsatisfactory academic performance, lack of academic progress toward degree or failure to meet graduate program requirements within established time limits. Oakland University Graduate School, in consultation with the graduate program, may also recommend a dismissal for these reasons. Dismissals for student behavioral issues or academic conduct are covered by separate policies and procedures, per the Graduate Catalog.

Academic direction and oversight for the program

Lindsay Gietzen, PhD, PA-C is the program director and 100% of her time is dedicated to the PA Science program. She is an experienced PA educator and meets the accreditation standards for a program director. Additionally, there will be a medical director in a consulting role who will work with the program director to ensure that the curriculum is in alignment with the medical model of education.

Interdisciplinary programs

The PA Science program will be housed in the School of Health Sciences, Department of Clinical and Diagnostic Sciences. The PA Faculty will be the Instructors of Record for all PA Science courses, per accreditation requirements. If program changes are proposed, they must first be approved by the accreditation agency, and then will follow the academic governance guidelines in the School of Health Sciences, Graduate Council and Senate.

Dean Ball, School of Health Sciences, states, "We are fully committed to the PAS, and in fact our CDS department was formed (4 years ago) with the plan to host a future PA program. In SHS we see the PAS as being central within our commitment to inter-professional education."

Accreditation

Physician Assistant education programs must be accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc (ARC-PA). The accreditation site visit is scheduled for March 30-31, 2023.

According to ARC-PA, the following are the designations of accreditation:

Accreditation-Provisional

Accreditation – Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

Accreditation – Provisional does not ensure any subsequent accreditation status. Accreditation – Provisional is limited to no more than five years from matriculation of the first class. Accreditation-Provisional remains in effect until the program achieves accreditation-continued after its third review, closes or withdraws from the accreditation process, or until accreditation is withdrawn for failure to comply with the *Standards*.

Accreditation-Continued

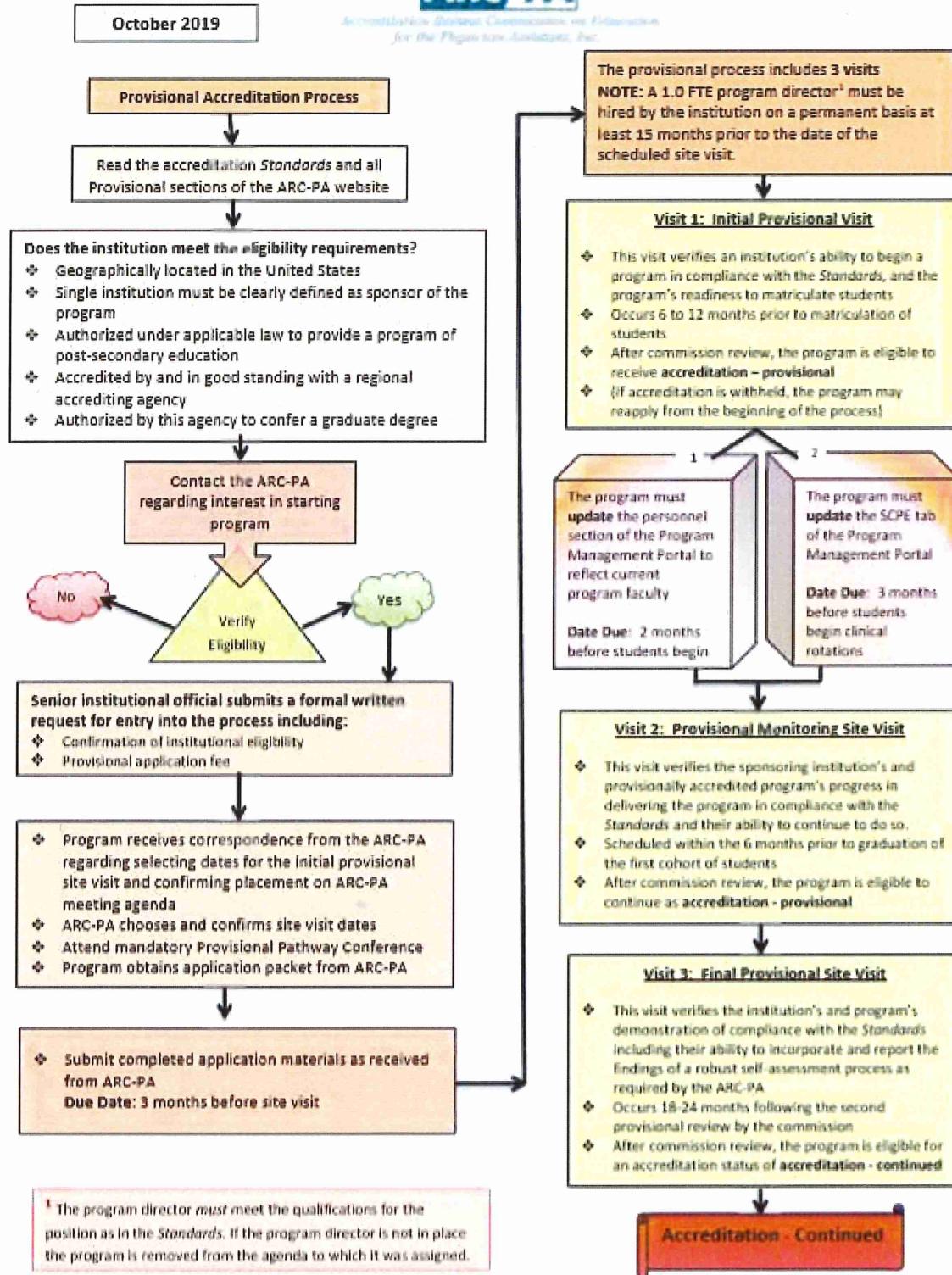
Accreditation-Continued is granted 1) when a currently accredited program is in compliance with the *Standards*, 2) in the case of a program holding Accreditation-Probation when the program has demonstrated that it is once again in compliance with the *Standards*, or 3) when a program holding Accreditation-Provisional demonstrates compliance with the *Standards* after completion of the provisional review process. Accreditation-continued status remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*.

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Accreditation Standards Commission on Education
for the Physician Assistant, Inc.



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Brief description of the program

Oakland University has the unique opportunity to create a rigorous curriculum that will serve as a model for other PA educational programs. The state-of-the-art facilities and quality clinical placements will support the rigorous curriculum. The first class of students are scheduled to matriculate in the Fall semester of 2023.

Source of Students

Students currently in the SHS will be a source of students. There is also an expectation that new students interested in PAS will be attracted to and enroll at Oakland University. Oakland University prepares students who attend PA programs at public universities in Michigan and public and private universities nationally. The Centralized Application Service for PAs (CASPA) 2015-2016 cycle reported an average program's matriculation rate was 6.2%⁹.

Recruitment Plan

- 1) There are a large number of students who are currently in the CDS concentrations that we anticipate will be interested in pursuing the MS in PAS degree. Students currently at Oakland who are taking pre-professional coursework will be likely interested in the MS in PAS degree.
- 2) We will work with undergraduate and graduate admissions to promote the new MS in PAS degree program. Methods of recruiting include participating in OU events such as Go for the Gold, Human Health Day, Honors College meetings and transfer student meetings and orientations.
- 3) The PAS program director, director of advising and chair of the CDS program and representatives from the Registrar's Office will meet with pre-PA clubs and Michigan college representatives to discuss pre-requisites and equivalencies.
- 4) Plans for recruitment include mailings and electronic communication. In addition, the CDS department will share the information at professional meetings, at Pre-PA informational meetings for prospective students, and with the pre-PA club and clubs on campus.

In addition to recruiting at Michigan Universities through Pre-PA clubs, the program will be listed on the PAEA website, participate in virtual program fairs, and the annual application will be on the national CASPA website. Michigan is consistently in the top 10 of PA applicants by state each year.

2019-2020 CASPA Applicants by State

| State | Applicants | Percent |
|------------|------------|---------|
| California | 2,939 | 10.72% |

⁹ This statistic is the most recent published.

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| | | |
|----------------|-------|-------|
| New York | 2,222 | 8.11% |
| Florida | 1,909 | 6.97% |
| Texas | 1,900 | 6.93% |
| Pennsylvania | 1,249 | 4.56% |
| Michigan | 1,210 | 4.41% |
| Illinois | 942 | 3.44% |
| North Carolina | 935 | 3.41% |
| New Jersey | 857 | 3.13% |
| Massachusetts | 812 | 2.96% |

Commitment to diversity is the first program goal – Recruit and retain qualified, diverse applicants who successfully complete the physician assistant program requirements. Diversity is also mandated by ARC-PA:

A1.11 The sponsoring institution must demonstrate its commitment to student, faculty and staff diversity and inclusion by: a) supporting the program in defining its goal(s) for diversity and inclusion, b) supporting the program in implementing recruitment strategies, c) supporting the program in implementing retention strategies, and d) making available, resources which promote diversity and inclusion

CASPA will collect data to allow the Admissions Committee to identify under-represented students. The PA Science program will create a rubric for admission criteria and assessment as mandated by ARC-PA.

Planned Program Enrollment

There are approximately 340 current students in the CDS department that might be expected to enroll in the MS in PAS degree program over the next 1 – 4 years. There is an expectation that there will be new students who will be interested in the MS in PAS program.

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There continues to be strong interest and employment growth in the healthcare fields. The projection is for 24 new students in the first year, eventually scaling to 42 students per year. New students will begin being admitted to and enrolling in the MS in PAS once the major is approved and accredited by the ARC-PA.

Advising students

The PA faculty will be responsible for academic advising for all of the PA students. Tutoring is not standard in a PA program and PA students are strictly prohibited from working for the program or teaching any of the curriculum per ARC-PA standards. Students in academic difficulty will be mentored by the course coordinators and their faculty advisors. The PA Science director and all PA Science faculty will be assigned to students in the PAS program to monitor academic progress and early intervention. A minimum of one advising session per semester is required for all students. Student progress will also be discussed at each monthly faculty meeting to ensure that students are meeting program competencies and have access to resources if needed to be successful in the program.

In accordance with the ARC-PA Standards, A1.04: The sponsoring institution must provide academic support and student services to PA students that are equivalent to those services provided to other comparable students of the institution.

Retention Plan

The OU PA Science Program will matriculate students with the intention to graduate everyone accepted into the program. Knowing that multiple circumstances can get in the way of a student being successful, the benchmark for student attrition is less than 5%, which is less than the national average of 7.3%. In this highly competitive program, students are recruited with the end-goal of academic and career success clearly in mind. We are committed to achieving student success, by ensuring a rigorous curriculum of challenge that meets the precise needs of our accreditation for which we provide a comprehensive supportive environment. We will maintain a cooperative conversation with our students collectively through participation in community events and small group work and individually with required student-faculty mentoring appointments each semester.

Provide list of businesses that would likely employ graduates of the program

Expected options for graduates with a MS in PAS eligibility to take the National Certifying Examination, PANCE. Once licensed and certified, graduates are expected to obtain employment in any field of medicine as a Physician Assistant. A listing of major hospitals located in Oakland County is as follows:

Ascension Macomb Oakland Hospital, Madison Heights Campus
Ascension Providence Hospital - Rochester
Ascension Providence Hospital - Southfield
Beaumont Hospital-Farmington Hills
Beaumont Hospital-Royal Oak
Havenwyck Hospital

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Henry Ford Kingswood Hospital
McLaren Oakland Hospital
Pontiac General Hospital
St. Joseph Mercy Hospital - Oakland

Off Campus or Distance Delivered Programs

Not applicable

Needs and Costs of the Program

New Resources Needed for the Program

The PAS program will need a variety of resources including faculty, equipment and supplies.

Source of New Resources

The primary source of funding new resources will be graduate tuition once the program is accepting students. Excluding the funding for the PA Director that is already base budget funded, the funding required for FY 22-23 and the five-year proforma for the PA program will be paid for by the University. The PA Science program is currently working with University Advancement to identify community donors for additional program funding. See the detailed description in the 5-Year Budget and Revenue from Program in Appendix E.

