

INDIANA COMMISSION FOR HIGHER EDUCATION
Indiana Board for Proprietary Education

New Program Proposal Form
For BPE Authorized Institutions

MHS Physician Assistant Studies To Be Offered by South College at Indianapolis

Program Details	
Degree Award Level ² :	Master's Degree
Mode of Delivery (In-person, Online, or Blended ³):	In-Person
Career Relevant/Out-of-Classroom Experiences ⁴ :	Clinicals
Suggested CIP Code for Program:	51.2308
Author Details	
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Date the Form was Prepared (Use date last revised):	July 9, 2026 Revised 2026.08.14



¹ The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate's or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under certain circumstances, such as those related to workforce needs, economic development, accreditation requirements, and licensure/certification, the Commission may regard curricular subdivisions as programs that require approval by the Commission and listing in the API.

² The “Degree Award Level” refers to the following categories (see [Degree Award Level Definitions](#) for additional detail).

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate

17. Doctor’s Degree-Research/Scholarship
18. Doctor’s Degree-Professional Practice
19. Doctor’s Degree-Other

³ For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e., 80-99% is online, with the remaining portion in-person.

⁴ Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. [The National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#) and [Statewide Career Relevance Definition](#) provide additional information about student engagement experiences with career relevance.

⁵ *CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes referred to as a CIP family) represents the most general groupings of related programs, while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010, and 2020.*

1. Program Objectives

a. Program Rationale

- Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

The Master of Health Science Physician Assistant Studies program provides a competency-based graduate educational program with an ongoing commitment to academic excellence and patient-focused care. This comprehensive program is designed to be the starting pathway in the professional career for future health care providers. The program includes a 15-month didactic phase and a 12-month generalist clinical learning phase.

The program offers a comprehensive curriculum that begins with a didactic phase designed to provide a solid foundation **in patient assessment, clinical medicine, and medical, behavioral, and social sciences**. The didactic phase includes instruction in human gross anatomy, neuroanatomy, physiology, health assessment and physical examination, medical pathology and genetics, pharmacotherapeutics, clinical laboratory medicine, epidemiology and public health, clinical assessment and management, psychiatry and behavioral medicine, women's health, evidence-based medicine, radiology, clinical pediatrics, medical nutrition, emergency medicine, professional issues and health policy, clinical geriatrics, surgery, research design and methodology, and a didactic summative evaluation. This didactic phase includes a variety of learning strategies combining formal lectures, problem-based learning, practical hands-on clinical laboratory classes, clinical simulation assessment, and objective structured clinical examinations with a continuous focus on competency-based clinical skills. Students also develop strong patient communication skills and advanced critical-thinking problem-solving clinical skills.

The clinical learning phase of the Master of Health Science Program in Physician Assistant Studies follows the didactic phase. Clinical learning rotations are divided into eight six-week blocks ending with a clinical summative review course prior to graduation. Seven core clinical learning rotations are required, which include: Internal Medicine, General Surgery, Family Medicine/Geriatrics, Emergency Medicine, Women's Health, Pediatrics, and Clinical Psychiatry and Behavioral Medicine. The eighth clinical learning rotation is an elective. The clinical learning phase involves clinical practice experience in a variety of in-patient and out-patient settings and specialties. A Capstone Project is required.

Mission/Philosophy

The mission of the South College Master of Health Science in Physician Assistant Studies program is to educate highly qualified physician assistants, preparing them to become competent, compassionate, and comprehensive health care providers for clinical practice in rural and urban areas, focusing on under-served communities.

Endeavoring to provide students with a comprehensive evidence-based medical education that focuses on the future delivery of excellent health care, the program promotes the importance of health maintenance, health education, the prevention of disease, and the need for a lifelong path dedicated to continuous learning and self-assessment. The faculty strive for educational excellence as they prepare physician assistant students to think critically, communicate compassionately, and understand the

importance of collaborating in interdisciplinary health care teams to meet patient and family needs within an ever changing health care delivery system.

Vision

South College School of Physician Assistant Studies graduates will be leaders in the health care community, continuously striving for excellence in their professional endeavors.

Goals

The program has determined six primary goals essential to the achievement of the mission and vision.

