**Download Excel Template for New Degree Proposal Budget**

**Boston University Office of the Provost**

**New Degree Proposal Form**

<table>
<thead>
<tr>
<th>1. Submitter’s BU Email</th>
<th><a href="mailto:lhyman@bu.edu">lhyman@bu.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Proposing School/College</td>
<td>{drop-down list}</td>
</tr>
<tr>
<td>3. Proposing Department</td>
<td>Division of Graduate Medical Sciences</td>
</tr>
<tr>
<td>4. Degree Proposed</td>
<td>☐ Bachelor’s ☐ Master’s ☐ Doctorate ☐ Diploma ☐ Certificate</td>
</tr>
<tr>
<td>5. Dual or Joint Degree?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>6. Additional Proposing School/College</td>
<td>{drop-down list}</td>
</tr>
<tr>
<td>7. Additional Proposing Department</td>
<td></td>
</tr>
<tr>
<td>8. Degree Title</td>
<td>Master of Science</td>
</tr>
<tr>
<td>9. Anticipated Start Date</td>
<td>May 2013</td>
</tr>
</tbody>
</table>

**10. Proposed New Degree Location:**

☐ CRC ☐ MED ☐ Other ___________________________________________________

If other: [i.e., online, Chelmsford, China, Paris]

**11. Global Program Activity:**

Will the proposed new degree involve an activity conducted in another country, and include one or more of the criteria listed at [www.bu.edu/globaloperations]?  

☐ Yes ☐ No

If yes, please list the country(ies):

_________________________ ☐ ☐ ☐ ☐ ☐ ☐
Proposed New Degree: Academic Components

1. Please provide a brief description of the proposed new degree:

The Boston University Master of Science (MS) degree will be conferred upon those students who successfully complete the 28 month physician assistant program. This professional degree program will be the first clinical educational program for midlevel health care providers at the BU School of Medicine. The academic program is divided into didactic and clinical phases. The first 12 months of training, comprised largely of traditional lectures and seminar sessions, provides the basic and clinical sciences foundation requisite for medical practice as a physician assistant. Principles of clinical research are taught in the first semester and reinforced with journal clubs throughout the first year. Important clinical skills such as history taking, physical examination and basic surgical skills are introduced and practiced during the first year. The second phase of the program is comprised of both clinical clerkships and the thesis proposal/research project. The clerkships engage students in clinical practice in inpatient, outpatient, long term care and emergent medical settings. The thesis project requires students develop a comprehensive research proposal related to clinical practice, health policy or workforce.

2. Please provide the required courses and a sample curriculum for the proposed new degree:

This 28-month program includes didactic and clinical training phases both of which are required for the Master of Science degree. The PA Program is designed as an intensive, full-time program; students who need additional time to complete the program may be accommodated under limited circumstances. Consistent with physician assistant programs in the United States, students who successfully complete the program will be eligible to sit for the National Commission for the Certification of Physician Assistant (NCCPA) licensing examination.

**The First Year**

During the first three semesters, the PA student will learn basic science foundations, pathophysiology and therapy in a systems-based approach similar to that used by the medical school. Assessment of their medical knowledge and developing clinical reasoning will be made using multiple choice examinations, journal club assignments and preceptor evaluations. Clinical skills such as history taking, physical examination, oral presentation and medical record writing will be taught and assessed using preceptor and faculty observation. The curriculum of the first year has been developed so that each topic builds on a previous concept.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMS PA 700</td>
<td>Anatomy</td>
<td>Summer I/Ii</td>
<td>5 cr.</td>
</tr>
<tr>
<td>GMS PA 701</td>
<td>Foundations of Medicine I</td>
<td>Summer I/Ii</td>
<td>4 cr.</td>
</tr>
<tr>
<td>GMS PA 702</td>
<td>Physiology</td>
<td>Summer I/Ii</td>
<td>5 cr.</td>
</tr>
<tr>
<td>GMS PA 703</td>
<td>Introduction to Research</td>
<td>Summer I/Ii</td>
<td>2 cr.</td>
</tr>
<tr>
<td>GMS PA 704</td>
<td>Introduction to Clinical Medicine</td>
<td>Summer I/Ii</td>
<td>2 cr.</td>
</tr>
<tr>
<td>GMS PA 720</td>
<td>Fundamentals of Clinical Medicine</td>
<td>Fall</td>
<td>12 cr.</td>
</tr>
<tr>
<td>GMS PA 721</td>
<td>Diagnostic Methods</td>
<td>Fall</td>
<td>1 cr.</td>
</tr>
<tr>
<td>GMS PA 722</td>
<td>Foundations of Medicine II</td>
<td>Fall</td>
<td>2 cr.</td>
</tr>
<tr>
<td>GMS PA 723</td>
<td>Clinical Practicum</td>
<td>Fall</td>
<td>2 cr.</td>
</tr>
</tbody>
</table>
Clinical Training