5-Year Budget and Revenue from Program **Appendix E**

Tuition revenue projections are based on the number of PAS credits in the proposed plan of study for each year in the degree program. The number of credits times the number of students in each year equals the tuition revenue for each year of the pro forma budget. Tuition revenue for 42 PAS students reaches a steady state in year 4.

Expenses include salaries and operating expenses. Salaries include full-time faculty, administrative professionals, clerical technical support, part time faculty, administrative costs for faculty, Graduate assistants and casual employment.

Operating expenses include supplies and services, equipment, maintenance, travel, recruitment and library and Graduate tuition. Travel, including faculty travel, includes attendance at state and national meetings. The recruitment line item for year one includes support for mailings, materials and events to publicize the new PAS program. Operating expenses for supplies and services, equipment, maintenance, and the library are described below.

The proforma budget includes some new purchases and renovations. A consistent equipment line item will allow the program to put in place a plan to regularly grade and replace equipment before there is an emergency and there are no funds to handle the emergency. Likewise, maintenance contracts for the large and expensive equipment will prevent higher costs if equipment needs to be replaced or repaired.

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Library – Include library assessment report **Appendix F**

There is a budget request from the library to support the purchase of additional books and anticipated annual inflationary cost increases for journals and research databases (historically averaging eight percent or more per year).

It is a technical requirement that all students have a laptop prior to beginning the PA Science program. It is also a requirement that students have reliable transportation to be able to get to classes and clinical rotations. The PA Science program will not be providing laptops to students. The current OU helpdesk will support these students.

Classroom, Laboratory, Space needs

The PAS program will hold academic classes in a dedicated classroom in HHB. While an official determination for space has not been made, the most valid option for the PA Science space need within HHB:

Classroom 2086 (Classroom)
Classroom 2085 (Classroom)
Faculty Offices (formerly linguistics offices): 1030, 1024, 1027, 1022, 1026, 1019, 1025, 1018,
1023

The classroom space proposal has been supported by the Provost:



TO: Brandy Randall, Dean, Graduate School and Members of the Graduate Council
FROM: Britt Rios, Executive Vice President of Academic Affairs and Provost
DATE: August 3, 2021
RE: Space for the Physician's Assistant Program

After extensive discussions and consideration of a variety of alternatives, I have determined that it is in the University's best interest to allocate HHB 2085 and 2086 to support the proposed Physician's Assistant program. This program will have an immediate impact on the health outcomes of the people of Michigan by increasing the access to and affordability of health care in our region and state. The program also provides a new revenue stream and cohorts of talented students to our institution at a time when overall enrollment is falling.

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Equipment Needs

A list of equipment that will be required for the PAS program is below:

Lecture/Simi and Supplies
Anatomage tables (4)
Beds/Tables (22)
Instructor Table
Skeleton
Phlebotomy arms (2-3) only need one day
Pulse Ox monitor (5)
Scale with height (1)
ear model
mouth model
head model
alligator clamps (3)
Torso model
fecal occult blood tests (disposable 38)
restraints (1)
EKG machine (1) only need one day
Phlebotomy supplies
Peak flow meter (2)
suction (1)
Arterial Blood Gas Model
Wound Simulators
Crutches and canes (should have already need one day)
Pediatric growth charts (2)
Pediatric full body simulator
Infant simulator
Bladder Cath model Male and female (2)
Prostate Exam simulator (2)
Genito-urinary Male and female (1)
lumbar puncture model
joint injection simulator
casting supplies
splinting supplies
breast models (2)
pap testing supplies
birthing simulator (1)
fetal heart tone monitor (1)
bedside ultra sound (1)
biopsy model for skin (38)
Incision and drainage
Pigs feet (38 per year)
suturing supplies disposable
knot tying boards (38)
intubation model with a macintosh blade (2)
cric simulator (1)
tonometer (1)
suture and staple removal kits (38 every year)
surgical scrub disposable (3 per student per year)

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sterile gloves (4 or 5 different size and then 2 boxes of each)
Surgical light
Patient Exam Tables
Diagnostic for Walls
Recording system
OR Bed
OR Lights
Scrub sink

The proforma budget includes some new purchases and renovations. A consistent equipment line item will allow the program to put in place a plan to regularly upgrade and replace equipment before there is an emergency and there are no funds to handle the emergency. Likewise, maintenance contracts for the large and expensive equipment will prevent higher costs if equipment needs to be replaced or repaired. Syllabi for the Diagnostics Course list all of the planned procedures. The procedures were selected based upon the Michigan Medicaid data and the National Hospital Ambulatory Study. The equipment has been budgeted in the Proforma, including disposables and replacement/maintenance for manikins.

Program Assessment Plan

There will be a committee to monitor student progress that will review student performance in each course on a monthly basis to ensure early intervention for students with academic difficulty. Each course will assess students in accordance with course learning outcomes and instructional objectives. While each course instructor will have academic freedom in the structure of the assessment of each course, there will be a multimodal approach when looking at the curriculum longitudinally, including written examinations, practical examinations, self-assessment, clinical performance, national examinations, and oral presentations. A summary of assessment methods by course can be found in Appendix G.

In addition, ARC-PA requires the following for student evaluation:

B4.01

The program must conduct frequent, objective and documented evaluations of student performance for both didactic and supervised clinical practice experience components. The evaluations must align with what is expected and taught, as defined by the program's instructional objectives and learning outcomes.

B4.02

The program must monitor and document the progress of each student in a timely manner and according to its defined and published policies and procedures, to identify and address any deficiency in meeting program competencies in:

- a) clinical and technical skills,
- b) clinical reasoning and problem-solving abilities,
- c) interpersonal skills,
- d) medical knowledge, and
- e) professional behaviors.

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B4.03

The program must conduct and document a summative evaluation of each student within the final four months of the program to verify that each student meets the program competencies

required to enter clinical practice, including:

- a) clinical and technical skills,
- b) clinical reasoning and problem-solving abilities,
- c) interpersonal skills,
- d) medical knowledge, and
- e) professional behaviors.

In addition to accreditation defined expectations, the PA Science Program will utilize the PAEA Assessment Suite of National Examinations to monitor student progress compared to other students nationally.

The PA Science program will follow the standard grading policies of the Oakland University Graduate School:

https://docs.google.com/document/d/1hDeIzAI9vAC3IcBMRPUm04dCwtAaTlo_95zF21WWbRY/edit

Appendices

Abbreviated Faculty Vitae
Degree Requirements
Typical Student Plan of Study – Full-Time Schedule
Detailed New Course Descriptions or Syllabi
Proforma Budget
Library Budget Report
Graduate Assessment Plan
Support Letters
Survey Data

Abbreviated Faculty Vitae

Please include information relevant to the proposed program

| | | |
|---|---|---|
| <p>Faculty Name Lindsay Gietzen</p> <p>Title PhD, PA-C</p> <p>School School of Health Sciences</p> | <p>Office School of Health Sciences Human Health Building 433 Meadow Brook Road, Rochester, MI 48309-4452</p> | <p>Office Phone 586-206-9976</p> <p>Office Email Lgietzen@oakland.edu</p> |
| <p>Degrees – School – Year Doctor of Philosophy, Education Evaluation and Research (Quantitative Methods) WAYNE STATE UNIVERSITY, Detroit, Michigan 2021</p> <p>Master of Science, Physician Assistant Studies WAYNE STATE UNIVERSITY, Detroit, Michigan 2008-2010</p> <p>Bachelor of Arts, Sociology with Departmental Honors Bachelor of Arts, University Honors WAYNE STATE UNIVERSITY, Detroit, Michigan 2005-2008</p> | <p>Research Interest</p> <p>Neurological Surgery Advancements Special Needs Populations Educational Evaluation Simulation in Medical Education</p> | |
| <p>Grants Awarded</p> <p>Impact of Healthcare Experience Before Graduate School Admission on PANCE Score UPTF Professional Development Grant 2017 Funded by UPTF in 2017 for \$5,000.00</p> <p>Special Olympics Health Appraisals IMPACT Grant 2016 Funded by PA Foundation in 2016 for \$4,450.00</p> | | |
| <p>Most Recent Publications (limit to 6)</p> <p>Gietzen, L., Bryan, G., & Brown, B. (2018). Physician Extenders. In The Business, Policy, and Economics of Performing Neurosurgery.</p> <p>Gietzen, L., & Kury, D. (2018). Epiglottitis. Journal of the American Academy of Physician Assistants.</p> <p>Gietzen, L., Roman, C. & Hegmann, T. (2018). Reliability and Validity of National End-of-Rotation Examinations: An Update. Journal of Physician Assistant Education.</p> <p>Gietzen, L., & Pokorski, P. (2017). Chondrosarcoma of the Cervical Spine. Journal of the American Academy of Physician Assistants, vol. 30, no. 12, 2017, pp. 23–25., doi:10.1097/01.jaa.0000525916.05473.da.</p> | | |

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Gietzen, L. (2017). Trigeminal Neuralgia. *Journal of the American Academy of Physician Assistants*, vol. 30, no. 1, 2017, pp. 46–47., doi:10.1097/01.jaa.0000511034.41821.df.

Gietzen, L., & Ryan, K. (2017). Case Study: A Subdural Hematoma after a Fall. *Clinical Advisor*, 22 Sept. 2017.

Graduate Courses Taught (relevant to new degree)

Wayne State University

- PAS 8000-Internal Medicine Rotation (4 credit hours)
- PAS 8050-Surgery Rotation (4 credit hours)
- PAS 8010-Obstetrics and Gynecology Rotation (2 credit hours)
- PAS 8020-Emergency Medicine Rotation (2 credit hours)
- PAS 8030-Pediatrics Rotation (2 credit hours)
- PAS 8040-Psychiatry Rotation (2 credit hours)
- PAS 8060-Family Medicine Rotation (6 credit hours)
- PAS 8070-Preceptorship (2 credit hours)

Prospective Graduate Courses (relevant to new degree)

| | |
|----------|---|
| PAS 5010 | Anatomical Science |
| PAS 5020 | Foundations in Medical Science |
| PAS 5030 | Medical Interview and Documentation |
| PAS 5110 | Clinical Medical Science and Reasoning I |
| PAS 5120 | Psychosocial Factors in Medicine |
| PAS 5130 | Patient Assessment Across the Lifespan I |
| PAS 5140 | Diagnostic Sciences I |
| PAS 5150 | Ethics and Evidence Based Medicine |
| PAS 5210 | Clinical Medical Science and Reasoning II |
| PAS 5230 | Patient Assessment Across the Lifespan II |
| PAS 5240 | Diagnostic Sciences II |
| PAS 5220 | Public Health Science |
| PAS 5250 | Trends in Medicine and Wellness |
| PAS 5310 | Clinical Medical Science and Reasoning III |
| PAS 5330 | Patient Assessment Across the Lifespan III |
| PAS 5340 | Diagnostic Sciences III |
| PAS 5320 | Medical Economic Science |
| PAS 5350 | Clinical Transitions and Advanced Documentation |
| PAS 6100 | Family Medicine Clinical Practicum |
| PAS 6200 | Emergency Medicine Clinical Practicum |
| PAS 6300 | Internal Medicine Clinical Practicum |
| PAS 6400 | Surgery Clinical Practicum |
| PAS 6500 | Pediatrics Clinical Practicum |
| PAS 6600 | Women's Health Clinical Practicum |
| PAS 6700 | Behavioral Medicine Clinical Practicum |
| PAS 6810 | Clinical Elective I |
| PAS 6820 | Clinical Elective II |
| PAS 6830 | Clinical Elective III |

| | | |
|--|----------|---------------------|
| | PAS 6900 | PA Science Capstone |
|--|----------|---------------------|