1. Evaluate and select highly qualified applicants for admission to the program.
2. Provide students with a rigorous didactic curriculum that promotes lifelong learning skills and prepares them for clinical rotations.
3. Provide students with a comprehensive clinical curriculum that prepares them to pass the Physician Assistant National Certifying Exam and to become competent, compassionate, and comprehensive healthcare providers.
4. Prepare students to make significant contributions in the communities that they serve, foster their ability to improve patient care practices, and promote the PA profession.
5. Recruit and select highly qualified faculty to provide innovative education and training of students, and ongoing assessment and improvement of the program.
6. Maintain programmatic accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) through a process of continuous program self-assessment.

Roles, Competencies, and Performance Criteria Expected of Graduates from the South College Physician Assistant Program

Using appropriate competencies and psychomotor skill sets, the graduate will be able to elicit a detailed and accurate history; perform a comprehensive physical examination under the direction of a licensed physician regardless of the patient's age, sex or presenting health care problem; and provide professional patient care in the following ways:

Interpersonal & Communications Skills

- A. Communicate effectively as a health care professional.
- B. Elicit a problem-oriented and/or comprehensive history from patients appropriate for age or gender with an attitude of respect and adherence to the concepts of privileges and confidentiality.
- C. Perform a comprehensive and/or focused physical examination appropriate for the patient's age, gender, and health problem(s), based on historical information.
- D. Assess, monitor, and analyze the information database of the patient.
- E. Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- F. Utilize the patient database to establish a complete problem list.

Patient Care

- A. Develop primary and differential diagnoses based on the data obtained from an appropriate history and physical exam.

- B. Identify, order, perform, and interpret appropriate diagnostic procedures or studies.
- C. Formulate and document an individual treatment/management plan for a patient appropriate for age, gender, and health problem(s) in consultation with a physician.
- D. Provide health education services to the patient, his/her family members or significant others, the public, or other health care providers.
- E. Provide education and counseling to patient and his/her family or significant others appropriate for their health care problem(s).
- F. Implement, monitor and modify the treatment/management plan for the patient appropriate for age, gender, and health problem(s).
- G. Recognize and manage life-threatening emergencies.

Professionalism

- A. Maintain the ethical code of the PA profession with respect for the diversity of patient values and beliefs as well as the complexities of team-based care.
- B. Manage ethical dilemmas specific to patient/population centered care situations.
- C. Place the interests of patients and populations at the center of interprofessional health care delivery.
- D. Be aware of limitations; seek help and advice when needed.
- E. Demonstrate professional relationships with physician supervisors and other health care providers.
- F. Recognize accountability to patients, society, and the profession.

Practice-based Learning & Improvement

- A. Possess skills for lifelong learning with appropriate use of medical resources.
- B. Possess knowledge and skills essential to incorporating into practice proven evaluation/treatment modalities, preventions and interventions, and compliance techniques.
- C. Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.

Systems-based Practice

- A. Effectively interact with different types of medical practice and delivery systems.
- B. Advocate for quality patient care and assist patients in dealing with system complexities.
- C. Apply leadership practices that support collaborative practice and team effectiveness.

b. Program Structure

- List all courses in the program. Indicate course name, course number, and number of credit hours or clock hours for each course.

Total Course Hours: 166 quarter hours		Check one:		
		Quarter Hours X	Semester Hours ☐	Clock Hours ☐
Tuition: \$12,250 per term X 9		Length of Program: 27 months (9 quarters)		
Special Fees: PA Program Fee \$495 per term				

<u>SPECIALTY COURSES:</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
PAS 5100	Clinical Anatomy	6
PAS 5120	Clinical Physiology	3
PAS 5160	Health Assessment and Physical Examination	6
PAS 5130	Professional Issues I	2
PAS 5201	Clinical Pathophysiology and Genetics	4
PAS 5262	Clinical Assessment and Management I	6
PAS 5271	Pharmacotherapeutics I	3
PAS 5210	Clinical Laboratory Medicine	2
PAS 5240	Essentials of EKG	2
PAS 5250	Essentials of Radiology	2
PAS 5355	Medical Wellness	2
PAS 5362	Clinical Assessment and Management II	6
PAS 5371	Pharmacotherapeutics II	3
PAS 5330	Public Health	2

