

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: University of Utah

Proposed Program Title: Master of Physician Assistant Studies (St. George, Utah Campus)

Sponsoring School, College, or Division: School of Medicine

Sponsoring Academic Department(s) or Unit(s): Department of Family and Preventive Medicine

Classification of Instructional Program Code¹ : 51.0912

Min/Max Credit Hours Required to Earn Degree: 91 / 91

Proposed Beginning Term²: Summer 2018

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Professional Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input checked="" type="checkbox"/>	Professional Master Degree (specify award type ³ : MPAS)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input checked="" type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Ruth V. Watkins _____ Date:

☐ I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**Utah System of Higher Education
Program Description - Full Template**

Section I: The Request

University of Utah requests approval to offer the following Master's degree(s): Master of Physician Assistant Studies (St. George, Utah Campus) effective Summer 2018. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The University of Utah Physician Assistant Program (UPAP) is pleased to propose an extension of the current Master of Physician Assistant Studies (MPAS) degree to be offered at the University of Utah Physician Assistant Studies campus in St. George, Utah. This degree program is located in the Division of Physician Assistant Studies within the School of Medicine Department of Family and Preventive Medicine. An MPAS qualifies students to sit for the Physician Assistant National Certifying Exam (PANCE) which, when passed, permits graduates to work as practitioners in a wide variety of medical disciplines throughout the United States.

The MPAS is a highly sought after degree nationwide and qualifies graduates to serve as physician assistants throughout the state and around the country in public, private, and government settings.

Physician Assistants provide high quality healthcare to the communities in which they live and work. Graduates of UPAP are well-prepared for professional careers that resonate with the mission and vision of the program. The southern campus extension of the program is designed to respond to the need for more primary care providers in medically underserved areas of southern Utah and in the southwest United States.

UPAP plans to enroll an initial cohort of 16 students in May 2018 at the St. George campus as part of the usual recruitment period and application cycle. More than 1,500 applications are received each year for the 44 seats available at the Salt Lake City campus. The 16 students in St. George will be educated along with the 44 students in Salt Lake City to complete a Master's in Physician Assistant Studies and complete both their didactic and clinical training through the distant campus. Physician Assistant (PA) education at the St. George campus will be synchronous and in conjunction with the Salt Lake City campus via interactive video conferencing (IVC) technology installed and facilitated at both campus locations. IVC will provide equivalent education experiences for students in each location, in conjunction with classroom learning activities, small group activities, and precepted clinical experiences.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology

transfer; and through community engagement.

The mission of the University of Utah Physician Assistant Program (UPAP) is to improve the quality of health and access to care, with a commitment to the medically underserved, by educating students to become highly proficient, socially conscious, and accountable physician assistants (PAs) in the primary care model.

The vision of UPAP is to steadfastly be a leader in PA education by providing an innovative and equitable academic and clinical environment to inspire graduates to fulfill our mission, while also contributing to the growth and advancement of the profession.

To achieve our vision, the University of Utah Physician Assistant Program will:

- Practice and sustain inclusion and diversity; integrate social accountability and justice throughout our program development; recruit and retain diverse students, staff, and faculty
- Promote primary care as a means to improve health equity
- Create life-long, self-directed learners
- Collaborate and lead in local, national, and international communities

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The University of Utah is committed to serve the state of Utah and address its needs in improving the quality of life for its residents and communities. In 1970, the Governor of Utah directed the Chair of the University of Utah Department of Family and Preventive Medicine to establish a physician assistant program to better serve the primary care needs of the residents of rural Utah and surrounding areas. In 1971, the Utah MEDEX Project was started and for over 45 years the graduates of what is now the University of Utah Physician Assistant Program have provided greater access to care for underserved communities in Utah, Nevada, Wyoming and throughout the nation. The University of Utah Physician Assistant Program's vision and goals are consistent with the original tenets that brought about its presence within the Department of Family and Preventive Medicine.