Degree Requirements

| PREPARATORY COURSES – undergraduate courses | | | | |
|--|--------------|----------------|----------------------|--|
| Course | Title | Credits | Prerequisites | |
| | | | | |
| | | | | |
| | | | | |

| FOUNDATION COURSES – graduate courses required prior to core | | | | | |
|---|--------------|----------------|----------------------|----------------|-------------------|
| Course | Title | Credits | Prerequisites | New (x) | % Distance |
| | | | | | |
| | | | | | |
| | | | | | |

| CORE COURSES | | | | | |
|---------------------|---|----------------|--------------------------|----------------|-------------------|
| Course | Title | Credits | Prerequisites | New (x) | % Distance |
| PAS 5010 | Anatomical Science | 4 | Admission to Program | x | 0 |
| PAS 5020 | Foundations in Medical Science | 9 | Admission to Program | x | 0 |
| PAS 5030 | Medical Interview and Documentation | 2 | Admission to Program | x | 0 |
| PAS 5110 | Clinical Medical Science and Reasoning I | 5 | Completion of Semester 1 | x | 0 |
| PAS 5120 | Psychosocial Factors in Medicine | 2 | Completion of Semester 1 | x | 0 |
| PAS 5130 | Patient Assessment Across the Lifespan I | 4 | Completion of Semester 1 | x | 0 |
| PAS 5140 | Diagnostic Sciences I | 2 | Completion of Semester 1 | x | 0 |
| PAS 5150 | Ethics and Evidence Based Medicine | 2 | Completion of Semester 1 | x | 0 |
| PAS 5210 | Clinical Medical Science and Reasoning II | 5 | Completion of Semester 2 | x | 0 |
| PAS 5230 | Patient Assessment Across the Lifespan II | 4 | Completion of Semester 2 | x | 0 |

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| | | | | | |
|----------|---|---|------------------------------------|---|-----------------------------|
| PAS 5240 | Diagnostic Sciences II | 2 | Completion of Semester 2 | x | 0 |
| PAS 5220 | Public Health Science | 2 | Completion of Semester 2 | x | 0 |
| PAS 5250 | Trends in Medicine and Wellness | 2 | Completion of Semester 2 | x | 0 |
| PAS 5310 | Clinical Medical Science and Reasoning III | 5 | Completion of Semester 3 | x | 0 |
| PAS 5330 | Patient Assessment Across the Lifespan III | 4 | Completion of Semester 3 | x | 0 |
| PAS 5340 | Diagnostic Sciences III | 2 | Completion of Semester 3 | x | 0 |
| PAS 5320 | Medical Economic Science | 1 | Completion of Semester 3 | x | 0 |
| PAS 5350 | Clinical Transitions and Advanced Documentation | 3 | Completion of Semester 3 | x | 0 |
| PAS 6100 | Family Medicine Clinical Practicum | 4 | Completion of Didactic Curriculum | x | In-person at clinical sites |
| PAS 6200 | Emergency Medicine Clinical Practicum | 4 | Completion of Didactic Curriculum | x | In-person at clinical sites |
| PAS 6300 | Internal Medicine Clinical Practicum | 4 | Completion of Didactic Curriculum | x | In-person at clinical sites |
| PAS 6400 | Surgery Clinical Practicum | 4 | Completion of Didactic Curriculum | x | In-person at clinical sites |
| PAS 6500 | Pediatrics Clinical Practicum | 4 | Completion of Didactic Curriculum | x | In-person at clinical sites |
| PAS 6600 | Women's Health Clinical Practicum | 4 | Completion of Didactic Curriculum | x | In-person at clinical sites |
| PAS 6700 | Behavioral Medicine Clinical Practicum | 4 | Completion of Didactic Curriculum | x | In-person at clinical sites |
| PAS 6810 | Clinical Elective I | 3 | Completion of Didactic Curriculum | x | In-person at clinical sites |
| PAS 6820 | Clinical Elective II | 3 | Completion of Didactic Curriculum | x | In-person at clinical sites |
| PAS 6830 | Clinical Elective III | 3 | Completion of Didactic Curriculum | x | In-person at clinical sites |
| PAS 6900 | PA Science Capstone | 3 | Completion of all Clinical Courses | x | 0 |
| | | | | | |

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| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |

| CONCENTRATION / DEPTH – master degree COGNATE / DISCIPLINE SPECIFIC COURSES – doctoral degree | | | | | |
|--|-------|-------------|---------------|------------|---------------|
| Cours e | Title | Credit s | Prerequisites | New (x) | % Distance |
| | | | | | |
| | | | | | |
| | | | | | |

| RECOMMENDED ELECTIVE COURSES | | | | | |
|------------------------------|-------|-------------|---------------|------------|---------------|
| Cours e | Title | Credit s | Prerequisites | New (x) | % Distance |
| | | | | | |
| | | | | | |
| | | | | | |

| EXIT COURSES – thesis, dissertation, internship | | | | | |
|---|-------|-------------|---------------|------------|---------------|
| Cours e | Title | Credit s | Prerequisites | New (x) | % Distance |
| | | | | | |
| | | | | | |
| | | | | | |

Typical Plan of Study – Full-Time Schedule

| Student Schedule | | |
|---|---|--|
| Fall I PAS 5010 - Anatomical Science PAS 5020 - Foundations in Medical Science PAS 5030 - Medical Interview and Documentation | Winter I PAS 5110 - Clinical Medical Science and Reasoning I PAS 5120 - Psychosocial Factors in Medicine PAS 5130 - Patient Assessment Across the Lifespan I PAS 5140 – Diagnostic Sciences I PAS 5150 - Ethics and Evidence Based Medicine | Summer I PAS 5210 - Clinical Medical Science and Reasoning II PAS 5230 - Patient Assessment Across the Lifespan II PAS 5240 - Diagnostic Sciences II PAS 5220 - Public Health Science PAS 5250 - Trends in Medicine and Wellness |
| Fall II PAS 5310 - Clinical Medical Science and Reasoning III PAS 5330 - Patient Assessment Across the Lifespan III PAS 5340 - Diagnostic Sciences III PAS 5320 - Medical Economic Science PAS 5350 - Clinical Transitions and Advanced Documentation | Winter II PAS 6100 - Family Medicine Clinical Practicum PAS 6200 - Emergency Medicine Clinical Practicum PAS 6300 - Internal Medicine Clinical Practicum PAS 6810 – Clinical Elective I | Summer II PAS 6400 – Surgery Clinical Practicum PAS 6500 – Pediatrics Clinical Practicum PAS 6600 - Women’s Health Clinical Practicum PAS 6820 – Clinical Elective II |
| Fall III PAS 6700 - Behavioral Medicine Clinical Practicum PAS 6830 – Clinical Elective III PAS 6900 – PA Science Capstone | Winter III | Summer III |
| Fall IV | Winter IV | Summer IV |
| Fall V | Winter V | Summer V |

Provide Detailed New Course Descriptions or Syllabi

PAS 5010 - Anatomical Science

Anatomy is concerned with the structure and function of the body. It is the basic biological course in which students learn the morphological setting upon which clinical knowledge and experiences are built. Students will acquire their anatomical knowledge through faculty lectures, videos, anatomical websites, clinical case discussions and problem sets.

PAS 5020 - Foundations in Medical Science

Microbiology addresses the basic principles of microbiology (including bacteriology, virology, mycology and parasitology) and their relationship to human health and diseases. Genetics will review the basic concepts, principles, and language of human genetics; and to equip students to analyze diseases and the responses to diseases in genetic terms. Physiology is in-depth study of human function. Special attention is given to the normal functional state of the organ systems including integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Pathophysiology focuses on the study of human disease and abnormal processes, including frequency, significance, diagnosis and treatment. Pharmacology provides students with an introduction to general principles of pharmacology and toxicology.

PAS 5030 - Medical Interview and Documentation

This course focuses on obtaining a medical history, interviewing techniques, communication skills, patient education, and documenting patient encounters. Particular focus will be given to developing cultural humility and increasing awareness of multiple factors when communicating with patients, including: a patient's disability status, special healthcare needs, race, ethnicity, religion, gender identity, sexual orientation, and socioeconomic status. Not only is it important to acknowledge these factors, but students must become aware of their own biases and learn to eliminate these to become mindful and respectful providers. As future healthcare providers in a diverse landscape, students will be taught to communicate in a manner that is patient-centered, culturally sensitive, and socioeconomically considerate.

PAS 5110 - Clinical Medical Science and Reasoning I

This course consists addresses clinical medicine as it relates to the body systems of HEENT (head, eyes, ears, nose, throat), Gastroenterology, Hematopoietic System, Psychopathology, the Pulmonary System, and the Cardiovascular System sections. Students are expected to utilize active learning, self-study, group collaboration, evidence-based research, and clinical application in order to be successful in this course and to create a foundation for lifelong learning in medicine.

PAS 5120 - Psychosocial Factors in Medicine

This course will focus on developing cultural humility and increasing awareness of multiple factors when communicating with patients, including: a patient's disability status, special healthcare needs, race, ethnicity, religion, gender identity, sexual orientation, and socioeconomic status. Not only is it important to acknowledge these factors, but students must become aware of their own

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biases and learn to eliminate these to become mindful and respectful providers. As future healthcare providers in a diverse landscape, students will be taught to communicate in a manner that is patient-centered, culturally sensitive, and socioeconomically considerate.

PAS 5130 - Patient Assessment Across the Lifespan I

This course focuses on the development of physical examination skills needed to practice medicine. A body systems approach will be utilized and both normal and abnormal physical examination findings will be addressed. This course includes eliciting a medical history; performing physical examination; reviewing anatomy, physiology and pathophysiology of common diseases; and differentiating between normal and abnormal physical exam findings.

PAS 5140 – Diagnostic Sciences I

This course focuses on the development of performance of medical procedures and interpretation of diagnostic testing relevant to the body systems. Topics will include indications, contraindications, precautions, complications, techniques, cost-effectiveness, patient preparation, and ordering and interpretation of specific labs and tests. Students will learn clinical and technical skills including procedures based on current professional practice. This course is designed to develop the student's clinical knowledge of available laboratory, imaging, and diagnostic skills and apply that knowledge to specific disease processes. The student will apply concepts learned in this course throughout their didactic courses as well as throughout their supervised clinical rotation experiences.

PAS 5150 - Ethics and Evidence Based Medicine

This course serves as an introduction to the ethical principles and legal standards relevant to the practice of medicine by PA professionals. This course introduces students to evidence-based medicine, research design concepts, and critical appraisal of the medical literature.

PAS 5210 - Clinical Medical Science and Reasoning II

This course consists of clinical medicine as it relates to Geriatrics, Pediatrics, Endocrinology, Genitourinary, Musculoskeletal/Rheumatology, and Neurology. Pediatrics, Musculoskeletal/Rheumatology, and Neurology will be taught within the Department of PA Science. Students are expected to utilize active learning, self-study, group collaboration, evidence-based research, and clinical application in order to be successful in this course and to create a foundation for lifelong learning in medicine.

PAS 5220 - Public Health Science

This course introduces students to assessment of trends in public health, public health epidemics, and disease prevention

PAS 5230 - Patient Assessment Across the Lifespan II

This course focuses on the development of physical examination skills needed to practice medicine. A body systems approach will be utilized and both normal and abnormal physical examination findings will be addressed. This course includes eliciting a medical history; performing physical examination; reviewing anatomy, physiology and pathophysiology of common

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diseases; and differentiating between normal and abnormal physical exam findings. A physical examination skills laboratory will be held most weeks to permit students to practice history and physical exam techniques.

PAS 5240 - Diagnostic Sciences II

This course focuses on the development of performance of medical procedures and interpretation of diagnostic testing relevant to the body systems. Topics will include indications, contraindications, precautions, complications, techniques, cost-effectiveness, patient preparation, and ordering and interpretation of specific labs and tests. Students will learn clinical and technical skills including procedures based on current professional practice. The focus of this semester is as follows: pediatrics, geriatrics, neurology, orthopedics, rheumatology, endocrine, and renal. This course is designed to develop the student's clinical knowledge of available laboratory, imaging, and diagnostic skills and apply that knowledge to specific disease processes. The student will apply concepts learned in this course throughout their didactic courses as well as throughout their supervised clinical rotation experiences.

PAS 5250 - Trends in Medicine and Wellness

This course will review current trends in medicine and healthcare and discuss the implications of these trends on overall patient wellness. This course will also address provider burnout and ways to manage stress. As alternative medicine is gaining popularity, an overview of naturopathy and connections to allopathic medicine will be discussed.