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
PAS 5340	Women's Health	3
PAS 5382	Essentials of Cardiology	3
PAS 5441	Emergency Medicine	4
PAS 5462	Clinical Assessment and Management III	6
PAS 5471	Pharmacotherapeutics III	2
PAS 5420	Clinical Pediatrics	3
PAS 5410	Psychiatry and Behavioral Medicine	2
PAS 5445	Evidence-Based Medicine	1
PAS 5500	Professional Issues II	2
PAS 5531	Fundamentals of Surgery	5
PAS 5521	Clinical Geriatrics	3
PAS 5530	Research Design and Methodology	1
PAS 5561	Didactic Summative Evaluation	4
PAS 5610	Internal Medicine - Clinical	9
PAS 5620	Surgery - Clinical	9
PAS 5630	Family and Geriatric Medicine - Clinical	9
PAS 5640	Emergency Medicine - Clinical	9
PAS 5650	Women's Health - Clinical	9
PAS 5660	Pediatrics – Clinical	9
PAS 5671	Clinical Psychiatry and Behavioral Medicine - Clinical	9
PAS 5680	Elective - Clinical	9
PAS 5691	Clinical Summative Review	3
PAS 5701	Capstone Research Project	3
<u>GENERAL EDUCATION / LIBERAL ARTS COURSES:</u>		
<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
NA		

Number of Credit/Clock Hrs. in Specialty Courses: 166 / 166 Percentage: 100%

Number of Credit/Clock Hrs. in General Courses: _____ / _____ Percentage: _____

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: _____ / _____ Percentage: _____

See Appendix A for Major Course Descriptions

2. Library

a. Library Rationale

- Please provide information pertaining to the library located in your institution
 - **Location of library; Hours of student access; Part-time, full-time librarian/staff:**

The South College Library collection is provided in digital format with only a small number of holdings in physical copy. This allows for maximum access for students and faculty. The Department of Library Services employs ten full-time librarians to support student learning at all campuses and online. Librarians are available in person, through the library's Virtual Reference desk, and via phone, email, or Zoom appointments. A full-time Library Technician is employed at each learning site that does not have an on-ground librarian to provide services to students in the Resource Centers. The Resource Center Library Technician for the Indianapolis campus is responsible for the day-to-day operations of the Resource Center on campus, providing assistance with library resources, circulation duties, and clerical duties including statistics tracking and making ID cards. The Library Technician helps students and faculty with research and refers them to a librarian for additional assistance as appropriate. The library technician also assists students with navigating Canvas. The Resource Center for the Indianapolis campus is located on the first floor of the facility.

Hours of the Resource Center:

Monday – Thursday 8:00am – 7:00pm

Friday 8:00am – 5:00pm

Saturday 9:00am – 12:00pm

Staffed Hours:

Monday – Friday 8:00am – 5:00pm

- **Number of volumes of professional material:**

The library serves the mission of South College by providing users with access to a broad range of information and learning resources. The library collection is made up of print and electronic books, print and electronic journals, other periodicals, CDs, DVDs, streaming videos, and online databases. The library subscribes to 133 databases and journal collections which include access to over 107,000 online, full-text journals, magazines, newspapers, and other publications. In addition to full text, the library databases include over 185,000 streaming videos from feature films to news clips, documentaries, and performing arts. In addition to 7,000 books in the print collections, the library has

access to over 340,000 full text electronic books. To supplement the college's collections, students also have access to other libraries through reciprocal agreements in consortia such as Tenn-Share and Lyrasis. While the library does not substitute reciprocal agreements for materials to be acquired in its own collections, these agreements create an even wider access to supplemental materials that continue to challenge the students' intellectual process and create opportunities for intellectual growth. The library reviews materials borrowed through reciprocal agreements for addition to the library collection as appropriate.

South College Library Website: <https://library.south.edu/home>

The library and its collections have continued to grow over the years to adequately support all graduate and undergraduate curricula, including business, computer science, engineering technology, legal studies, nursing, allied health, medical, and education programs. The librarians continually work with faculty to add new resources to support South College academic programs, basing selections on faculty recommendations, standard selection tools and bibliographies, benchmarking with other institutions, and reviews in professional journals.