Utah is experiencing a shortage of primary health care providers. This shortage is even more pronounced in the southern part of the state. Recognizing this issue led leadership of Dixie Regional Medical Center, Dixie State University (DSU), University of Utah Health Sciences, and UPAP to propose an expansion of the Salt Lake City (northern) campus to southern Utah. In early spring of 2015, the administration of Dixie State University and Dixie Regional Medical Center proposed an expansion of the University of Utah Physician Assistant Program to be offered in southern Utah. The proposal was presented to the faculty of the Physician Assistant Program and approved. University of Utah Health Sciences Administration and the University of Utah Office of the President approved the proposal in 2015. In the spring of 2016, the Utah Legislature granted funding to be used in part for the expansion of the University of Utah Physician Assistant Program distant campus located in St. George Utah.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Utah has a critical physician shortage with the second to lowest primary care physician to population ratio at 6:100,000 in the United States (US).¹ Although Utah is one of the healthiest states in the US, it has a significant primary care shortage due in part to the high birth rate and a sizeable elderly population.² The broad PA scope of practice laws and excellent economy make Utah an ideal state for PAs to fill this critical gap in the workforce.

At the same time, Utah is an ideal state to live in with an excellent economy, low unemployment, low crime and world renowned skiing.³ Yet, Utah has been one of the only PA programs in the state for almost 50 years graduating 1,044 PAs to date. As of 2015, there were 1,005 PAs practicing in the state with 37% trained in Utah and 43% working in primary care.⁴ Of the PAs who work in the state the majority practice along the Interstate 15 corridor-running north south in the state with 33% practicing in the greater Salt Lake City metropolitan area.⁴ Nearly 15% of the population resides in rural Utah, while 13% of PAs work in rural areas. PAs practice in 26 out of 29 counties with thirteen designated as HPSA and nine designated as MUA. Utah has a number of counties with fewer than 3 PAs per 10,000 population in low population with limited infrastructure where most of the US has 2.6 PAs per 10,000 population in populated areas.⁵

Based on Utah's overall population growth, retirement rates and medical visits, the Utah Medical Education Council (UMEC) estimates that Utah will need between 40 and 70 new PAs each year in order to maintain current provider population ratios as the state population ages and grows.² Based on the two current PA programs in the state and assuming a 50% retention rate, it is estimated these programs will provide about 47 new PAs per year to the state.

This demonstrates that there remains significant gaps in Utah's workforce that can be targeted with rural pipeline efforts.² This makes the expansion of the University of Physician Assistant Program campus to the St. George area an ideal area to develop a local pipeline of physician assistants to help address this workforce need.

Sources

1. American Academy of Medical Colleges. 2015 State Physician Workforce Data Book. November 2015. [http://members.aamc.org/eweb/upload/2015StateataBook%20\(revised\).pdf](http://members.aamc.org/eweb/upload/2015StateataBook%20(revised).pdf). Accessed July 6, 2017.
2. Utah Medical Education Council. Utah's Physician Assistant Workforce, 2015: A Study on the Supply and Distribution of PAs in Utah. 2015. <https://www.utahmec.org/wp-content/uploads/PA-Report-2015.pdf>. Accessed July 6, 2017.
3. Deseret News. 5 Reasons Why Utah is a Great Place to Live. Accessed July 6, 2017. <http://www.deseretnews.com/article/865611134/5-reasons-why-Utah-is-a-great-place-to-live.html>
4. Valentin, V, Coombs, J, Jones, J. Where are all the Physician Assistants in the Beehive State? Physician Assistant Education Association Annual Conference, Minneapolis, MN. October 2016.

5. Physician Assistant Census Report: Results from the 2010 AAPA Census, American Academy of Physician Assistants, 2010 https://www.aapa.org/wp-content/uploads/2016/12/2010_AAPA_Census_Report.pdf. Accessed July 9, 2017.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

The University of Utah PA program receives approximately 1,500 applications and interviews between 80 and 100 students each year for the 44 available seats in each cohort. The demand far outstrips our capacity. We have confidence that we will be able to fill class seats at both the Salt Lake City and the St. George campuses from our application pool with quality candidates. We will over time develop a presence in the St. George area and hope to attract students from Southern Utah to the program with the intent of pursuing their educational goals on the St. George campus and ultimately stay in the area to practice medicine in a primary care setting.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

The University of Utah has the only fully accredited MPAS degree programs in the State of Utah, and there are no other MPAS programs in Southern Utah. The Rocky Mountain University of Health Professions (Orem, Utah) has a provisionally accredited MPAS degree program. Nearest MPAS degree programs include University of Nevada-Reno (unaccredited), Touro University-Nevada (Henderson, NV), Northern Arizona University (AZ), and The University of Colorado (CO). These programs are > 100 miles from the proposed UPAP program, making them very inaccessible for residents of Washington County/Southern Utah.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.gov/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