PAS 5310 - Clinical Medical Science and Reasoning III

This course addressed clinical medicine as it relates to Women's Health, Emergency Medicine, Dermatology, Infectious Disease. Students are expected to utilize active learning, self-study, group collaboration, evidence-based research, and clinical application in order to be successful in this course and to create a foundation for lifelong learning in medicine.

PAS 5320 - Medical Economic Science

This course introduces students to principles of healthcare economics in the United States, patient safety, quality improvement process, PA profession/interprofessional teams, social determinates of health, and health policy.

PAS 5330 - Patient Assessment Across the Lifespan III

This course focuses on the development of physical examination skills needed to practice medicine. A body systems approach will be utilized and both normal and abnormal physical examination findings will be addressed. This course includes eliciting a medical history; performing physical examination; reviewing anatomy, physiology and pathophysiology of common diseases; and differentiating between normal and abnormal physical exam findings.

PAS 5340 - Diagnostic Sciences III

This course focuses on the development of performance of medical procedures and interpretation of diagnostic testing relevant to the body systems. Topics will include indications, contraindications, precautions, complications, techniques, cost-effectiveness, patient preparation, and ordering and interpretation of specific labs and tests. Students will learn clinical and technical

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skills including procedures based on current professional practice. The focus of this semester is as follows: women's health, dermatology, emergency medicine, infectious disease. This course is designed to develop the student's clinical knowledge of available laboratory, imaging, and diagnostic skills and apply that knowledge to specific disease processes.

PAS 5350 - Clinical Transitions and Advanced Documentation

This course prepares students for the transition from didactic learning to clinical applications and documentation of medicine.

PAS 6100 - Family Medicine Clinical Practicum

This course provides clinical exposure in family medicine under the supervision of a clinical site preceptor. Students will apply the knowledge gained during the didactic curriculum to patient encounters.

PAS 6200 - Emergency Medicine Clinical Practicum

This course provides clinical exposure in emergency medicine under the supervision of a clinical site preceptor. Students will apply the knowledge gained during the didactic curriculum to patient encounters.

PAS 6300 - Internal Medicine Clinical Practicum

This course provides clinical exposure in internal medicine under the supervision of a clinical site preceptor. Students will apply the knowledge gained during the didactic curriculum to patient encounters.

PAS 6400 – Surgery Clinical Practicum

This course provides clinical exposure in surgery under the supervision of a clinical site preceptor. Students will apply the knowledge gained during the didactic curriculum to patient encounters.

PAS 6500 – Pediatrics Clinical Practicum

This course provides clinical exposure in pediatric medicine under the supervision of a clinical site preceptor. Students will apply the knowledge gained during the didactic curriculum to patient encounters.

PAS 6600 - Women's Health Clinical Practicum

This course provides clinical exposure in women's health under the supervision of a clinical site preceptor. Students will apply the knowledge gained during the didactic curriculum to patient encounters.

PAS 6700 - Behavioral Medicine Clinical Practicum

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This course provides clinical exposure in Behavioral Health under the supervision of a clinical site preceptor. Students will apply the knowledge gained during the didactic curriculum to patient encounters.

PAS 6810 – Clinical Elective I

This course provides clinical exposure in a field of internal medicine subspecialty under the supervision of a clinical site preceptor. Students will apply the knowledge gained during the didactic curriculum to patient encounters.

PAS 6820 – Clinical Elective II

This course provides clinical exposure in a field of surgical subspecialty under the supervision of a clinical site preceptor. Students will apply the knowledge gained during the didactic curriculum to patient encounters.

PAS 6830 – Clinical Elective III

This course provides clinical exposure in any field of medicine under the supervision of a clinical site preceptor. Students will apply the knowledge gained during the didactic curriculum to patient encounters.

PAS 6900 – PA Science Capstone

This course correlates with the didactic and clinical components of the program's curriculum and measures if the learner has the medical knowledge, interpersonal, clinical and technical skills, professional behaviors, clinical reasoning, and problem-solving abilities required to enter clinical practice. This course will also include information about obtaining PA licensing, credentialing, state laws, and NCCPA certification examination.

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APPENDIX E

Proforma Budget

| Proforma - Most Likely | | | | | |
|-------------------------------|------------------|--------------------|--------------------|--------------------|--------------------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| New Student Count | 24 | 36 | 42 | 42 | 42 |
| Description | | | | | |
| UG LL CAS | \$0 | \$0 | \$0 | \$0 | \$0 |
| UG UL CAS | \$0 | \$0 | \$0 | \$0 | \$0 |
| UG LL SBA | \$0 | \$0 | \$0 | \$0 | \$0 |
| UG UL SBA | \$0 | \$0 | \$0 | \$0 | \$0 |
| UG LL SEHS | \$0 | \$0 | \$0 | \$0 | \$0 |
| UG UL SEHS | \$0 | \$0 | \$0 | \$0 | \$0 |
| UG LL SECS | \$0 | \$0 | \$0 | \$0 | \$0 |
| UG UL SECS | \$0 | \$0 | \$0 | \$0 | \$0 |
| UG LL SHS | \$0 | \$0 | \$0 | \$0 | \$0 |
| UG UL SHS | \$0 | \$0 | \$0 | \$0 | \$0 |
| UG LL SON | \$0 | \$0 | \$0 | \$0 | \$0 |
| UG UL SON | \$0 | \$0 | \$0 | \$0 | \$0 |
| GR | \$832,140 | \$2,080,350 | \$2,889,375 | \$3,189,870 | \$3,236,100 |
| PHD | \$0 | \$0 | \$0 | \$0 | \$0 |
| Gross Tuition Revenue | \$832,140 | \$2,080,350 | \$2,889,375 | \$3,189,870 | \$3,236,100 |

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SBRC Proforma Template

FY2020

| Most Likely Scenario | 23-24 | 24-25 | 25-26 | 26-27 | 27-28 |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Est. New Students to Program | 24 | 36 | 42 | 42 | 42 |
| 1st Year Cohort Revenue | \$ 832,140 | \$ 1,248,210 | \$ 1,456,245 | \$ 1,456,245 | \$ 1,456,245 |
| 2nd Year Cohort Revenue | \$ - | \$ 832,140 | \$ 1,248,210 | \$ 1,456,245 | \$ 1,456,245 |
| 3rd Year Cohort Revenue | \$ - | \$ - | \$ 184,920 | \$ 277,380 | \$ 323,610 |
| 4th Year Cohort Revenue | \$ - | \$ - | \$ - | \$ - | \$ - |
| Gross Tuition Revenue | \$ 832,140 | \$ 2,080,350 | \$ 2,889,375 | \$ 3,189,870 | \$ 3,236,100 |
| Less: Avg Financial Aid (30%) | \$ (249,642) | \$ (624,105) | \$ (866,813) | \$ (956,961) | \$ (970,830) |
| Net Tuition Revenue | \$ 582,498 | \$ 1,456,245 | \$ 2,022,563 | \$ 2,232,909 | \$ 2,265,270 |
| Expenses | | | | | |
| Salaries | | | | | |
| Faculty Salaries | 6101 \$ 318,750 | \$ 397,500 | \$ 476,250 | \$ 397,500 | \$ 397,500 |
| Visiting Faculty | 6101 | | | | |
| Administrative Professionals | 6201 \$ 48,122 | \$ 155,987 | \$ 155,987 | \$ 155,987 | \$ 155,987 |
| Clerical Technical | 6211 \$ 45,092 | \$ 45,092 | \$ 45,092 | \$ 45,092 | \$ 45,092 |
| Administrative IC | 6221 | | | | |
| Faculty Inload/Replacement Costs | 6301 \$ 146,250 | \$ 172,500 | \$ 198,750 | \$ 198,750 | \$ 198,750 |
| Faculty Overload | 6301 | | | | |
| Part-Time Faculty | 6301 \$ 9,517 | \$ 9,517 | \$ 9,517 | \$ 9,517 | \$ 9,517 |
| Graduate Assistant | 6311 \$ 16,640 | \$ 41,600 | \$ 66,560 | \$ 66,560 | \$ 66,560 |
| Casual/Temp | 6401 \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 |
| Out of Classification | 6401 | | | | |
| Student Labor | 6501 | | | | |
| Total Salary Expense | \$ 604,371 | \$ 842,196 | \$ 972,156 | \$ 893,406 | \$ 893,406 |
| Fringe Benefits | 6701 \$ 190,954 | \$ 274,006 | \$ 310,785 | \$ 278,103 | \$ 278,103 |
| Total Compensation | \$ 795,325 | \$ 1,116,202 | \$ 1,282,941 | \$ 1,171,509 | \$ 1,171,509 |
| Operating Expenses | | | | | |
| Supplies and Services | 7101 \$ 289,575 | \$ 270,820 | \$ 341,125 | \$ 355,500 | \$ 355,800 |
| Graduate Tuition | 7101 \$ 24,656 | \$ 61,640 | \$ 98,624 | \$ 98,624 | \$ 98,624 |
| E-Learning Support | 7102 | | | | |
| Travel | 7201 \$ 18,000 | \$ 22,500 | \$ 27,000 | \$ 27,000 | \$ 27,000 |
| Equipment | 7501 \$ 210,000 | \$ 110,000 | \$ 110,000 | \$ 10,000 | \$ 10,000 |
| Maintenance | 7110 | | | | |
| Recruitment and advertising | 7101 \$ 5,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 |
| Library | 7401 \$ 15,000 | \$ 15,000 | \$ 15,000 | \$ 15,000 | \$ 15,000 |
| Total Operating Expenses | \$ 562,231 | \$ 482,960 | \$ 594,749 | \$ 509,124 | \$ 509,424 |
| Total Expenses | \$ 1,357,556 | \$ 1,599,162 | \$ 1,877,690 | \$ 1,680,633 | \$ 1,680,933 |
| Net Income (Loss) | \$ (525,416) | \$ 481,188 | \$ 1,011,685 | \$ 1,509,237 | \$ 1,555,167 |

¹The tuition calculations do not account for any attrition of students.

Library Budget Report



University Libraries
Rochester, Michigan 48309-4401

MEMORANDUM

To: Lindsay Gietzen, MS, PA-C, Associate Professor and Program Director, School of Health Sciences
From: Helen Levenson, Collection Development Librarian, University Libraries
Julia Rodriguez, Librarian Liaison to SHS, University Libraries
Re: Library collection evaluation for proposed Master of Science in Physician Assistant Studies (M.S. PA).

Date: February 9, 2021

In order to complete this library collection evaluation for the proposed M.S. PA program we reviewed the draft program description and course of study outline in relation to the University Libraries' current resources and benchmarked the University Libraries' current holdings for subjects supporting physician assistant studies against InCites Journal Citation Reports journal list, the SCImago Journal Ranking (SJR) top-ranking journals list, Ulrich's Periodicals Directory and reviewed resources of comparable M.S. PA programs. The following is an assessment of the University Libraries' ability to support the proposed new degree program.

Health Science Databases

The University Libraries maintain subscriptions to significant health science and multidisciplinary journal indexes that cover the fields related to Physician Assistant Studies. These include the following:

- *Alt-Health Watch*, a collection of literature covering complementary, holistic and integrated approaches to health care and wellness;
- *CINAHL Complete*, a health sciences database that provides full-text access to journals;
- *Cochrane Library*, a collection of databases that contain evidence for healthcare decisionmaking;
- *EMBASE*, Comprehensive coverage of the preclinical, medical and pharmacological sciences. Strong in the European literature;

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- *PsychInfo*, provides indexing and full-text access to research on social work, social casework, social services, social welfare and numerous other related social work research and practitioner topics;
- *PubMed Central* and *MEDLINE*, the premier databases for biomedical, life science, and allied health information;
- *Scopus*, a large citation and abstract database covering science and medical peer-reviewed literature;
- *Web of Science*, another large index covering life sciences and allied health.

Through use of these databases, users are able to access full-text coverage of the periodical literature through the University Libraries' openURL article linker, the "Get It" link. This service links databases to the Libraries' e-journal packages.