Completion of 56 weeks in the clinical setting is required of all PA students. Mandatory clerkships, one month in duration, will include Internal Medicine (2), Primary Care (2), Pediatrics, Ob-Gyn, Psychiatry, General Surgery and Emergency Medicine. Each student will also be required to complete 5 elective rotations in specialty areas (both medicine and surgery) or in sub-internships in primary care or internal medicine or pediatrics. The goal of the clinical training is to provide hands-on exposure to clinical practice as a physician assistant. The student will rotate within a range of clinical settings (inpatient, outpatient, long term care) with a variety of health care teams. Evaluation of the student’s clinical acumen will be made by each clinical site and by an end-of-rotation knowledge based examination. Preparedness for clinical practice will be objectively established by a 7-station clinical skills examination and at the site visit that occurs within three months of graduation.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Variable</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMS PA 801</td>
<td>Internal Medicine I</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
<tr>
<td>GMS PA 802</td>
<td>Internal Medicine II</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
<tr>
<td>GMS PA 810</td>
<td>Primary Care I</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
<tr>
<td>GMS PA 811</td>
<td>Primary Care II</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
<tr>
<td>GMS PA 820</td>
<td>Emergency Medicine</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
<tr>
<td>GMS PA 830</td>
<td>Pediatrics</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
<tr>
<td>GMS PA 840</td>
<td>Psychiatry</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
<tr>
<td>GMS PA 850</td>
<td>Obstetrics and Gynecology</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
<tr>
<td>GMS PA 860</td>
<td>Surgery</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
<tr>
<td>GMS PA 870</td>
<td>PA Professional Practice</td>
<td>Variable</td>
<td>2cr.</td>
</tr>
<tr>
<td>GMS PA 900</td>
<td>Elective I</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
<tr>
<td>GMS PA 901</td>
<td>Elective II</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
<tr>
<td>GMS PA 902</td>
<td>Elective III</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
<tr>
<td>GMS PA 903</td>
<td>Elective IV</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
<tr>
<td>GMS PA 904</td>
<td>Elective V</td>
<td>Variable</td>
<td>4cr.</td>
</tr>
</tbody>
</table>

Thesis

Students in the PA program are required to complete a research thesis proposal that demonstrates the student’s ability to interpret the medical literature, develop a hypothesis driven project and to analyze the significance of the project. They will mentored by an advisor from the School of Medicine or Public Health to develop their project related to clinical medicine, PA education or health workforce. Each student is provided two dedicated months during their clinical phase for completing their project. Once the final draft is signed by the thesis advisor, the manuscript will be graded by two members of the Thesis Committee. There is no oral defense.

3. Please provide the rationale for the proposed new degree:
The physician assistant is a state-licensed or federally-credentialed health care professional who practices medicine with physician supervision. In clinical practice, PAs perform an extensive range of medical services in virtually every medical and surgical specialty and health care setting. Offering many of the health services traditionally provided by physicians for the past four decades, more than 75,000 PAs play a major role in US health care delivery. It is estimated that a physician assistant performs about 80% of duties traditionally limited to physicians. As part of their many roles in the clinical setting, physician assistants:

- take patient histories and perform physical exams
- order diagnostic evaluations and formulate differential diagnoses,
- diagnose illness and develop treatment plans including prescribe medications
- counsel and educate patients
- in specialized settings, perform medical procedures such as assist in surgery

Even before the passage of the Patient Protection and Affordable Care Act, the United States Department of Labor, Bureau of Labor Statistics projected greater than a 20% increase in the number of PA jobs between 2008 and 2018, making it by their research, the seventh fastest-growing profession in the country in 2011. The impending addition of more than 45 million patients who do not have current medical insurance to our healthcare system is projected to further increase the need for physician assistants. According to CNN Money the profession is expected to have a 52% increase in employment opportunities over the next few years,

Physician assistants have been identified as a potential solution to the impending primary care workforce shortages in rural and underserved communities. As of September 2011, the Health Resources Services Administration of the Bureau of Health Professions designated the homeless of Boston as a vulnerable population and listed 18 Boston community health centers as health professions shortage areas (HPSA). The New England Rural Workforce round table recommends examining new models of healthcare delivery to include midlevel providers such as physician assistants. Furthermore, the Massachusetts Department of Public Health workforce planning strategy proposes recruiting out-of-state health providers to bridge the increasing gap in primary care access. A Physician Assistant Program at Boston University that educates providers to care for vulnerable populations in Boston and beyond will address the dearth of primary care providers in Massachusetts.

Despite the important contribution of physician assistants to direct patient care, we hope to train physician assistants who will be scholars and leaders as well. Success will be measured by our students’ and graduate’s involvement in clinical and medical education research, PA education and health professions education in general. By introducing concepts related to health care delivery infrastructure and health care management in to the core program, we hope our graduates will demonstrate leadership by pursing active roles in both the patient centered medical home, community health centers and the accountable care organizations.

4. Please describe how the proposed new degree relates to existing programs at the University:
The Master of Science/Physician Assistant Program will enhance the health professions education offered by Boston University. The Sargent College of Health and Rehabilitation Sciences educates undergraduate and graduate students to provide rehabilitation services in occupational, physical and speech therapy. The School of Medicine and Goldman School of Dental Medicine train physicians and dentists while the School of Public Health educates students to solve issues related to population health and health policy. Boston University currently lacks a professional degree program for midlevel healthcare providers. A program in the Division of Graduate Medical Sciences at the School of Medicine will foster opportunities for interprofessional education in medicine, dentistry and rehabilitation sciences alike.