In early spring of 2015, the administration of Dixie State University and Dixie Regional Medical Center invited the PA Division Chief, John Houchins, and the Program Director, Karen Mulitalo, to a meeting at the Taylor Building located on the Health Sciences campus of Dixie State University in St. George, Utah. During that meeting, the President of Dixie State University, Biff Williams and the CMO of Dixie Regional Medical Center Richard VanNorman discussed the strong relationship between the University of Utah and Dixie State University, and Dixie State University's desire to increase the number of primary health care professionals in the southern region of the state of Utah as well as increase the health professional education options for local students to encourage a more diversified local healthcare workforce. The University of Utah currently supports their students in Nursing, Engineering and other programs in St. George through an administrative office in a Dixie State owned building off-campus in St. George. Therefore, it was in keeping with that trend that Dixie State proposed that the PA program develop a satellite campus as part the expanding number of academic courses and programs offered on Dixie State campus through partnerships with University of Utah.

Upon returning to Salt Lake City, the proposal was discussed and vetted with PA program faculty, University of Utah Health Sciences administration and the University of Utah office of the president. In fall of 2015, it was determined that market and political conditions were favorable and the expansion was in line with the program's overall educational mission. It was determined that a request by the

combined lobbyist for the University of Utah and Dixie State University would be made to the legislature for funding for the expansion. In spring of 2016, the Utah State Legislature granted funding for the expansion of the University of Utah Physician Assistant Program Campus to the Dixie State University campus.

Given the strong support from both state institutions and Dixie Regional Medical Center, the Utah State Legislature appropriated \$1.5 Million in funding for start-up monies to initiate the expansion of the University of Utah Physician Assistant Program Campus at Dixie State University. This appropriation will allow the program to appropriately use resources to develop curriculum, technological infrastructure, facilities and hire faculty and staff to deliver an equitable, quality, mission-based curriculum until the program can be sustained on tuition and other forms of external funding.

Dixie State University Campus has resources to assure that our students are supported in equivalent ways in regard to health services, disability referral, library access and issues of student safety. The University of Utah Student Support Services office located just off campus in St. George provides additional access to University of Utah services. Classroom space and physical student resources in St. George are often superior to the Salt Lake City campus.

While the final decision to proceed with the expansion of the campus came with the appropriation of the legislative funding, analysis of data took place at several key points with stakeholders throughout the process. Key meetings at Dixie State University were held during which availability of clinical placements at Dixie Regional Medical Center and surrounding community providers were analyzed, the number of existing and potential PA programs were considered as well as resources and community and political support. Once those factors were analyzed, those results were taken to the Salt Lake City campus and further analyzed with University of Utah Health Sciences Campus before approaching the Utah State Legislature. Once the funds were approved, announcements were made throughout both campuses media offices as well as a combined alumni trip taken by the two University Presidents where they announced the campus expansion to key stakeholders.

The support for the St. George expansion has been very positive with local community engagement, Dixie State University support, and IHC healthcare systems encouragement. We hope to continue to build on this momentum to provide rural Southern Utah and surrounding area with greater access to quality healthcare with graduates from our expanded campus. The community of St. George is also very invested in educating and retaining local students interested in becoming part of the healthcare workforce.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The University of Utah Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). Distant campus application has been submitted to ARC-PA and a site visit is scheduled for October 6, 2017. The University of Utah PA Program distant campus is on the ARC-PA Board agenda for review in March 2018.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

UPAP is a full-time education program that begins each summer semester (early May) and spans 27 months over seven continuous semesters. Part-time or interrupted attendance is not an option, and no online classes are offered. The degree requires a minimum of 91 credit hours to complete. The credit hours are split between Didactic and Clinical Training curriculum. In addition, all students must produce and present a master's project prior to graduation. Graduates of the Utah Physician Assistant Program earn a Master of Physician Assistant Studies Degree (MPAS).

Didactic Training

The didactic phase of the program takes place over four (4) consecutive semesters for a total of 66 credits of graduate level academic coursework and includes full-day, clinical experiences once a week, beginning at mid-year and occurring at University and community partner clinics.

Clinical Training

The clinical phase takes place during the second year and includes full-time clinical rotations under the direct supervision of a preceptor in primary care and specialty settings; students are not required to identify and secure their own clinical sites or preceptors (UPAP coordinates clinical rotations for all students). The total number of credits awarded during the clinical year is 27.