Additionally, the library has subscriptions to leading medical and health science resources including point-of-care, quick reference and anatomy tools.

Related Health Science Resources

- AccessMedicine
- AccessMedicine - Case Files
- AccessMedicine HemOnc Collection
- AccessNeurology
- AccessObGyn
- AccessPediatrics
- AccessPhysiotherapy
- AccessSurgery
- Anatomy.TV
- Bates' Visual Guide
- Clinical Pharmacology
- DynaMed Plus
- Health and Psychosocial Instruments (HaPI)
- IMAIOS (e-Anatomy)
- JAMA Evidence
- Micromedex
- Natural Medicines
- PubMed (MEDLINE)
- PsycARTICLES
- Scriver's OMMBID
- SPORTDiscus
- STAT!Ref
- Thieme Teaching Assistant: Anatomy
- UpToDate

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Monographs

An analysis of the Libraries' monograph collection found that the University Libraries have a good, basic collection related to physician assistant studies. To keep the collection updated additional monographs should be acquired yearly. See Table 1 for a breakdown of the monograph collection related Physician Assistant Studies. To ensure that the Libraries' monographic collection adequately supports the new proposed degree program, funding is needed to purchase additional monographs each year in corresponding subject areas to enable the University libraries to maintain up-to-date resources. See Appendix B for associated costs.

Table 1: Total monograph titles for subjects related to the proposed M.S. PA program:

| Call # range | No. of Print Books | No. of Electronic Books |
|---|--------------------|-------------------------|
| R5-R130.5 General Work-Medicine | 90 | 279 |
| R690-R697 Medicine as a profession | 63 | 36 |
| R723-R726 Medical philosophy Medical ethics | 567 | 121 |
| R728-R733 Practice of Medicine | 84 | 156 |
| RA1-RA418.5 Medicine and the state | 787 | 468 |
| RA421-RA790.95 Public Health | 1391 | 1059 |
| RA960-1000.5 Medical Centers | 201 | 153 |
| RA1190-1270 Toxicology | 126 | 135 |
| RB1-RB214 Pathology | 278 | 162 |
| RC31-RC1245 Internal Medicine | 5772 | 3966 |
| RD1-RD811 Surgery | 609 | 808 |
| RE1-RE994 Ophthalmology | 37 | 173 |
| RF1-RF-547 Otorhinolaryngology | 25 | 68 |
| RG1-RG991 Gynecology and obstetrics | 445 | 380 |
| RJ1-RJ570 Pediatrics | 1320 | 521 |
| RM1-RM950 Therapeutics. Pharmacology | 761 | 528 |
| RZ201-999 Other systems of medicine | 30 | 12 |

Journals

The University Libraries' coverage of the journal literature related to Physician Assistant Studies program is very strong. Appendix A provides a sample list of the major peer-reviewed subscription journals across related subject fields to which OU Libraries currently have online access. Leading open access journals in the field are also indexed and discoverable through the Libraries' discovery tool and databases. Relevant scholarly and trade literature is available online through the Libraries' discovery tool, general interest periodical databases (e.g. *Academic OneFile*), and journal publisher packages (e.g. Wiley, Elsevier, Cambridge, and Oxford), in addition to the subject-specific indexes listed above.

Support for Current Library Resources

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As noted above, OU Libraries already subscribe to a number of online resources that will support a M.S. Physician Assistant Studies program. However, due to anticipated annual inflationary cost increases for journals and research databases (historically averaging eight percent or more per year), the Libraries cannot guarantee that we will be able to maintain subscriptions even to our current resources. Therefore, we ask that University Libraries be given \$4,000 per year (with inflationary increases in each year) to assist us in funding these resources, especially the current journal packages that are critical to this program as well as to the broader curriculum of the School of Health Sciences.

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Appendix A: Selection of top-ranked (subscription) peer-reviewed journal titles available online to support a M.S. Physician Assistant Studies Program

| Journal Name |
|--|
| Advances in Anatomic Pathology |
| American Family Physician |
| American Journal of Gastroenterology |
| American Journal of Obstetrics and Gynecology |
| American Journal of Surgical Pathology |
| American Journal of Surgical Pathology |
| Anatomical Sciences Education |
| Annals Of Internal Medicine |
| Annals of Surgery |
| BJOG: An International Journal of Obstetrics and Gynaecology |
| BMJ-British Medical Journal |
| Brain Structure and Function |
| British Journal of General Practice* 1 – year embargo |
| CA - A Cancer Journal for Clinicians |
| Cancer Discovery |
| Cannabis and Cannabinoid Research* 1 – year embargo |
| Circulation |
| Circulation Research |
| Clinical Cancer Research |
| Clinical Infectious Diseases |
| Clinical Microbiology Reviews |
| Clinical Plasma Medicine |
| Developmental Review |
| Diabetes and Metabolism |

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| |
|-----------------------------------|
| Diabetes Care |
| Diabetes, Obesity and Metabolism |
| European Heart Journal |
| European Journal of Heart Failure |

| |
|--|
| Family Practice |
| Family Practice Management |
| Fertility and Sterility |
| Gastroenterology |
| GeroScience |
| Gut |
| Gut Microbes |
| Gynecologic Oncology |
| Human Brain Mapping |
| Human Reproduction |
| Human Reproduction Update |
| Hypertension |
| JAAPA : official journal of the American Academy of Physician Assistants |
| JAMA Cardiology |
| JAMA Internal Medicine |
| JAMA Oncology |
| JAMA Pediatrics |
| JAMA Surgery |
| Jama-Journal of The American Medical Association |
| Journal of Adolescent Health |
| Journal of Anatomy |
| Journal of Bone and Joint Surgery |

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| |
|---|
| Journal of Child Psychology and Psychiatry and Allied Disciplines |
| Journal of General Internal Medicine |
| Journal of Heart and Lung Transplantation |
| Journal of Heart and Lung Transplantation |
| Journal of the American College of Cardiology |
| Journal of the American College of Surgeons |
| Journal of the National Cancer Institute |
| Lancet |
| Lancet Diabetes and Endocrinology |
| Microbiology and Molecular Biology Reviews |
| Nature Reviews Cancer |
| Nature Reviews Microbiology |
| New England Journal of Medicine |
| Obstetrics and Gynecology |
| Pediatric Diabetes |
| Pediatrics |
| Perspectives on Sexual and Reproductive Health |
| Practitioner |
| Primary Care Diabetes |
| The Lancet Child and Adolescent Health |
| The Lancet HIV |
| The Lancet Infectious Diseases |
| The Lancet Oncology |
| Ultrasound in Obstetrics and Gynecology |

Appendix B: Proposed Five-Year Budget for Library Resources to Support a M.S. Physician Assistant Studies Program

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| Appendix B | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| Library Budget for Proposed Physicians Assistant Program | | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Monographs & electronic reference titles ¹ | \$ 2,850 | \$ 2,993 | \$ 3,143 | \$ 3,300 | \$ 3,465 |
| Support for current resources ² | \$ 4,000 | \$ 4,320 | \$ 4,666 | \$ 5,039 | \$ 5,442 |
| Total | \$ 6,850 | \$ 7,313 | \$ 7,809 | \$ 8,339 | \$ 8,907 |
| 1 Presumes the purchase of approximately 10 books per year, with a 5% annual inflationary increase. | | | | | |
| 2 Presumes an 8% annual inflation rate. | | | | | |

cc: Polly Boruff-Jones, Dean of University Libraries
 Julia E. Rodriguez, University Libraries Representative to University Senate

Graduate Assessment Plan
Insert Graduate Assessment Plan following <https://www.oakland.edu/oira/>
Please contact OIRA for assistance

April 2021

To: Lindsay Gietzen, Physician Assistant Science Program Chair & Assessment Representative

From: Katie Greer and Evan Trivedi, Co-Chairs
University Assessment Committee

Subject: Reply to Physician Assistant Science Assessment Map

Thank you for submitting the Physician Assistant Science assessment map dated March 8, 2021.

The UAC has reviewed and approved the external map showing how your accrediting body's requirements for program assessment meet or exceed those of the Higher Learning Commission. Please submit a new map only if your accreditor changes their requirements that surround the assessment of student learning, or if the location of your accreditor's listed requirements (i.e. website or document) changes.

After your next external re-accreditation, we ask that you send a copy of the letter announcing re-accreditation or the letter announcing the terms of probation to this committee.

If your faculty would like to meet with members of the UAC for any reason, please contact either the UAC chair, or the OIRA-UAC liaison Reuben Ternes (ternes@oakland.edu).

For information purposes, we are sending a copy of this the dean and provost.

Assessment Map

| | H&Ps or other clinical documents | Written Exams | Practical Exams | Oral Presentations | Group Projects | OSCE | Preceptor Evaluation | Student Self-Evaluation |
|--|----------------------------------|---------------|-----------------|--------------------|----------------|------|----------------------|-------------------------|
| PAS 5010 - Anatomical Science | | x | x | | | | | |
| PAS 5020 - Foundations in Medical Science | | x | | | | | | |
| PAS 5030 - Medical Interview and Documentation | x | | | x | | | | |
| PAS 5110 - Clinical Medical Science and Reasoning I | | x | | | | | | |
| PAS 5120 - Psychosocial Factors in Medicine | | x | | x | x | | | |
| PAS 5130 - Patient Assessment Across the Lifespan I | | x | x | | | | | |
| PAS 5140 – Diagnostic Sciences I | | x | x | | | | | x |
| PAS 5150 - Ethics and Evidence Based Medicine | | | | x | x | | | |
| PAS 5210 - Clinical Medical Science and Reasoning II | | x | | | | | | |
| PAS 5220 - Public Health Science | | | | x | x | | | |
| PAS 5230 - Patient Assessment Across the Lifespan II | | x | x | | | x | | |
| PAS 5240 - Diagnostic Sciences II | | x | x | | | | | |
| PAS 5250 - Trends in Medicine and Wellness | | | | x | x | | | x |
| PAS 5310 - Clinical Medical Science and Reasoning III | | x | | | | | | |
| PAS 5320 - Medical Economic Science | | | | x | x | | | |
| PAS 5330 - Patient Assessment Across the Lifespan III | | x | x | | | x | | |
| PAS 5340 - Diagnostic Sciences III | | x | x | | | | | |
| PAS 5350 - Clinical Transitions and Adv. Documentation | x | x | x | | | | | x |
| PAS 6100 - Family Medicine Clinical Practicum | | x | | | | | x | x |
| PAS 6200 - Emergency Medicine Clinical Practicum | | x | | | | | x | x |
| PAS 6300 - Internal Medicine Clinical Practicum | | x | | | | | x | x |
| PAS 6400 – Surgery Clinical Practicum | | x | | | | | x | x |
| PAS 6500 – Pediatrics Clinical Practicum | | x | | | | | x | x |
| PAS 6600 - Women’s Health Clinical Practicum | | x | | | | | x | x |
| PAS 6700 - Behavioral Medicine Clinical Practicum | | x | | | | | x | x |
| PAS 6810 – Clinical Elective I | x | | | x | | | x | x |
| PAS 6820 – Clinical Elective II | x | | | x | | | x | x |
| PAS 6830 – Clinical Elective III | x | | | x | | | x | x |
| PAS 6900 – PA Science Capstone | x | x | x | | x | x | | x |

Support Letters



EXECUTIVE
ADMINISTRATIVE

500 N. Fairport St.
Farmington, Michigan
48334-2222

tel: (248) 336-5000

mclaren.org

February 5, 2021

Lindsay Gietzen, MS, PA-C
Associate Professor and Program Director
School of Health Sciences, Oakland University
433 Meadow Brook Road
Rochester, MI 48309-4452


Dear Ms. Gietzen,

We are excited about the addition of a new graduate degree program providing training for students to enter the healthcare industry as Physician Assistants. The new Master of Science in Physician Assistant Science will contribute to increasing the number of advanced practice medical practitioners, thereby improving the efficiency, effectiveness, and quality of healthcare delivery.