5. Please describe the proposed enrollment or the enrollment required to cover the start-up costs of the proposed new degree:

Initial program enrollment will be 24 students and whereas the second class of matriculates will be comprised of the target 36 students per class. The program is 28 months in length so at year three the total enrollment of the program will be 108 students.

6. Please list the participating faculty involved in the administration of the proposed new degree:

Mary Warner, MMSc, PA-C, Program Director  
TBA, Medical Director  
TBA, Academic Coordinator  
TBA, Clinical Coordinator  
TBA, Research Coordinator  
Many instructional faculty serving as course directors will be recruited from the Graduate Medical Sciences Division and the School of Medicine. Thesis faculty advisors will be recruited from the full time faculty in the Departments of Medicine and Surgery.

7. Please provide an administrative and advising plan for the proposed new degree:

**Administrative Plan**
The program director is responsible for the organization, administration, faculty and staff development, fiscal management and continuous review of the Physician Assistant Program. Each core faculty member will be responsible for developing, implementing and evaluating their own course as well as participate in the clinical skills instruction related to history taking, physical examination, clinical reasoning and clinical skills development. The medical director, working under the supervision of the program director must help insure that the didactic and supervised clinical experiences meet the current standards of practice. The medical director will also be involved in developing, implementing and evaluating both the curriculum and program. The academic coordinator is responsible for the development and oversight of the first year didactic phase (nearly 800 lecture hours) as well as teaching one course. The clinical coordinator is responsible for development and oversight of the clinical clerkships (14 clinical clerkships ~2240 hours) and teaching one course. The research coordinator will support the students through their thesis project and implement journal clubs and the clinical reasoning curriculum. An administrative support person and a data manager (both accreditation requirements) will be hired to support the clerical and evaluation of the program.
Advising Plan
Each core program faculty member will be responsible for advising up to 10 PA students while the offices of the Graduate Medical Sciences Registrar and Financial Aid will support the students in the other two areas. Thesis advisors will be culled from the Schools of Medicine and Public Health faculty.

8. For a proposed graduate program, please provide the admissions standards involved:

The physician assistant profession is designed to address disparities in access to quality health care. The program aims to recruit non-traditional students from diverse ethnic, racial, social and socioeconomic backgrounds who will provide quality care in their local communities. As a result, our admissions standards reflect minimum standards that support the goal of recruiting while balancing the need for adequate academic preparation.

The minimum admission standards for the program include a bachelor's degree with:
- a science grade point average of at least 3.0
- one semester of general biology
- one semester of human or animal physiology (preferably at the 300 or 400 level)
- three 300 or 400 level biology courses one of which must be genetics
- one semester of general chemistry with lab
- one semester of organic chemistry with lab and
- Graduate Record Examination (GRE) scores in the 50th percentile or better.

There is no prerequisite for health care experience but successful applicants will demonstrate an understanding of the PA profession and its contribution to the delivery of US health care. Three letters of recommendation are required from: a recent professor, a physician or physician assistant and a former employer, none of whom are formally related to the applicant. English proficiency, demonstrated by a minimum TOEFL score greater than 80 for internet-based exam or 550 for paper-based exam, is required of all students who did not complete their undergraduate education in the United States, Canada and other Commonwealth countries.

Applications from the Centralized Application Service for Physician Assistants (CASPA) will be screened by the Admissions office in the Division of Graduate Medical Sciences and then the entire packet will be reviewed by two members of the Admissions Committee.

Exceptional applicants will be invited to interview and final selection will be made from the interviewed pool.

9. Please list the requested resources needed for the proposed new degree (e.g. space, new faculty and/or staff, computer and/or technology needs):

Resources required for the physician assistant program include faculty offices, a dedicated meeting room, student lockers and lounge area, physical examination and procedure space. Initial faculty requirements include a Medical Director, three full time PA faculty members excluding the full time program director, a full time administrative support staff member and a program data manager. We plan to leverage the resources of the Division of Graduate Medical Sciences for student services such as the registrar, admissions and financial aid. Each faculty member must have a computer and a
Once the program has admitted its second class (36 students), additional faculty will be needed to maintain a faculty:student ratio that is consistent with national standards. As is required by the accrediting body for PA programs, faculty development funding, support for travel and professional meetings, licensure, and maintenance of PA certification must also be provided.

10. Please provide information on outside programs that are comparable to the proposed new degree:

The Boston University Physician Assistant Program will distinguish itself in several important ways. First, it will be one of only two programs in the state of Massachusetts housed in a medical school. This is important because collaboration with the undergraduate medical education strengthens the breadth and depth of the instruction while preparing students to work in interprofessional teams, mimicking the current practice environment. Furthermore, physician assistants must be facile interpreting the medical literature and applying findings to an evidence-based medical practice. In order to insure proficiency with this critical skill, all students will be required to develop a thesis proposal. This proposal, supported by a BUMC faculty mentor, will demonstrate the students’ ability to critically evaluate the literature for gaps in knowledge, formulate a testable hypothesis, develop appropriate research methodology and outline the impact of the project. BU is the only PA program in Massachusetts to require a thesis for the masters degree. As a corollary, the PA curriculum will also include courses such as “Introduction to Research” and journal clubs for students to hone their skills before they begin their writing. Appropriate thesis topics must be related to PA clinical practice, PA education, health policy and/or health workforce. Students will be encouraged to carry out and publish their projects as well.