Master's Project

Beginning January 2018, to fulfill the graduate school required portion of the Masters in Physician Assistant Studies, each student will complete a student led community-engagement research project. Students will work in a small group with their faculty member and community partner to implement the research project. The project will include a community needs assessment, development of a research question, research proposal, intervention, final paper and poster. A poster presentation session will be held to allow for grading and dissemination of knowledge.

Admission Requirements

List admission requirements specific to the proposed program.

Students matriculating into the MPAS degree program at the University of Utah Physician Assistant Program St. George campus, will meet or exceed all UPAP main campus admission criteria, including a Bachelor's degree, all required prerequisite coursework, 3.0 GPA, minimum of 2,000 hours of healthcare experience, and TOEFL scores for non-native English speakers of 550 (written), 230 (computer) or 80 (internet).

Admissions applications will be processed jointly at the Salt Lake City and St. George campuses consistent with the University of Utah Physician Assistant Program admissions review. UPAP will use the current system which evaluates over 1,500 applications for each cycle for the available 44 spots on the Salt Lake City campus.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The leadership and faculty in the Division of Physician Assistant Studies are in full support of this proposal to expand to a distant campus in St. George, Utah. The Interim Division Chief and Program Director has been assigned responsibility for directing the program with support from the Salt Lake City Associate Directors and the St. George Associate Director. This responsibility includes securing and hiring fully qualified faculty for the St. George campus.

The proposed degree program will operate under the same management plan as the current University of Utah Physician Assistant Program. The St. George campus is an extension of the main campus in Salt Lake City and the curriculum, admissions and all faculty appointments will be overseen by the University of Utah. This extension program will follow the same policies and procedures as required within the main campus.

Financial Aid

A University of Utah financial aid counselor will present financial aid information to all students and provide individual counseling appointments during the first-week orientation session in Salt Lake City that both cohorts will be required to attend in person. In-person counseling and outreach are available in St. George once every spring semester and upon request. Financial aid forms and scholarships are available on the University of Utah financial aid website <https://financialaid.utah.edu/index.php>.

Diversity/Inclusion

Both the University of Utah and Dixie State University, through their specific offices on each campus, have various support resources for women, veterans, students of color and LGBTQIA students. The students at the Salt Lake City campus will access University of Utah resources. Students at the St. George campus will be able to access resources available at Dixie State University in person, as well as have access to online resources available at the University of Utah <http://diversity.utah.edu/>.

Student Health Services

Designated student health services at Dixie State University are at the Health and Wellness Center, where both medical and mental health services are available to the St. George students. If necessary, St. George students may be referred to Dixie Regional Medical Center. At the Salt Lake City campus students have access to the Center for Student Wellness for health services, and the Counseling Center for mental health services. Furthermore, both campuses employ mental health counselors and medical providers at their respected counseling facilities.

Disability Services

Additionally, both the University of Utah and Dixie State University campuses provide comprehensive disability and access evaluation and can provide similar services including

examination accommodations, adaptive and assistive technology and language services.

Teaching Technology

In each of our classrooms, we have a full “origination” system, meaning that any classroom can be used by an instructor for teaching, and each classroom can receive the class broadcast. At the core of each classroom is a Cisco TelePresence SX80 codec with two cameras

<http://www.cisco.com/c/en/us/products/collaboration-endpoints/telepresence-sx80-codec/index.html>. The SX80 provides a High Definition 1080P video stream. One of the two cameras is focused on the instructor, while the other is set to view the classroom. The distant classroom can receive the view of the instructor, the content view presented in the classroom, and the view of the originating classroom participants. The system is adaptable to allow the distant classroom students and faculty to adjust what content is being viewed during each class.

Each classroom has three 80” LCD monitors to be used to view content, classroom participants and instructor view. Two monitors are mounted in the front of the classroom and present the content, much like how projectors are used in a standalone classroom. We have the option of presenting other parts of the video conference on a front monitor, for example the monitor can show the distant classroom participants. The third monitor is mounted in the back of the classroom, and presents a view of the distant classroom for the instructor.


To support the instructor, a facilitator is assigned to each class. The facilitator’s office is located next to the classroom with a window to view into the classroom. The facilitator is responsible for checking the IVC system each morning before classes start, at the beginning of each class session, and at the end of each class session. With the adjacent office and window, the facilitator will monitor the progress of each class. A facilitator to manage the technology aspects allows the instructor to focus on leading the classroom activity.