With a strong healthcare industry in Southeastern Michigan, including several large hospital systems, the prospects for employment of graduates of this new program are excellent. Furthermore, this new program provides an important complement to emphasize Oakland University's recognition as a multidisciplinary, inter-professional "School of Choice" for prospective students considering careers in the healthcare industry.

The proposed master's program provides a new degree offering for OU students. We continue to seek out collaborative educational opportunities for students to participate in inter-professional training experiences. We are pleased to support this innovative new program proposal and look forward to interacting with the PA Science faculty and students in the future.

Sincerely,


Margaret Dimond, PhD
President & CEO
McLaren Health Care

Oakland University

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2-7-2021

Lindsay Gietzen, MS, PA-C
Associate Professor and Program Director
School of Health Sciences, Oakland University
433 Meadow Brook Road
Rochester, MI 48309-4452

Dear Ms. Gietzen,

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With a strong healthcare industry in Southeastern Michigan, including several large hospital systems, the prospects for employment of graduates of this new program are excellent. Furthermore, this new program provides an important complement to emphasize Oakland University's recognition as a multidisciplinary, interprofessional "School of Choice" for prospective students considering careers in the healthcare industry.

The proposed master's program provides a new degree offering for OU students. We will continue to seek out collaborative educational opportunities for students to participate in interprofessional training experiences. We are pleased to support this innovative new program proposal and look forward to interacting with the PA Science faculty and students in the future.

Sincerely,

Katie Pring, MPT

Katie Pring, MPT
Director of Physical and Occupation Therapy Services, Synergy Health Partners
School of Health Sciences Board of Advocacy and Resource Development

Oakland University

Graduate Council



Lindsay Gietzen, MS, PA-C
Associate Professor and Program Director
School of Health Sciences, Oakland University
433 Meadow Brook Road
Rochester, MI 48309-4452

February 4, 2021

Dear Ms. Gietzen:

We are excited about the addition of a new graduate degree program providing training for students to enter the healthcare sector as Physician Assistants. The new Oakland University Master of Science in Physician Assistant Science will contribute to increasing the number of advanced practice healthcare practitioners, thereby improving not only access to care but also the efficiency, effectiveness, and quality of healthcare delivery.

With a strong healthcare sector in Southeastern Michigan, comprised of a burgeoning primary care provider community and several large health systems, the prospects for employment of graduates of this new program are excellent. Furthermore, this new program provides an important complement to emphasize Oakland University's recognition as a multidisciplinary, interprofessional "School of Choice" for prospective students considering careers in healthcare.

The proposed master's program provides a new graduate degree offering for Oakland University students. I am sure that Oakland University will continue to seek out community-based collaborative educational opportunities for students to engage in interprofessional training experiences. As an aside, if asked, Medical Network One's strong primary care physician community could provide access to patient-centered medical homes in southeast Michigan for experiential learning.

In closing let me state that the School of Health Sciences BOARD is pleased to support this innovative new program proposal and the BOARD members look forward to interacting with the PA Science faculty and students in the future.

Sincerely,

Ewa Matuszewski
CEO, Medical Network One
Chairperson
School of Health Sciences Board of Advocacy and Resource Development (BOARD)

EMM:op

4996 Adams Rd., Suite D,
Rochester, MI 48306 - 248.475.4701 - 249.475.5777
www.mednetone.com

Oakland University

Graduate Council

Lindsay Gietzen, MS, PA-C
Associate Professor and Program Director
School of Health Sciences, Oakland University
433 Meadow Brook Road
Rochester, MI 48309-4452

Dear Ms. Gietzen,

As a member of the School of Health Science BOARD, as well as in my role as Director of University Recreation and Well-Being here at Oakland University, I am please to provide my full support and endorsement in the effort to establish a new Master of Science in Physician Assistant Science. This new program is consistent with strategies and goals within the OU Healthiest Campus For Michigan initiative and stated university priorities of student success and community engagement.

I am excited about the addition of a new graduate degree program providing training for students to enter the healthcare industry as Physician Assistants. The new Master of Science in Physician Assistant Science will contribute to increasing and expanding numerous opportunities for our students beyond their time on campus. The prospects for employment of graduates of this new program are excellent.

The School of Health Science is a dynamic organization that is moving quickly to meet the needs of local, county, state and national health related services. Especially important now is how this program will contribute to shortages in health care personnel which is even more critical as we begin to recover from the COVID pandemic. It will take years for the recovery, and OU Physician Assistants will contribute a great deal in the future.

I encourage the appropriate review bodies involved in the process of approval of this program to whole heartedly support and advance the proposed new Masters Degree in Physician Assistant Science. It will contribute a great deal for our entire University Community and surrounding area.

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Thank you in advance for your consideration.

Sincerely,

Gregory T Jordan, Director

University Recreation and Well-Being

Oakland University

School of Health Sciences Board of Advocacy and Resource Development

John T. Waugh, MS, MT(ASCP)

1658 Squirrel Valley Drive
Bloomfield Hills, MI 48304

February 22, 2021

Lindsay Gietzen, MS, PA-C

Associate Professor and Program Director

School of Health Sciences, Oakland University

433 Meadow Brook Road

Rochester, MI 48309-4452

Dear Ms. Gietzen,

It is my pleasure to write in support of a new graduate degree program and training for Physician Assistants. Looking forward there is a worrisome shortage of primary care physicians in the US and in Southeast Michigan. This is taking place as our population is aging and there are growing needs in the healthcare space. PA's can serve as physician extenders to help close that gap and assure timely access to healthcare. For care in my own organization, I have received both clinic and hospital care by exceptional Physician Assistants who worked as key members of a healthcare team. They were caring, well-prepared people, and I remember their names.

With its impressive School of Health Sciences, Oakland University is uniquely positioned to launch and support this new graduate program. Training at the Master of Science level is essential to gain both classroom and clinical training to perform in a competent and professional manner. Our OU facilities are state of the art, there is a fresh- and forward-looking curriculum, access to a simulation center which can bridge the classroom and the clinic, and the novel concept of a Z-degree program that are all attractive. The healthcare field is among the top employers in our State. We are

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fortunate to have exceptional providers. As much of healthcare moves from hospitals, to clinics, and into homes, Physician Assistants can be placed anywhere along that continuum and these transitions of care.

Oakland University will be distinguished by this graduate program and, simply put, I can offer no higher endorsement.

Respectfully,



John Waugh, System Vice President, Pathology and Laboratory Medicine, Henry Ford Health System
Proud member, School of Health Sciences Board of Advocacy and Resource Development

January 28, 2021

David Slapyznski, MS, PA-C
Henry Ford Macomb Orthopedics
Fellow, Michigan Academy of Physician Assistants

Dear Ms. Gietzen,

I am delighted to hear about the introduction of the MS in PA Science program at my Alma Mater, Oakland University. This program will serve not only as an asset to the university but to our community as it will develop and add skilled and intelligent individuals to the alumni and in the community as health care providers. I would be remiss if I did not state how much I enjoyed my time at OU while obtaining my bachelor's degree. I was hopeful throughout my time at OU that the PA program would surface and that attending it would be possible at the time. Nonetheless I am glad that the wait is over and that this will be a possibility for current and future Oakland University students. I feel that this program will garnish a lot of attention specifically from students in Southeast MI and I am confident that it will draw attention from students beyond our region as well. We have a large and growing healthcare industry and Oakland University has the facilities and technology to prepare aspiring physician assistants for their future rolls. Adding this degree to Oakland University will complement our health science and associated programs that already includes physical therapy, nursing and medicine which will provide opportunity for

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interprofessional training and collaboration which is key to practicing medicine. In striving to be a Z-degree program, Oakland University is setting the tone and moving forward with textbook-less learning which will not only help with cost but allows for faculty to cater the lessons and learning outcomes for their students. In addition, the Z-degree program allows for students to access more resources as they are without extra fees for textbooks. Ultimately, I am very happy to hear about the upcoming PA program at Oakland University. I feel it was a long time coming. I look forward to supporting the faculty and student body in any way that I can.

January 31, 2021

Dear Ms. Gietzen,
Re: Oakland University Physician Assistant Program

I am very excited about the addition of new graduate degree program for students to enter the healthcare industry as Physician Assistants. The Physician Assistant rose to the number 1 spot as the best of the 100 Best Jobs list and also in the Best Healthcare Jobs list in the U.S. News and World Report release January 2021. This new M.S. degree in Physician Assistant Science program will help improve the efficiency, effectiveness and quality of healthcare delivery. The program will contribute to providing quality educated advanced practice medical practitioners. There is a very strong healthcare industry in Southeastern Michigan and employment prospects are excellent for graduates of this new program.

I have been involved with the healthcare industry since I was 17 and have been a practicing Physician Assistant in Southeast Michigan since 1982. I have been involved with multiple PA programs from Michigan as well as from across the country. I am very excited about having a program at Oakland University, seeing that it is recognized as a multidisciplinary, interprofessional and knowing the reputation it has as a highly revered institution of higher learning. I have had multiple chances to be involved with education and educators at Oakland University and have been impressed. When my daughter was in high school, I had arranged her to do an internship in biomedical nano-technology. I have taught classes for the combined Oakland University/Beaumont Health medical school, including casting, a lecture on psychiatry and assisted with anatomy lectures. I have also assisted with a casting seminar for inner city high school students and held seminars with the Pre-PA and Pre-Surgery Clubs. I have been impressed and very pleased with my interactions with everyone involved with Oakland University.

The proposed M.S. in PA Science program will provide a new degree offering for Oakland University student. It is something that myself and many other people have been looking forward to for some time. I am very pleased to support the new program and its new innovative program proposal and look forward to interacting with the PA Science faculty and students in the near future.

Sincerely
Frank Nysowy MSW,PA
Liaison for Physician Assistant Students at Beaumont Health

Oakland University

Graduate Council

248-202-9529
Cometabby@comcast.net

Lindsay Gietzen, MS, PA-C
Associate Professor and Program Director
School of Health Sciences, Oakland University
433 Meadow Brook Road
Rochester, MI 48309-4452

Dear Ms. Gietzen,

February 5, 2021

I fully support the new graduate degree for physician Assistant Science. There is a need in Southeast Michigan and throughout the state for well trained professionals that can fill important needs in health care.

Oakland University has demonstrated a degree of excellence in education and training that will graduate well trained and professional members of the healthcare workforce.

I am pleased to support this new program and look forward to interacting with the physician assistant science faculty and students in the future.

Brian Fedoronko M.D.
Regional Medical Director Southeast Michigan
Priority Health

February 15, 2021

Prof. Lindsay Gietzen
Associate Professor and Director,
Physician Assistant Science Program
School of Health Sciences,
Oakland University

Dear Prof. Gietzen:

I consider it a pleasure to write this letter supporting the creation of the Physician Assistant Science Program at Oakland University. As both a PA and former OU professor, I believe that I am able to comment about the proposed program from a somewhat unique point of view.

I have been a certified PA for over 30 years. Before coming to OU, I practiced clinically for six years and served as a full-time faculty and administrator in PA Programs at Johns Hopkins University, Emory University and the University of Florida. While at OU, I served as a full professor in the School of Health Sciences, and in 2008 was granted a secondary appointment in the OU William Beaumont School of Medicine. I was awarded professor emeritus status in 2013 and continue as a lecturer and research mentor/dissertation advisor, and currently serve on the SHS Board of Advocacy and Resource Development (BOARD). It is from

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these perspectives that I am able to comment about the inauguration of this proposed graduate degree program at OU.

Presently and over the years since the PA concept was developed, the demand for PA services in the primary and specialized medical disciplines has been high and increasing overall across Michigan and nationally. This is particularly true for rural and intercity medically underserved populations. The SHS appears well-positioned to develop a PA educational program of excellence with its proximity to rural communities and access to tertiary care centers, both of which may provide quality clinical rotation sites.