Skills related to proper team functioning and management are becoming increasingly important in the practice of medicine. PAs will be called upon to provide leadership in the new medical care delivery systems such as the medical home and accountable care organizations. BU will prepare our graduates to meet this challenge by offering a course in health care leadership, management and administration making it the only program in the country to offer such instruction.

Finally, as the PA profession has been adopted by many countries and our patient population continues to hail from around the world, the ability for our graduates to practice in a culturally appropriate manner and/or in a resource poor environment will be shaped by our curriculum related to health disparities and global health. Our students will take advantage of the medical Spanish curriculum to better serve the migrant populations in Boston. We plan to collaborate with our medical school colleagues to offer clinical rotation experiences in rural, underserved community health centers as well as international clerkships.

Table 1. Comparison of PA Programs in Massachusetts

<table>
<thead>
<tr>
<th>PA Program (year)</th>
<th>Location</th>
<th>Length Months</th>
<th>Tuition Total</th>
<th>NCCPA Pass Rate</th>
<th>US News Ranking</th>
<th>Thesis</th>
<th>Early Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeastern (1971)</td>
<td>Boston</td>
<td>24 mo.</td>
<td>57874</td>
<td>97%</td>
<td>13</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Springfield College (1994)</td>
<td>Springfield</td>
<td>27 mo.</td>
<td>93600</td>
<td>98.00%</td>
<td>84</td>
<td>NO</td>
<td>3+2</td>
</tr>
<tr>
<td>Mass College Pharm (1998)</td>
<td>Boston</td>
<td>30 mo.</td>
<td>106600</td>
<td>92%</td>
<td>54</td>
<td>NO</td>
<td>3+3</td>
</tr>
<tr>
<td>Bay Path College (2012)</td>
<td>Springfield</td>
<td>24 mo.</td>
<td>87000</td>
<td>n/a</td>
<td>n/a</td>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>
11. Please document any accreditation implications that the formation of the proposed new degree entail:

The Physician Assistant Program must be accredited by the Accreditation Review Commission for the Education of the Physician Assistant (ARC-PA) prior to matriculation of students. An accreditation visit is scheduled for June 2012 and provisional accreditation could be awarded as early as October 2012. If provisional accreditation is granted, the program will be reviewed 18 months to 2 years later for full accreditation. There should be no accreditation impact on other programs in the medical school or the University.

12. Please provide an actual description of the proposed new degree that would be included in the annual bulletin:

**Program Description**
The Master of Science (MS) degree will be conferred upon those students who successfully complete the 28 month, Boston University School of Medicine Physician Assistant Program. This professional degree program is the first clinical educational program for midlevel health care providers at the Boston University School of Medicine. The academic program is divided into didactic and clinical phases. Comprised largely of traditional lectures and seminar sessions the didactic phase provides the basic and clinical sciences foundation requisite for medical practice as a physician assistant. The program offers instruction in clinical research and health care management as well. Important clinical skills such as history taking, physical examination, medical procedures and surgical skills are introduced and practiced during the first year. The second phase of the program is comprised of both clinical clerkships and the thesis proposal/research project. The clinical clerkships engage students in medical practice in inpatient, outpatient, long term care and emergent medical settings. Clerkships in internal medicine, primary care, general surgery, pediatrics, obstetrics and gynecology, emergency medicine and psychiatry are required whereas there are five one-month elective rotations. The thesis project requires students develop a comprehensive research proposal related to clinical practice, health policy or workforce.

**Degree Requirements**
Candidates eligible for the Master of Science degree must successfully (scores higher than a “B-”) complete all elements of the professional degree program including the didactic courses, clinical clerkships and the thesis project. Prior to graduation fitness for clinical practice will be confirmed using a standardized patient assessment and a final program site visit. Satisfactory academic and professional progress will be monitored by the PA Program Progress and Promotions Committee each semester.

**Required Courses**
All courses of the Physician Assistant professional program are required and must be completed in sequential fashion.

**First Year**
GMS PA 700 Anatomy Summer I/II 5 cr.
GMS PA 701 Foundations of Medicine I Summer I/II 4 cr.
GMS PA 702 Physiology Summer I/II 5 cr.
GMS PA 703 Introduction to Research Summer I/II 2 cr.
GMS PA 704 Introduction to Clinical Medicine Summer I/II 2 cr.

GMS PA 720 Fundamentals of Clinical Medicine Fall 12 cr.
GMS PA 721 Diagnostic Methods Fall 1 cr.
GMS PA 722 Foundations of Medicine II Fall 2 cr.
GMS PA 723 Clinical Practicum Fall 2 cr.

GMS PA 740 Fundamentals of Clinical Medicine II Spring 12 cr.
GMS PA 741 Diagnostic Methods Spring 1 cr.
GMS PA 742 Foundations of Medicine III Spring 2 cr.
GMS PA 743 Clinical Practicum Spring 2 cr.
GMS PA 744 Preventive Medicine Spring 1 cr.