There are several peripherals in each classroom. The lectern has a computer workstation and a desktop camera. The monitor for the computer is a touch/pen draw-on monitor. Instructors can use this to annotate slide presentations, draw on pictures, etc. This ensures that any ad hoc visual instruction is sent to the distant campus(es). The desktop camera has a fully articulated arm, allowing the instructor to show any kind of materials as part of the class presentation, similar to a projector system.

Clinical Skills Technology

The St. George distant campus will have four clinical skills rooms. Each of these rooms will be equipped with a desktop computer and a wide-angle camera. As students participate in skills sessions, the system will allow faculty to remotely monitor the session. We have two options that we are reviewing for how to manage these cameras. The first option is to tie this system into the same video conferencing system we use in the classroom. The second option is to manage the clinical skills camera system with a standalone software system. Technology will be purchased and installed prior to matriculation of the first St. George cohort in May 2018. Testing of this technology is already underway at both campuses.

Administrative Technology

UPAP will ensure easy and effective communication between program faculty and staff at both campuses. To support ease of communication, we have installed IVC systems in conference rooms, on mobile carts, and on select desktops at both the Salt Lake City and St. George campuses. In St. George, we have a multi-purpose room with a fixed Cisco TelePresence SX20codec <http://www.cisco.com/c/en/us/products/collaboration-endpoints/telepresence-sx20> 

[quickset/index.html](#). Like the SX80, this is a high definition video conference system. While this codec does not have all the features that a classroom system provides, it supports a multi-purpose or conference room nicely.

The Program also has a mobile cart, also using an SX20, which can be moved to any location in the building. The multi-purpose room and carts have a single camera. Initially, the Associate Director and the classroom facilitator at St. George will have desktop IVC systems, a Cisco DX80 codec <http://www.cisco.com/c/en/us/products/collaboration-endpoints/dx80/index.html>. This desktop set acts a second monitor when not in use and gives the user the ability to quickly establish a point-to-point video conference with another room or user. The DX80 also allows the viewer to participate in scheduled conference meetings such as classes.

Classroom Technology Support, Troubleshooting, and Failures

In order to respond to any problems that may arise with the use of the IVC system, UPAP has created several troubleshooting scenarios. UPAP's first level support is the onsite classroom facilitator. This individual will be trained with all of the local IVC classroom equipment. The system is also checked each morning by UEN support staff with the goal of ensuring the system is problem free or addressing any issues before class. UEN checks the entire state-wide system daily as part of the service they provide. If a problem arises after the system check, UEN provides a 24/7/365 help desk http://www.uen.org/distance_ed/troubleshooting.shtml.

The second level support will be for the facilitator, faculty or staff to call the UEN help desk and work with technicians to resolve the problem. UPAP has taken steps to ensure that each of our classrooms is designed in a similar setup. Should a problem arise in one classroom, the class can move to the secondary classroom to continue the lecture. It also makes it easy to walk another person through steps to troubleshoot technology issues because the "buttons" are literally the same in each classroom. Also, all of the IVC equipment is capable of remote access; allowing off-site technicians to troubleshoot or correct problems. Salt Lake City staff will help as needed to troubleshoot problems and get the classrooms fully functioning as soon as possible.

The long-distance networks between the University of Utah campus and the Dixie State University campus are maintained by central IT groups and Utah Education Network. They work with telco companies whenever there are concerns with leased connections. As one of UPAP's service providers, UEN provides us with information about the network such as dashboards and proactive emails. <http://www.uen.org/dashboards/network.shtml>. In the event of a failure beyond the IVC system, for example a network failure or power failure, UPAP has two options: If telephone service is still available, we have a conference phone that will allow us to call the distant site and continue the lecture in a voice-only mode until the problem is resolved. Should voice-only options fail, we have faculty in each location to continue the instruction as necessary until the problem is resolved, utilizing accessible instructional materials.



Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The distant campus has required us to add sufficient faculty to support expansion for education of 16 additional students in the first year expanding by four students each year thereafter over the next two years. For the first year of the expanded campus, UPAP has hired an Associate

Director, one faculty member responsible for the didactic year and one faculty member responsible for the clinical year. All three faculty are full time and located on the St. George campus.

Associate Director

Richard Bennett, PhD, MMSc, PA-C is a PA from a rural background with family roots in the St. George area. He has clinical experience in orthopedics and was practicing in Cody, Wyoming prior to taking the position as Associate Director. He had prior PA education experience as Director of Admissions at University of Charleston Physician Assistant Program in West Virginia and is a graduate of Yale University PA Program. He acquired his PhD in Molecular Biology prior to PA school and has taught biochemistry, neurology, immunology, and genetics as a part of PA curriculum.