This is a timely period for establishing a PA program at OU. From all indicators, the current SHS administration is dedicated to the needs of the students and faculty, and possesses the competencies, diligence and imagination necessary for actualizing the complex and rigorous scholarly demands of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). A possible silver lining of the COVID-19 pandemic is its effect on higher education as traditional teaching and learning modalities are reevaluated and new ones innovated; the PA Program's anticipated Z-degree approach is an example. In addition, the new program will be well-positioned to call upon the various SHS and other OU academic units to contribute curricular components that should help the PA Program further the School's mission of promoting prevention-oriented, upstream care, and teaching future PA health care providers the scientific basis of complementary and integrative medicine which has become recognized and valued by leading health care systems and modern medical practice, as increasingly reported in medical literature. The proposed program's home in the Department of Clinical and Diagnostic Sciences is logical and consistent with teaching students the requisites for evidence-based practice.

From all intra- and extramural indicators, I believe the time is right for establishing the PA Science Program at OU. I appreciate this opportunity to express my support for the complex but fully achievable effort that will benefit the University and health care delivery in Michigan. Let me know if you have questions or if I can help more in any way.

Sincerely,

Robert Jarski, PhD, PA
Professor Emeritus
Member, SHS Board of Advocacy and Resource Development (BOARD)
Email: jarski@oakland.edu

Oakland University

Graduate Council

Clinical Letters of Intent

Dear Dr. Gietzen,

We are highly interested in creating an affiliation with your PA Program to precept your student as a Psychiatry Faculty.

Please see attached Robert A Moran MD resume and I believe you will find him highly qualified to become a preceptor for your PA Program.

Looking forward working with you.

Kind regards,

Hector Sigler M.H.A

Administrative Supervisor

Family Center For Recovery

[O] [561-296-5288](tel:561-296-5288) ext. 222

[F] [561-296-5287](tel:561-296-5287)

[E] hsigler@fcfrmd.com

To Whom It May Concern:

Re: Physician Assistant Program at Oakland University

I am aware that Oakland University intends to begin a Master of Science in Physician Assistant Program in 2023 with clinical rotations beginning in January of 2025. I have been working with this group of surgeons for over 25 years as a Physician Assistant. I fully support this program and I along with the other 15 Physician Assistants in the program are interested in precepting their students, pending official affiliation in the future.

Thank You

Frank Nysowy MSW,PA

Physician Assistant with the

Michigan Orthopedic Surgeons

30575 Woodward Ave. Suite 100

Royal Oak MI 48073

248-202-9529

Oakland University

Graduate Council

Dear Dr. Gietzen,

I am aware that Oakland University intends to begin a Master of Science in Physician Assistant Science Program in 2023. While clinical rotations will not begin until January 2025, we support this program and are interested in precepting its students, pending an official affiliation agreement in the future.

Thank you

Kevin Hurley

Director

--



Tel: (0051) 44 280015 | medical-electives.net | Santa Ursula 444, Trujillo, Peru

Dear Dr. Gietzen,

I am aware that Oakland University intends to begin a Master of Science in Physician Assistant Science Program in 2023. While clinical rotations will not begin until January 2025, I support this program and am interested in precepting its students, pending an official affiliation agreement in the future.

Hany Mekhael, MD

JC Center for Psychiatric Services

To Whom It May Concern:

Re: Physician Assistant Program at Oakland University

I have been aware that Oakland University intends to begin a Master of Science in Physician Assistant Program in 2023 with clinical rotations beginning in January of 2025. I am the Liaison for Physician Assistant students for rotations at Beaumont Health. Beaumont Health has a long history of student involvement with Oakland University through its medical and nursing schools. We plan to continue that educational involvement with the Physician Assistant program. Beaumont Health provides a wide variety of rich experiences for Physician Assistant students

Oakland University

Graduate Council

from the emergency center to the surgery suites to the rapid response team. We have been educating Physician Assistant students for over 28 years and look forward to being involved with students from a quality institution such as Oakland University. I highly support this program and would be happy to assist in the precepting of its students at any of our Beaumont Health locations in the Detroit metropolitan area. I would be happy to answer any questions.

Sincerely

Frank Nysowy MSW,PA

Liaison for Physician Assistant Students at Beaumont Health

248-202-9529

cometabby@comcast.net

Survey Data

The pre-professional advising center has collected data about the number of Oakland University students who utilized the pre-professional advising services and then applied for a PA program. The data are reported as follows:

2015 - 65 students applied
2016 - 84 students applied
2017 - 85 students applied
2018 - 68 students applied
2019 - 77 students applied

These data points are believed to grossly underrepresent the number of students who pursue professional PA degree that attended Oakland University for an Undergraduate Degree. These numbers only reflect the students utilized pre-professional advising.

At the time of the data collection, the following PA programs were open in the State of Michigan:

| Program | Class Size |
|-------------|------------|
| Central | 40 |
| GVSU | 48 |
| Mercy | 35 |
| Wayne State | 50 |
| Western | 36 |
| Eastern | 30 |
| Total | 239 |

Percentage of OU student applicants relative to open PA program spots in the State of Michigan

2015 27%
2016 35%
2017 36%
2018 28%
2019 32%

With the majority of PA programs only admitting about 6% of applicants, Oakland University students make up a large percentage of these applicants.

Master of Physician Assistant Science (MPAS) Budget Proforma

FY2022

Most Likely Scenario

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Est. New Students to Program | \$ 24 | \$ 36 | \$ 42 | \$ 42 | \$ 42 |
| 1st Year Cohort Revenue | \$ 866,970 | \$ 1,300,455 | \$ 1,517,198 | \$ 1,517,198 | \$ 1,517,198 |
| 2nd Year Cohort Revenue | \$ - | \$ 866,970 | \$ 1,300,455 | \$ 1,517,198 | \$ 1,517,198 |
| 3rd Year Cohort Revenue | \$ - | \$ - | \$ 192,660 | \$ 288,990 | \$ 337,155 |
| 4th Year Cohort Revenue | \$ - | \$ - | \$ - | \$ - | \$ - |
| Gross Tuition Revenue | \$ 866,970 | \$ 2,167,425 | \$ 3,010,313 | \$ 3,323,385 | \$ 3,371,550 |
| Less: Avg Financial Aid (30%) | | | | | |
| Net Tuition Revenue | \$ 866,970 | \$ 2,167,425 | \$ 3,010,313 | \$ 3,323,385 | \$ 3,371,550 |
| Expenses | | | | | |
| Salaries | | | | | |
| Faculty Salaries | 6101 \$ 318,750 | \$ 397,500 | \$ 476,250 | \$ 476,250 | \$ 476,250 |
| Visiting Faculty | 6101 | | | | |
| Administrative Professionals | 6201 \$ 48,122 | \$ 155,987 | \$ 155,987 | \$ 155,987 | \$ 155,987 |
| Clerical Technical | 6211 \$ 45,092 | \$ 45,092 | \$ 45,092 | \$ 45,092 | \$ 45,092 |
| Administrative IC | 6221 | | | | |
| Faculty Inload/Replacement Costs | 6301 \$ 146,250 | \$ 172,500 | \$ 198,750 | \$ 198,750 | \$ 198,750 |
| Faculty Overload | 6301 | | | | |
| Part-Time Faculty | 6301 \$ 9,517 | \$ 9,517 | \$ 9,517 | \$ 9,517 | \$ 9,517 |
| Graduate Assistant | 6311 \$ 16,640 | \$ 41,600 | \$ 66,560 | \$ 66,560 | \$ 66,560 |
| Casual/Temp | 6401 \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 |
| Out of Classification | 6401 | | | | |
| Student Labor | 6501 | | | | |
| Total Salary Expense | \$ 604,371 | \$ 842,196 | \$ 972,156 | \$ 972,156 | \$ 972,156 |
| Fringe Benefits | 6701 \$ 187,263 | \$ 266,219 | \$ 300,843 | \$ 300,843 | \$ 300,843 |
| Total Compensation | \$ 791,634 | \$ 1,108,415 | \$ 1,272,999 | \$ 1,272,999 | \$ 1,272,999 |
| Operating Expenses | | | | | |
| Supplies and Services | 7101 \$ 325,575 | \$ 301,820 | \$ 374,125 | \$ 388,500 | \$ 388,800 |
| Graduate Tuition | 7101 \$ 25,688 | \$ 64,220 | \$ 102,752 | \$ 102,752 | \$ 102,752 |
| E-Learning Support | 7102 | | | | |
| Travel | 7201 \$ 18,000 | \$ 22,500 | \$ 27,000 | \$ 27,000 | \$ 27,000 |
| Equipment | 7501 \$ 234,000 | \$ 146,000 | \$ 152,000 | \$ 52,000 | \$ 52,000 |
| Maintenance | 7110 | | | | |
| Recruitment and advertising | 7101 \$ 5,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 |
| Library | 7401 \$ 15,000 | \$ 15,000 | \$ 15,000 | \$ 15,000 | \$ 15,000 |
| Total Operating Expenses | \$ 623,263 | \$ 552,540 | \$ 673,877 | \$ 588,252 | \$ 588,552 |
| Total Expenses | \$ 1,414,897 | \$ 1,660,955 | \$ 1,946,876 | \$ 1,861,251 | \$ 1,861,551 |
| Net Income (Loss) | \$ (547,927) | \$ 506,470 | \$ 1,063,437 | \$ 1,462,134 | \$ 1,509,999 |

¹The tuition calculations do not account for any attrition of students.

Master of Physician Assistant Science (MPAS) Budget Proforma

FY2022

Worst-Case Scenario

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Est. New Students to Program | 18 | 27 | 32 | 32 | 32 |
| 1st Year Cohort Revenue | \$ 650,228 | \$ 975,341 | \$ 1,155,960 | \$ 1,155,960 | \$ 1,155,960 |
| 2nd Year Cohort Revenue | \$ - | \$ 650,228 | \$ 975,341 | \$ 1,155,960 | \$ 1,155,960 |
| 3rd Year Cohort Revenue | \$ - | \$ - | \$ 144,495 | \$ 216,743 | \$ 256,880 |
| 4th Year Cohort Revenue | \$ - | \$ - | \$ - | \$ - | \$ - |
| Gross Tuition Revenue | \$ 650,228 | \$ 1,625,569 | \$ 2,275,796 | \$ 2,528,663 | \$ 2,568,800 |
| Less: Avg Financial Aid (30%) | | | | | |
| Net Tuition Revenue | \$ 650,228 | \$ 1,625,569 | \$ 2,275,796 | \$ 2,528,663 | \$ 2,568,800 |
| Expenses | | | | | |
| Salaries | | | | | |
| Faculty Salaries | 6101 \$ 318,750 | \$ 397,500 | \$ 476,250 | \$ 476,250 | \$ 476,250 |
| Visiting Faculty | 6101 | | | | |
| Administrative Professionals | 6201 \$ 48,122 | \$ 155,987 | \$ 155,987 | \$ 155,987 | \$ 155,987 |
| Clerical Technical | 6211 \$ 45,092 | \$ 45,092 | \$ 45,092 | \$ 45,092 | \$ 45,092 |
| Administrative IC | 6221 | | | | |
| Faculty Inload/Replacement Costs | 6301 \$ 146,250 | \$ 172,500 | \$ 198,750 | \$ 198,750 | \$ 198,750 |
| Faculty Overload | 6301 | | | | |
| Part-Time Faculty | 6301 \$ 9,517 | \$ 9,517 | \$ 9,517 | \$ 9,517 | \$ 9,517 |
| Graduate Assistant | 6311 \$ 16,640 | \$ 41,600 | \$ 66,560 | \$ 66,560 | \$ 66,560 |
| Casual/Temp | 6401 \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 |
| Out of Classification | 6401 | | | | |
| Student Labor | 6501 | | | | |
| Total Salary Expense | \$ 604,371 | \$ 842,196 | \$ 972,156 | \$ 972,156 | \$ 972,156 |
| Fringe Benefits | 6701 \$ 187,263 | \$ 266,219 | \$ 300,843 | \$ 300,843 | \$ 300,843 |
| Total Compensation | \$ 791,634 | \$ 1,108,415 | \$ 1,272,999 | \$ 1,272,999 | \$ 1,272,999 |
| Operating Expenses | | | | | |
| Supplies and Services | 7101 \$ 324,575 | \$ 301,820 | \$ 373,125 | \$ 387,500 | \$ 387,800 |
| Graduate Tuition | 7101 \$ 25,688 | \$ 64,220 | \$ 102,752 | \$ 102,752 | \$ 102,752 |
| E-Learning Support | 7102 | | | | |
| Travel | 7201 \$ 18,000 | \$ 22,500 | \$ 27,000 | \$ 27,000 | \$ 27,000 |
| Equipment | 7501 \$ 234,000 | \$ 146,000 | \$ 152,000 | \$ 52,000 | \$ 52,000 |
| Maintenance | 7110 | | | | |
| Recruitment and advertising | 7101 \$ 5,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 |
| Library | 7401 \$ 15,000 | \$ 15,000 | \$ 15,000 | \$ 15,000 | \$ 15,000 |
| Total Operating Expenses | \$ 622,263 | \$ 552,540 | \$ 672,877 | \$ 587,252 | \$ 587,552 |
| Total Expenses | \$ 1,413,897 | \$ 1,660,955 | \$ 1,945,876 | \$ 1,860,251 | \$ 1,860,551 |
| Net Income (Loss) | \$ (763,669) | \$ (35,386) | \$ 329,921 | \$ 668,412 | \$ 708,249 |

¹The tuition calculations do not account for any attrition of students.