Second Year
GMS PA 801 Internal Medicine I Variable 4cr.
GMS PA 802 Internal Medicine II Variable 4cr.
GMS PA 810 Primary Care I Variable 4cr.
GMS PA 811 Primary Care II Variable 4cr.
GMS PA 820 Emergency Medicine Variable 4cr.
GMS PA 830 Pediatrics Variable 4cr.
GMS PA 840 Psychiatry Variable 4cr.
GMS PA 850 Obstetrics and Gynecology Variable 4cr.
GMS PA 860 Surgery Variable 4cr.
GMS PA 870 PA Professional Practice Variable 2cr.

Elective Courses
Students may enroll in clinical clerkship electives during the clinical phase of their training. Electives are offered in many medical and surgical subspecialties.

GMS PA 900 Elective I Variable 4cr.
GMS PA 901 Elective II Variable 4cr.
GMS PA 902 Elective III Variable 4cr.
GMS PA 903 Elective IV Variable 4cr.
GMS PA 904 Elective V Variable 4cr.

Admission Requirements
The minimum admission standards for the program include a bachelors degree with a cumulative science grade point average of at least 3.0, one semester of general biology, one semester of human or animal physiology (preferably at the 300 or 400 level), three 300 or 400 level biology courses one of which must be genetics, one semester of general chemistry with lab, one semester of organic chemistry with lab and Graduate Record Examination (GRE) scores in the 50th percentile. English proficiency, demonstrated by a minimum TOEFL score greater than 80 for internet-based exam or 550 for paper-based exam, is required of all students who did not complete their undergraduate education in the United States, Canada and other Commonwealth countries. There is no prerequisite
for health care experience but successful applicants will demonstrate an understanding of the PA profession and its contribution to the delivery of US health care. Three letters of recommendation are required from: a recent professor, a physician or physician assistant and a former employer none of whom are formally related to the applicant. Exceptional applicants will be invited to interview and final selection will be made from the interviewed pool.

13. Please describe how the proposed new degree fits with the Strategic Plan of the school/college and with the University plan:

The School of Medicine strategic plan specifically advocates for the development of the physician assistant training program within the 10-year plan. (2020 Vision, page 9, 17) Furthermore the School of Medicine aims to focus on improved interprofessional training and research opportunities that would enhance a team approach to medical care. The Department of Medicine Strategic Plan includes development of more robust educational research and scholarship (DOM Strategic Plan 2009-2010, page 16). Additionally, the Department of Medicine has agreed to serve as the academic home of the core PA faculty by providing faculty appointments and promotions through the department. The PA faculty will be expected to contribute to PA educational scholarship as well. Physician assistant students would be an excellent addition to the campus based on the School of Medicine’s strategic vision while the PA faculty scholarship dovetails with the Department of Medicine’s initiatives.

Development of the PA program supports four of the Boston University Strategic Plan initiatives. The program aims to increase the visibility of the medical school by attracting well known PA educators (page 25), increases the Medical School access to interprofessional education and research (page 30), and increases the educational opportunities for undergraduates interested in medical practice. Furthermore with the emphasis on providing health care to vulnerable populations, the PA program will support the institution’s commitment to “practical engagement and service.”

**The Global Program Activity Components in RED will only be visible based on answering YES when asked if the new degree will include Global Program Activity.**

### Proposed New Degree: Global Program Activity Components

<table>
<thead>
<tr>
<th>1. Faculty Project Lead</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Faculty Project Lead assistant</td>
<td>Name</td>
<td>Phone</td>
<td>Email</td>
</tr>
</tbody>
</table>

3. Staffing Plan
A good staffing plan assists managers when implementing their program; it generally includes the following elements:

- The number of and skills requirements for individuals to be hired for an activity.
- Whether the above are current University employees or will be new recruits.
- Organizational chart to indicate reporting lines.
- Plans for regular communication, especially between Boston and the local country(ies).
- Other project-specific management/staffing information.

Please outline your proposed staffing plan:


4. Operational Plan

This section of the proposal will include a description of operational (including compliance) needs related to this activity, along with a plan to address them. First, answer the questions in the Operational Needs Assessment Table below; provide details on items with a “Yes” or “Don’t Know” response. When unsure how to address operational needs, please consult with the Office of Global Operations (including resources available in the online Global Operations Toolkit at www.bu.edu/globaloperations) for assistance.