Didactic Faculty

Jennifer Forbes, MS, PA-C has extensive experience in PA education and her most recent experience is from Idaho State University PA program at their Meridian distant campus. She is experienced in using similar video conferencing technology to the IVC technology to educate PA students. She has strong interests in curriculum design and recently received a PA Foundation grant for Oral Health research in underserved populations.

Clinical Faculty

Jacqueline Murray, MPAS, PA-C is a PA graduate of University of Utah and has been working in the St. George area for over 8 years in palliative care. She has been active in the Utah Association of Physician Assistants and has many community connections in the St. George area. She has great interest in teaching and has been involved with the local AHEC in Health Professions pipeline development courses that are offered through Dixie State University.

Part-Time Clinical Associate

Leighton Kaonohi, MPAS, PA-C is a PA graduate of the University of Utah and has worked until recently in Hawaii at a community health center. He is a prior resident of St. George and received his undergraduate education at Dixie State University where he has been deeply involved with this community. He will serve as the lead Clinical Associate in St. George at .30 FTE. He will direct the small group physical exam and medical decision making curriculum, and will serve as an advisor to four students, allowing the program to maintain an 8:1 ratio in both Salt Lake and St. George. He will also assist in our service learning curriculum in St. George and has many local connections to underserved potential partners.

The expansion of the University of Utah Physician Assistant Program campus to St. George, Utah has required modifications to our existing classroom to accommodate a new way of disseminating and experiencing our lectures and classroom content. This update will require our educators consider all aspects of equivalency in curriculum between the two campuses. Beginning in July 2016 all UPAP faculty were tasked to prepare for the St. George distant campus and the ARC-PA accreditation process to request approval for expansion to a distant campus. This task was divided up by ARC-PA accreditation standards and the standards were

assigned to faculty and staff groups as deemed appropriate. In this way, the program was able to determine and design the most efficient and effective technology, facilities, resources, staffing, and curriculum modifications necessary to ensure an equivalent and high-quality educational experience for students located at the St. George campus. Travel between the two campuses may occur throughout the academic year to ensure students at both campuses have exposure to all UPAP faculty.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

New faculty and staff are required for the distant campus. Support staff will be hired in early 2018 through the University of Utah Human Resources system. For the first year of the expansion, the plan is to fill two administrative positions (office and technology) for the St. George campus. It is understood that staff at Salt Lake City campus will be working as a team with the staff at the St. George campus to support the work of both campuses. Below are descriptions of each new staff position:

IVC Classroom Facilitator

Assist instructors and students by operating classroom equipment that is essential to the delivery of interactive video conferencing (IVC) classrooms at the St. George and Salt Lake City campuses. Primary responsibilities include ensuring that all technology is working appropriately to ensure an optimal student learning experience. Additional responsibilities include troubleshooting technical problems and maintaining a system log for the IVC system in order to record and resolve technology issues in a timely manner.

Administrative Support Staff

Support staff for the UPAP St. George campus will be required for operations, faculty, and students. This individual will support the Associate Director, Clinical Faculty and Didactic Faculty at the St. George campus. Job responsibilities will be directed by the faculty members on site in St. George as well as program leadership, including Associate Directors and Program Director. This individual will assist the St. George students onsite with questions, issues with technology, and facilitate daily tasks to ensure the extended campus runs efficiently. The administrative support staff person will also participate in the admissions process and student recruitment for the St. George distant campus.

Two tutors are available to students at the Salt Lake City campus (1:22 ratio); one tutor will be available to students at the St. George campus. (1:16 ratio) Writing tutors are available to all students via University of Utah e-tutoring. The Salt Lake City campus offers general tutoring through the Associated Students of University of Utah. Tutoring in St. George will primarily be provided by University of Utah adjuncts and faculty but the students can also access the Academic Performance and Tutoring Center on the campus of Dixie State University.

Any requirements for student remediation will be accomplished using locally based faculty and staff in the ratios previously described and will follow the Academic Standards and Progression policy at both campuses. The academic standards and progress committee will be chaired by the Associate Director located at the campus in which the student is located.

Student Advisement

Describe how students in the proposed program will be advised.

All equivalent student service resources available on site at Dixie State University will be available to the University of Utah St. George PA students. Academic counseling and advising will be accessed at Dixie State University through individual advisors on site and the Student Success Center along with other related services including disability resources and writing tutoring provided through the Disability Resource Center and Writing Center respectively within the Student Success Center.