PA Science

Master of Physician Assistant Science (MPAS)

School of Health Sciences

Department of Clinical and Diagnostic Sciences

Lindsay Gietzen, PhD, MS, PA-C

Oakland University has applied for Accreditation - Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Oakland University anticipates matriculating its first class in October 2023, pending achieving Accreditation - Provisional status at the June 2023 ARC-PA meeting. Accreditation - Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.



What is a PA?

- PAs are medical professionals who diagnose illness, develop and manage treatment plans, prescribe medications, and often serve as a patient's principal healthcare provider
- PAs practice in every state and in every medical setting and specialty
- PAs improve healthcare access and quality
- Median Annual Salary: \$115,390





Justification for PA Science

- Healthcare shortage in the State of Michigan
- Lack of access to healthcare in underserved communities
- Enthusiastic high-quality student demand
- Excellent career
- Great interprofessional health care fit for OU



Physician Assistant Overview

Overall Score 8.3 / 10

#1 in 100 Best Jobs | #1 in Best STEM Jobs | #1 in Best Health Care Jobs



Accreditation

All accredited PA programs must meet the same educational standards per the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)



*Accreditation Review Commission on Education
for the Physician Assistant, Inc.*

The PA profession has stated officially that PA education and practice qualification remain on the Master's degree level



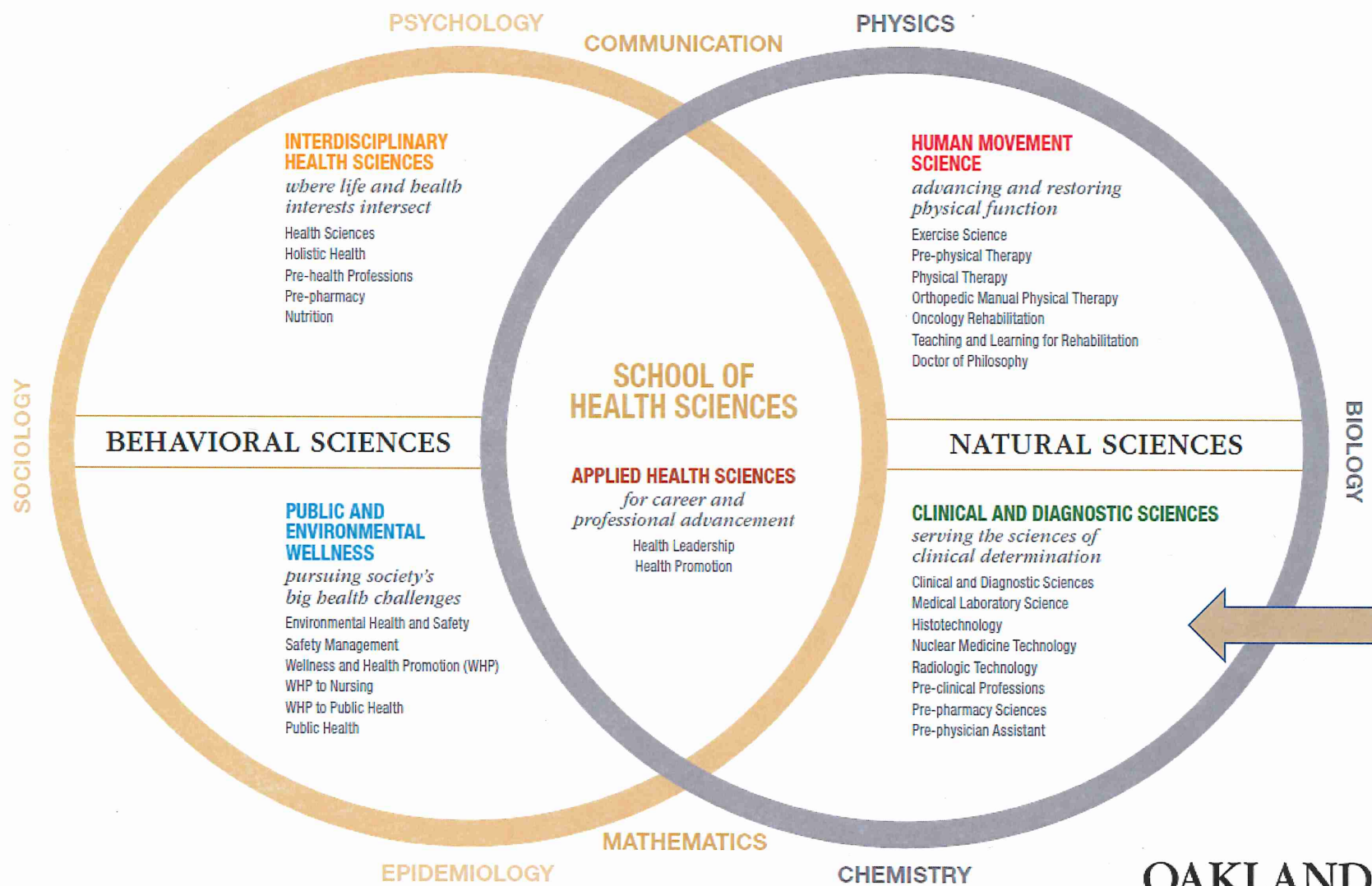
Mission and Vision of PA Science

Mission (*draft*)

Our mission is to create strong foundations in natural and behavioral sciences for PA Science students as they translate medical theory into best practices to positively impact the diverse medical needs of our communities

Vision (*draft*)

PA Science graduates will be prepared for success in work and life, through the unique and distinctive interprofessional curriculum, that is committed to team-based learning



PSYCHOLOGY

COMMUNICATION

PHYSICS

INTERDISCIPLINARY HEALTH SCIENCES
where life and health interests intersect

- Health Sciences
- Holistic Health
- Pre-health Professions
- Pre-pharmacy
- Nutrition

HUMAN MOVEMENT SCIENCE
advancing and restoring physical function

- Exercise Science
- Pre-physical Therapy
- Physical Therapy
- Orthopedic Manual Physical Therapy
- Oncology Rehabilitation
- Teaching and Learning for Rehabilitation
- Doctor of Philosophy

SCHOOL OF HEALTH SCIENCES

BEHAVIORAL SCIENCES

PUBLIC AND ENVIRONMENTAL WELLNESS
pursuing society's big health challenges

- Environmental Health and Safety
- Safety Management
- Wellness and Health Promotion (WHP)
- WHP to Nursing
- WHP to Public Health
- Public Health

APPLIED HEALTH SCIENCES
for career and professional advancement

- Health Leadership
- Health Promotion

NATURAL SCIENCES

CLINICAL AND DIAGNOSTIC SCIENCES
-serving the sciences of clinical determination

- Clinical and Diagnostic Sciences
- Medical Laboratory Science
- Histotechnology
- Nuclear Medicine Technology
- Radiologic Technology
- Pre-clinical Professions
- Pre-pharmacy Sciences
- Pre-physician Assistant

SOCIOLOGY

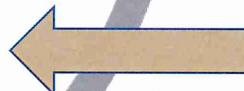
BIOLOGY

EPIDEMIOLOGY

MATHEMATICS

CHEMISTRY

Future PA Science Program



OAKLAND UNIVERSITY.



PA Science – Program Goals

This new program is designed to:

1. Recruit and retain qualified, diverse applicants who successfully complete the physician assistant program requirements
2. Achieve and maintain ARC-PA accreditation program to ensure that graduates will have the requisite knowledge and skills for entry to PA practice
3. Attain pass rates above the national average for the PA National Credentialing Examination (PANCE)
4. Foster a culture of leadership through professional organization involvement
5. Encourage community engagement and service in diverse communities



PA Science – Planned Enrollment

- Year 1: 24 students
- Year 2: 36 students
- Year 3: 42 students

ARC-PA will cap the enrollment at 42 students for 5 years.

The Centralized Application Service for PAs (CASPA) 2015-2016 cycle reported an average program's matriculation rate was 6.2%

Michigan ranks in the top 10 of states producing PA applicants



Length and Credit Hour Comparison to Existing PA Programs in Michigan

| PA Program | Length (months) | Semester Start | Total Credits | Clinical | Didactic |
|-------------|-----------------|----------------|---------------|-------------|-------------|
| OU | 27 | Fall | 100 | 40 | 60 |
| WMU | 24 | Fall | 95 | 47 | 48 |
| EMU | 24 | Fall | 103 | 45 | 58 |
| Wayne State | 24 | Summer | 54 | 24 | 30 |
| MSU | 27 | Summer | 108 | 48 | 60 |
| UofM Flint | 28 | Winter | 103 | 30 | 73 |
| Central | 27 | Summer | 130 | 48 | 82 |
| GVSU | 28 | Fall | 103 | 36 | 67 |
| Concordia | 28 | Winter | 113 | 46 | 67 |
| UofD Mercy | 24 | Fall | 68 | 27 | 41 |
| | | Average | 97.4 | 39.0 | 57.0 |

PA Science – Didactic Curriculum

60 Credit Hours



Semester 1

Anatomical Science

Foundations in Medical Science

Medical Interview and Documentation

Semester 2

Clinical Medical Science and Reasoning I

Psychosocial Factors in Medicine

Patient Assessment Across the Lifespan I

Clinical and Diagnostic Sciences I

Ethics and Evidence Based Medicine

Semester 3

Clinical Medical Science and Reasoning II

Patient Assessment Across the Lifespan II

Clinical and Diagnostic Sciences II

Public Health Science

Trends in Medicine and Wellness

Semester 4

Clinical Medical Science and Reasoning III

Patient Assessment Across the Lifespan III

Clinical and Diagnostic Sciences III

Medical Economic Science

Clinical Transitions and Advanced Documentation



PA Science – Clinical Curriculum

40 credit hours

Family Medicine Clinical Practicum

Emergency Medicine Clinical Practicum

Internal Medicine Clinical Practicum

Surgery Clinical Practicum

Pediatrics Clinical Practicum

Women's Health Clinical Practicum

Behavioral and Mental Health Care Clinical Practicum

Elective I

Elective II

Elective III

PA Science Capstone





PA Science – Tuition and Budget

- Competitive \$80,275 tuition, mid-range amongst MI competitors
- Graduate tuition primary source of funding
- University funding supports FY22-23 accreditation pursuit
- Positive budget by year 2, and increases to year 4 (n=42 cohort)

PA Science – Program Timeline



ARC-PA Site Visit is scheduled for
March 30-31, 2023

Proposed MS in PA Science to
begin matriculating students in
October 2023





Master of PA Science Degree

- PA Science at OU strives to become a national model of excellence
 - Competitive and innovative curriculum
 - Clinical and Diagnostic Sciences foundations
 - Inter-professional collaborations with OU health / medical programs
 - Serving communities
 - reducing health disparities
 - improving access to care





Questions?