Librarians at South College use nationally recognized selection tools to build library collections. In addition to program-specific bibliographies, librarians also employ additional selection tools in general and specific subject areas. Librarians consult Library Journal, Journal of the Medical Library Association, Doody's Core Titles, professional online discussion lists, and refereed journals in specific subject areas to keep informed about the newest publications.

Faculty members play an active role in developing library collections. The Library Department staff believe that this is vital to sustaining and enhancing adequate collections that are appropriate to the curricula. The Director of Library Services oversees collection development policies for the library and has assigned the librarians on staff to be the collection development library liaisons for specific academic programs. Librarians contact the full-time and adjunct faculty of their assigned programs at least once every quarter to discuss academic resource needs for the upcoming quarter. Department chairs are contacted each spring to discuss the needs of their programs for the annual library budget proposal. Requests from faculty are accepted year-round.

- **Number of professional periodicals subscribed to:**

The library provides access to 133 databases and journal collections which include over 107,000 online, full-text journals, magazines, newspapers, and other publications.

- **Other library facilities in close geographical proximity for student access:**

To supplement the college's collections, students also have access to other libraries through reciprocal agreements in consortia such as Tenn-Share and Lyrasis. While the library does not substitute reciprocal agreements for materials to be acquired in its own collections, these agreements create an even wider access to supplemental materials that continue to challenge the students' intellectual process and create opportunities for intellectual growth. The library reviews materials borrowed through reciprocal agreements for addition to the library collection as appropriate.

See Appendix B for Library Subscription Resources

3. Faculty

a. Qualifications

- Elaborating on the information provided in the degree program's developmental timeline under (1.b.),
Attach completed Instructor's Qualification Record for each instructor.
**** Include all required documentation pertaining to the qualifications of each instructor.**

Total # of Faculty in the Program:		Full-time: 10		Part-time: 0		
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL ORDER.</u>)						
List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Carson, Hannah	MMS Physician Assistant	3	NA	1.5	X	
Frankum, Molly (Starts June 2027)	Doctor of Medical Science MHS Physician Assistant Studies	7	NA	NA	X	
Layton, Shannon	Doctor of Medical Science Master in Physician Assistant Studies	13	NA	3	X	
Lequay, Elizabeth (Starts June 2027)	Master of Physician Assistant Studies	9	NA	NA	X	
Li, Krystal (Starts June 2027)	Doctor of Medical Science MS Physical Assistant Studies	6	NA	NA	X	
Sexton, Dalton (Starts June 2027)	MMS Physician Assistant Studies	7	NA	2	X	
Smith, Jenna (Starts June 2027)	Master of Physician Assistant Studies	8	NA	NA	X	
Stakeman, Ashley (Starts June 2027)	MS Physician Assistant Studies	11	NA	2	X	
Tawfik, Sylvia (Starts Oct 2026)	Doctor of Medical Science/Cert PA Educator MMS Physical Assistant Studies	9	NA	NA	X	
Urie, Lauren (Starts June 2027)	Master in Physician Assistant Science	7	NA	NA	X	

b. Occupational Outlook: Projected Employment Trends

- As required under IC 21-18-9-5(b), summarize the current and projected labor market supply and demand for the occupations, occupational classifications, and industries identified as most relevant to the proposed degree program under (3.d.). Provide evidence in regional (if available), state, and national terms. The proposal must demonstrate that graduates of the proposed degree program should have promising career opportunities.

The U.S. Bureau of Labor Statistics (BLS) projects a 20% growth in physician assistant employment from 2024 to 2034. This growth rate is among the highest for all occupations, highlighting the increasing demand for PAs in the healthcare system. About 12,000 job openings for PAs are anticipated each year, primarily due to employment growth and the need to replace professionals exiting the workforce such as to retire. Industries with the highest employment for PAs include office physicians, general medical and surgical hospitals, outpatient care centers, colleges and universities, medical and diagnostic laboratories, and scientific research and development services (<https://www.bls.gov/ooh/healthcare/physician-assistants.htm>).