The University of Utah Physician Assistant Program will advise students. The 2018 advisor to student ratio at Salt Lake City campus is 1:4 (per cohort); the 2018 advisor to student ratio at the St. George campus will be an identical 1:4 (per cohort). Faculty advisors will provide career counseling as well as periodic tutoring as needed to advisees.

In addition to faculty advisors, students will have a Return Visit session dedicated to career services including CV writing skills that will be available to students at both campuses. All of the lecture components will be identical for each campus.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

St. George PA students will have the same online access to the Spencer S. Eccles Health Sciences Library at the main campus which includes online access to medical literature, journals, and textbooks. In addition, students in St. George will have access to the library at Dixie State University which already services students in several medical professions. Resources include medical textbooks, journals, and article access. Interlibrary loan also allows for ease of access of any material required but not locally available in the Dixie State University Library.

In addition to the Dixie State University Library (which serves multiple healthcare degree students), Dixie Regional Medical Center has a medical library on site which our students can access. The program is housed in the Russell C. Taylor Health Sciences Building (Taylor Building) which is directly adjacent to Dixie Regional Medical Center. This will allow the St. George students to have equivalent access to a medical library. Online access to the Spencer S. Eccles Health Sciences Library is also available to all College of Health/School of Medicine students with a valid UCard. Both the Dixie Regional Medical Center Library and the Spencer S. Eccles Health Sciences Library have medical librarians available to answer questions in person or via email.

Computing/Technology

UPAP is building a video conferencing system using Cisco TelePresence technology. Often abbreviated as IVC for Interactive Video Conferencing (in some places the same abbreviation is used for Instructional Video Collaboration), this system is designed to completely connect multiple rooms with two-way audio and video. We are building on an existing statewide video conferencing system supported by Utah Education Network (UEN) <http://www.uen.org>. UEN is already using this system to support K-20 distant education across the state of Utah.

Students are responsible to furnish a portable device for test-taking, note-taking, online portal access and electronic communications. University technical support is available at both

locations; additionally, there is limited IT support within the department that will be available to students at both campuses. Several student computer labs are available at both the Salt Lake City campus and the St. George campus for any additional technology needs.

The expansion of the PA program to St. George will not affect the services for the rest of the students attending the PA program on the main campus.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The overall goals of the expansion of the campus are to increase the number of primary care providers in the medically underserved areas in rural Utah and surrounding states. The community of St. George is also very invested in educating and retaining local students interested in becoming part of the healthcare workforce.

The MPAS degree qualifies students to sit for the Physician Assistant National Certifying Exam (PANCE) which, when passed, permits graduates to work as practitioners in a wide variety of medical disciplines throughout the United States. This is a major program goal of the MPAS degree program. After passing the PANCE, students graduating from the University of Utah Physician Assistant Program will be able to practice medicine to evaluate, diagnose, prescribe medications, and manage acute and chronic conditions in patients of all ages. The program trains physician assistants to work as part of a health care team to improve the quality of and access to primary care. These are additional goals of the MPAS program. We will use the student passage rates and performance metrics of the National PANCE exam to assess and develop the program goals of the MPAS program. In addition to PANCE exam scores, we will analyze graduate practice patterns, student feedback, student program performance, faculty program evaluations and student recruitment and retention data to evaluate program performance on both an ongoing and annual basis.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The following outcomes assessments are used to evaluate student learning:

- Mid-term, semester, and course exams
- Intense clinical training with preceptor evaluations
- End of rotation examinations
- Self evaluation and reflection upon clinical experiences
- Summative experience
- Completion of master's project
- National Board testing results by organ system
- Objective Structured Clinical Examinations (OSCE)