Operational Needs Assessment Table

<table>
<thead>
<tr>
<th>Will this Global Program Activity require any of the following?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Local registration in order to conduct activities?</td>
</tr>
<tr>
<td>2) BU/Department renting office space or housing?</td>
</tr>
<tr>
<td>3) Staff/Faculty to be resident in country (locals or expats)?</td>
</tr>
<tr>
<td>4) Contractors for data collection or other short-term duties?</td>
</tr>
<tr>
<td>5) Purchase of vehicle or other major equipment for overseas?</td>
</tr>
<tr>
<td>6) Opening a bank account in another country?</td>
</tr>
<tr>
<td>7) Distribution of BU promotional materials (print/electronic)?</td>
</tr>
<tr>
<td>8) Support from IS&amp;T in Boston to set up local technology?</td>
</tr>
<tr>
<td>9) Will all operations in host country/ies (e.g., hiring staff and contractors, renting space if needed, local purchasing) be handled through a local subcontracted organization?</td>
</tr>
</tbody>
</table>

If Yes, name of local subcontractor(s): ____________________________
5. Proposed Collaboration Agreement(s)
A. Will there be another educational institution or other organization collaborating on the proposed Global Program Activity?
[ ] Yes [ ] No

B. Will this Global Program Activity require a formal (signed) collaboration agreement with local parties?
[ ] Yes [ ] No [ ] Don’t Know

C. Please include any other relevant information:

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The Information for the Registrar’s Office is not required for initial submission, but will be required once the proposal makes it through the approval process.

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Information for the Registrar’s Office
(to be completed after approval)

1. What is the average number of years to complete the program?

2. What is the maximum number of years to complete the program?

3. Is the duration different for different HEGIS combinations?
[ ] Yes [ ] No

4. If it is a combined degree, do the degrees have separate graduations?
[ ] Yes [ ] No

5. What are the college, degree program, certificate, continuation codes, and class year code combinations?
6. If appropriate, was this program approved by Tuition and Fees Committee?

☐ Yes  ☐ No  ☐ Not Applicable

7. Please specify the degree program codes and abbreviations, if existing (e.g. MET42 M.S):


8. If a credit-bearing certificate, will students be eligible for Title IV funds?

☐ Yes  ☐ No  ☐ Not Applicable

1. Is this form complete? (Please be sure to submit all required supporting documentation such as budget and letter of support.)*

☐ Yes, this proposal is complete.

☐ No, save to OnBase to be completed later.

Submit
March 27, 2012

Dear Members of the Academic Policy Committee:

I am pleased to support the physician assistant educational program at the School of Medicine. As the Department Chair of Medicine, I view physician assistants as a cost-effective solution to address the primary care provider shortage facing the United States.

The Department of Medicine plans to collaborate with the PA program by offering an academic home for their faculty appointments, supporting interprofessional education between medicine and PA students, and by pursuing research opportunities related to medical education and health workforce research. In doing so, we will identify an appropriate teaching team who will help the program develop the curriculum with the understanding that this will require additional resources that will be provided by GMS to the department. Innovations in our healthcare delivery models such as the patient centered medical home (PCMH) and accountable care organization (ACOs) require additional midlevel providers to improve access to care at a reduced cost. Boston University with its strong social mission should be training physician assistants to provide medical care to vulnerable populations as well.

Sincerely,

[Signature]

David L. Coleman, M.D.
March 27, 2012

Mary Warner, MMSc, PA-C
Program Director
BU Physician Assistant Program
72 E. Concord Street, 703D
Boston, MA 02116

Dear Mary,

As Chair, I support the development of the PA program recognizing that the Department of Physiology and Biophysics will play an important role in the development and teaching of the PA basic science curriculum. Also recognizing that many details of our involvement in the program have yet to be delineated, we will establish an appropriate teaching team who will help the program develop the curriculum with the understanding that this will require additional resources both financial and administrative that will be provided by GMS to the department.

I look forward to working with you in the near future and wish the program great success as it develops.

Sincerely,

David Atkinson Ph.D.
Professor and Chair
Department of Physiology and Biophysics
Research Professor of Biochemistry
March 24, 2012

Mary Warner, MMSc, PA-C  
Program Director  
BU Physician Assistant Program  
72 E. Concord Street, 703D  
Boston, MA 02116

Dear Mary,

As Department Chair, I fully support the development of the PA program recognizing that the Department of Anatomy and Neurobiology will play an important role in the basic science curriculum. In doing so, we will establish an appropriate teaching team who will help the program develop the curriculum. As we discussed in our meeting earlier this month, I recognize that this will require additional resources that will be provided by GMS to the department.

I look forward to working with you in the near future and wish the program great success as it develops.

Sincerely,

Mark B. Moss, Ph.D
March 28, 2012

Mary Warner, MMSc, PA-C
Program Director
BU Physician Assistant Program
72 E. Concord Street, 703D
Boston, MA 02116

Dear Mary,

I fully support the development of the PA program recognizing that the Department of Pathology and Laboratory Medicine will play an important role in the basic science curriculum. In doing so, we will establish an appropriate teaching team who will help the program develop the curriculum. This will require additional resources that will be provided by the Division of Graduate Medical Science (GMS) to the department to cover the costs of preparing and delivering this new curriculum.

Pathology already provides instruction to Masters and PhD students in GMS, in addition to teaching in the School of Dental Medicine and the School of Medicine.

I look forward to working with you and wish the program great success as it develops.

Sincerely,

Daniel G. Remick, M.D.

Dan G. Remick, M.D.

Daniel G. Remick, M.D.
March 13, 2012

Ms. Mary L. Warner, MMSc, PA-C
Program Director
Boston University Physician Assistant Program
72 E. Concord Street, R703D
Boston, MA 02118

Dear Ms. Warner,

Thank you for the opportunity to comment on the proposed physician assistant program at the Boston University School of Medicine. As Senior Vice-President for Clinical Operations and Chief Nursing Officer at Boston Medical Center, I recognize the contributions of physician assistants to inpatient and outpatient care.

Currently we have about 50 physician assistants at BMC primarily in the surgical specialties. Within the next month or so we hope to hire 9 physician assistants to cover the surgical services as the resident work hours continue to dwindle. It is likely that as our health workforce continues to reshape itself midlevel providers, will become increasingly important to provide a quality, low cost alternative.

I believe a physician assistant program will enhance the clinical care at Boston Medical Center and fully support its implementation. Please feel free to contact me if you have further questions.

Sincerely,

[Signature]

Lisa O'Connor RN, BSN, MS, NEA-BC
Robert Wood Johnson Executive Nurse Fellow
Sr. Vice President of Clinical Operations & CNO
Boston Medical Center
Dear Members of the Academic Policy Committee:

I am writing to lend my support to the Physician Assistant Program as proposed to the Academic Policy Committee of the Division of Graduate Medical Sciences at the School of Medicine. As Dean of Sargent College, the addition of a physician assistant training program is a valuable adjunct to the health science training at Boston University. Physician assistants have played an important role in the delivery of health care in the United States for the past 46 years. Healthcare reform has listed this profession as an important solution to the primary care provider crisis.

Our recent initiatives at Sargent College include improving interprofessional education, which is important given the trend towards team based care delivery. Evidence suggests that a functional medical team improves outcomes related to patient care coordination, patient satisfaction with their medical care and reduces costs. We believe health professionals must learn to work throughout their training in order for them to develop the competencies requisite for improved patient care. Sargent College has begun our partnership with the medical school to develop a successful model for educating our students to be team players. The addition of physician assistants to this initiative will further strengthen the education of the allied health and medical students alike.

I fully support the concept of a physician assistant educational program at the School of Medicine. Please feel free to contact me if you have further questions.

Sincerely,

Gloria Waters, PhD
Dean & Professor
Mary L. Warner, M.M.Sc., PA-C
7 Alden Avenue
New Haven, Connecticut 06515
(203) 387-2404
mlwarner@bu.edu

EDUCATION

1989-1991 Emory University School of Medicine, Atlanta, GA
Physician Assistant Program
Thesis: Cemented vs. Uncemented Total Hip Arthroplasty
Allied Health Council President, Emory Student Government

1983-1987 Seattle University, Seattle, WA
B. S., General Science
Honors Program Class of 1985

EXPERIENCE

2012-present Founding Program Director
Boston University School of Medicine PA Program
Boston, MA
Responsible for the development, oversight and implementation of all
aspects of the new Physician Assistant Program

2011 Assistant Professor, General Internal Medicine
Yale University School of Medicine PA Program
New Haven, CT

Course Director, Clinical Practicum Course
Physical Exam Preceptor, PA and Medical Students
Clinical Skills Committee of the School of Medicine
Clerkship Review Committee of the School of Medicine
Committee member, University Wide Committee on Sexual
Misconduct
HRSA PI: Yale Physician Assistant Faculty Fellowship

2009-2011 Associate Dean and Program Director
Assistant Professor, General Internal Medicine
Yale University School of Medicine PA Program
New Haven, CT
Responsible for the planning, oversight and implementation of all aspects
of the Physician Associate Program.

Physical Exam Preceptor, PA and Medical Students
Committee Member: Curriculum, Admissions, Progress, Self-
Assessment and Thesis Committees for PA program,
Clinical Skills Committee of the School of Medicine
Clerkship Review Committee of the School of Medicine
Committee Chair: Self-Study Committee
Committee member, University Wide Committee on Sexual Misconduct

2009-2011
Per Diem Physician Assistant
Department of Surgery
Bridgeport Hospital, Bridgeport, CT

2004-2009
Assistant Dean and Program Director
Assistant Professor, General Internal Medicine
Yale University School of Medicine PA Program
New Haven, CT
Responsible for the planning, oversight and implementation of all aspects of the Physician Associate Program.

Course Director for several PA courses
Physical Exam Preceptor, PA and Medical Students
Committee Member: Progress, Self Assessment and Thesis Committees for PA program, Clinical Skills Committee of the School of Medicine
Committee Chair: Admissions, Self-Study Committee
Co-investigator: Physician Assistant Practice Patterns funded by PAEA

2000-2005
Physician Assistant
Bridgeport Hospital Departments of Emergency Medicine and Surgery, Bridgeport, CT
Practice as a physician assistant in Emergency Medicine and Orthopaedic Surgery on a per diem basis.

2001-2003
Assistant Director for Didactic Curriculum
Lecturer in Internal Medicine
Yale University School of Medicine PA Program, New Haven, CT
Responsible for the planning and implementation of the didactic phase of the Physician Associate Program.

Course Director, History Taking and Physical Examination
Course Director, Clinical Practicum Course
Course Director, Annual PA Board Review Course
Course Co-Director, Clinical Epidemiology
Thesis Advisor, Class of 2003
Committee Member: Admissions, Student Progress
Curriculum Committee
Committee Chair: 2002 Self-Study

2000-2001
Didactic Coordinator
Yale University School of Medicine, PA Program, New Haven, CT
Responsible for the planning and implementation of the didactic phase of the Physician Associate Program.