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			
Required Courses			
PAS - 6000		UPAP Mission in Practice 1	1
PAS - 6001		Foundations for Evidence Based Practice 1	1
PAS - 6002		Applied Anatomy	3
PAS-6003		Medical Physiology	3
PAS-6004		Mechanisms of Health and Disease	2
PAS-6005		Data Collection/Medical Interviewing	2
PAS-6006		Infectious Disease	3
PAS-6008		Clinical Pharmacology	2
PAS-6100		UPAP Mission in Practice 2	1
PAS-6101		Foundations for Evidence Based Practice 2	1
PAS-6800		Patient Problem Management 1	3
PAS - 6102		Clinical Medicine 1	5
PAS - 6103		General Medicine 1	4
PAS-6104		Cardiovascular Medicine	4
PAS-6200		UPAP Mission in Practice 3	1
PAS - 6970		Master's Project 1	1
PAS -6801		Patient Problem Mgmt 2	2
PAS - 6202		Clinical Medicine 2	4
PAS - 6203		General Medicine 2	5
PAS - 6204		Topics in Medicine 1	4
PAS - 6300		UPAP Mission in Practice 4	1
PAS - 6971		Master's Project 2	1
PAS - 6302		Women's Health	3
PAS - 6304		Topics in Medicine 2	4
PAS - 6303		Inpatient Medicine	5
PAS - 6071		Preceptorship 1	9
PAS - 6072		Preceptorship 2	9
PAS - 6073		Preceptorship 3	9
Required Course Credit Hour Sub-Total			93
Elective Courses			

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate		3		
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters		10		
Faculty: Part Time with Masters		1		
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants	////	////		
Staff: Full Time			7	
Staff: Part Time			0	

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Karen	Mulitalo	TT	MPAS	University of Utah	26%	
	Richard	Backman	TT	MD	University of Texas Health Science Center	26%	
	Nadia	Cobb	TT	MS	University of Colorado	0%	
	Jennifer	Coombs	TT	PhD	University of Utah	26%	
	Dan	Crouse	TT	MPAS	University of Utah	26%	
	Shaun	Curran	TT	MPAS	University of Utah	26%	
	Amanda	Elrod	TT	MPAS	University of Utah	0%	
	Amanda	Moloney-Johns	TT	MPAS	University of Utah	26%	
	Joanne	Rolls	TT	MPAS	University of Utah	26%	
	Darin	Ryujin	TT	MS	Marshall University	26%	
	Jared	Spackman	TT	MPAS	University of Utah	26%	
	Sandra	Stennett	TT	MPAS	University of Utah	26%	
	Virginia	Valentin	TT	DrPH	University of Kentucky	26%	
Part Time Faculty							
	Connie	Goldgar	TT	MS	University of Colorado	0%	
	Pedersen	Donald	TT	PhD	University of Utah	0%	

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		1		PA-C	100
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters		2		PA-C	100
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time			2		100
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	132	132	132	132	132	132
# of Majors in Proposed Program(s)	////	16	36	60	72	72
# of Graduates from Department		44	44	44	44	44
# Graduates in New Program(s)	////	0	0	16	20	24
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$2,281,878	\$1,097,959	\$1,222,792	\$1,334,167		
Operating Expenses (equipment, travel, resources)	\$930,441	\$156,500	\$136,775	\$129,169		
Other:	\$0	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES	////	\$1,254,459	\$1,359,567	\$1,463,336		
TOTAL EXPENSES	\$3,212,319	\$4,466,778	\$4,571,886	\$4,675,655		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$0	\$0	\$0	\$0		
Appropriation	\$0	\$0	\$0	\$0		
Special Legislative Appropriation		\$1,500,000	\$1,500,000	\$1,500,000		
Grants and Contracts						
Special Fees						
Tuition	\$3,212,319	\$150,809	\$695,236	\$1,365,048		
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0		
PROPOSED PROGRAM FUNDING	////	\$1,650,809	\$2,195,236	\$2,865,048		
TOTAL DEPARTMENT FUNDING	\$3,212,319	\$4,863,128	\$5,407,555	\$6,077,367		
Difference						
Funding - Expense	\$0	\$396,350	\$835,669	\$1,401,712		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Development of the new program requires the addition of three 1.0 FTE faculty residing in St. George, two 1.0 FTE staff residing in St. George, and clinical teaching associates (three at .10 FTE). In addition, percentage time (per student enrollment in St. George) of leadership and core teaching faculty, staff, and course instructors at the SLC campus is allocated to the new program budget. Non personnel expenses include design and implementation of Interactive Video Conferencing (IVC) technology for synchronous teaching between the two campuses, furniture and space modification at DSU campus, travel, educational supplies, and general operating expenses.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

A legislative appropriation of \$1.5 million is available to support the development of the new program until year 4 (FY2020). We forecast that the allocation, in addition to tuition revenue specific to the new program, will result in a funding surplus through year 4. A portion of the surplus will be held in reserve should the new program require additional support in subsequent years. However, we forecast that the new program will sustain on tuition revenue after year 4.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Currently, there is not a plan to acquire new funding sources to support the PA program at St. George.