Course Co-Director, History Taking and Physical Examination
Course Director, Clinical Practicum Course
Committee Member: Admissions, Student Progress

1999-2000
Physician Assistant
Orthopaedic and Sports Medicine Center, Trumbull, CT
First assisted in a variety of orthopaedic surgery procedures while emphasizing cervical and lumbar spinal stabilization. Maintained an office based outpatient clinical practice. On-call duties were limited to surgical assisting.

1995-1999
Physician Assistant
Bridgeport Hospital, Division of Cardiac Surgery, Bridgeport, CT
First and second assisted in coronary artery revascularization procedures, valve replacements, and both ascending and descending aortic surgery. In the setting of a PA House Staff 24 hour coverage, managed ICU patients with post operative complications such as hemodynamic instability, cardiac arrest, hemorrhage, tamponade, arrhythmias and respiratory arrest and failure. Harvested saphenous vein graft using open and skipped incision techniques. Performed arterial and venous access procedures, chest tube placement, and placed Swan-Ganz catheters. Counseled family regarding their loved ones illness, disease risk factors, course of treatment and prognosis. Performed admission histories and physical examinations.

1994-2000
Associate Adjunct Clinical Professor
Quinnipiac College, PA Program, Hamden, CT
Developed, coordinated, and taught lecture series entitled Principles of Orthopaedic Surgery.

Admissions Committee Member
Clinical Curriculum Self-Study Chair

1993-1995
Physician Assistant
Bridgeport Hospital, Department of Orthopaedic Surgery, Bridgeport, CT
First and second assisted on orthopaedic cases ranging from arthroplasty to open reduction and internal fixation. Shared 24-hour orthopaedic coverage of the ICU, emergency department and wards on a rotating basis with four other PAs. Routinely performed reduction of fractures and dislocations, tibial traction pin placement, and irrigation of open fractures in the emergency room.
1992-1993  Physician Assistant  
St. Mary’s Hospital, Department of Orthopaedic Surgery Waterbury, CT  
First and second assisted during orthopaedic cases in a 200 bed  
community hospital. Coordinated an orthopaedic clinic for the  
underserved in the Waterbury area. Responsible for multiple academic  
presentations to the surgical house staff during trauma, morbidity and  
mortality conferences.

CERTIFICATION

2002  FCCS Critical Care Certification
1996  ATLS Course
2006  ACLS Certification
1993-present  Physician Assistant License, State of Connecticut  
#0349
1992-present  Physician Assistant Certified by the National Commission on  
Certification of Physician Assistants

AWARDS

2009  Nominated for the Bohmfalk Teaching Award in Clinical Science  
Yale School of Medicine
2006  Rising Star Award  
Physician Assistant Education Association
2005  Nominated for the Bohmfalk Teaching Award  
Yale School of Medicine

PROFESSIONAL ACTIVITIES

2012-2013  Committee Chair,  
Research and Test Development Committee  
National Commission on Certification of Physician Assistants
2011  Committee member,  
*Competencies of the Physician Assistant Profession*  
National Commission on Certification of Physician Assistants
2011-present  Committee member, American Academy of Physician Assistants,  
PA Research Alliance
2011  Contributing Editor, Yale Office-Based Medical Curriculum
2010-present  Board of Directors,  
National Commission on Certification of Physician Assistants, Duluth  
Georgia.
2009-2010 Test item writer, National Commission on Certification of Physician Assistants, Duluth Georgia


2006-present Site Visitor, Accreditation Review Commission on the Education of Physician Assistants

2006-2009 Trustee, Associates of the Cushing/Whitney Medical Library

2006-2010 Physician Assistant Education Association (PAEA) Research Institute, Grant Committee Chair Research Institute Committee Member

2005-present Journal of Physician Assistant Education Member of Editorial Review Board

2007-2008 PA Board Member, HAVEN Board (Program for monitoring treatment of substance abuse in health care providers), New Haven Connecticut


2005 Physician Assistant Education Association (PAEA) AAPA/PAEA Peer Reviewer Grant Committee

2003-2006 Association of Physician Assistant Programs (formerly PAEA) Small Grants Peer Reviewer

2002-2006 Association of Physician Assistant Programs Research Institute Sub-Committee Member

1999-2008 Fellow, Federation of State Medical Boards

1999-2006 State of Connecticut Board of Medical Examiners Physician Assistant Member


1991 Health Care Policy Intern Senator Sam Nunn, Washington, D.C.

1991-1992 Member, CMRC
1991 SAAPA HOD representative
1989-1991 Student Member

ABSTRACTS


PRESENTATIONS


Warner, M., Interactions between Physician Assistant Programs and Pharmaceutical Companies, Association of Physician Assistant Programs, Phoenix Arizona, October 2003.


Warner, M. Pfeiffer, C. Remediation of a Clinical Skills Assessment using Standardized Patients, Physician Assistant Education Association Annual Meeting, Quebec City, Quebec, October 2006.


**PUBLICATIONS**