According to CareerOneStop sponsored by the US Department of Labor, PA positions in Indiana are projected to increase 28% from 2022 to 2032. The job opportunities are considered very bright and expected to grow much faster than average. The median salary in Indiana is indicated at \$132,050 (<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Physician%20Assistants&onetcode=29107100&location=Indiana>).

4. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program, and how does it build upon institutional strengths?

South College offers professional and career-focused curricula designed to cultivate students' successful learning and the ability to apply knowledge, think critically, and communicate effectively. Through comprehensive academic programs, innovative and contemporary in content and mode of delivery, students are exposed to diverse perspectives and skills essential to independent and lifelong learning. Because academic programs are professional and career focused, South College responds to local, regional, and national employment needs and supports current workforce trends (from South College Mission). South College continues to work to assist in addressing the needs in the states in which its campuses are located.

The institution has demonstrated success in working with the needs of employers to implement and operate programs to address the workforce's needs. Successful program implementation has occurred with positive record of meeting both state and accreditation requirements. Many of the programs offered require graduates to pass licensure/certification exams to practice and the institution has demonstrated effectiveness in preparing students for this achievement. Graduates of programs have been successful in becoming employed in their field. South College began offer the program in 2007 and currently offers the MHS in Physician Assistant Studies in Atlanta, GA, Asheville, NC, Knoxville, TN, Nashville, TN, and Orlando, FL.

- How is it consistent with the mission of the institution, and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?

Offering of the program contributes to the achievement of the institutional mission, vision, and strategic goals.

EDUCATIONAL EXCELLENCE/DIRECTION (GOAL 1)

South College strives to provide quality instruction, resources, and support services based on systematic and ongoing assessment and evaluation of objectives/outcomes to ensure the development of student abilities necessary for the achievement of positive student outcomes and the mission/vision of the college. The institution establishes policies and procedures to maintain compliance with applicable federal, state, and accrediting requirements. New programs of study and revisions to existing programs of study are carefully reviewed for content relevancy and overall alignment with the institutional mission. Future program opportunities are considered across all educational levels from certificate to doctorate.

GROWTH (GOAL 2)

South College seeks to maintain optimal learning environments that are conducive to positive educational outcomes and the ability of the college to positively recruit and develop students, staff, and faculty. The institution strives to admit students who possess career goals in alignment with programmatic offerings and who will, as graduates, represent the institution positively. Faculty focuses on teaching, scholarly activity, and service with an emphasis on student success and learning. Staff provide additional support services designed to enhance student academic and career success. The institution seeks to maintain/enhance student retention and new student enrollment through its instruction, programs, and services. Exploration into new programs and additional learning sites is expected as the institution looks to the future.

The projected job growth, stable salaries, and wide range of job opportunities, settings, and client base are reasons for Physician Assistant to be an in-demand career in Indiana and support the readiness for program a program Indianapolis.

See Appendix C for South College Mission, Vision

State's Priorities

b. State Rationale: General

- How does this program address state priorities of advancing affordability, accessibility, and attainment, as well as alignment with labor market demand?

The Commission's strategic plan includes the Guiding Principle – FUTURE-FOCUSED indicating the need for "recognizing that changing workforce needs will require continuous education for a growing number of Hoosiers and increased innovation by our postsecondary institutions to meet the needs of an uncertain future economy." Other concepts include the need for "the mindset of a commitment to lifelong learning" and "rapid turns and increased collaboration to meet the needs of employers."

The proposed MHS Physician Assistant Studies program is a 27-month program, which leads to the opportunity for graduates to become gainfully employed to meet the rising needs of employers in the healthcare industry. This role is recognized as one important to the provision of quality healthcare

across the continuum of patients. The utilization of PAs as mid-level practitioners across the State of Indiana. The healthcare infrastructure within the central Indiana area specifically accepts the value of these practitioners. Opportunities also exist for graduates to continue in their educational growth if they desire. South College offers the Doctor of Medical Science program specifically designed for physician assistants.

c. Evidence of Labor Market Need

- National, State, or Regional Need
 - Number of volumes of professional material:

The U.S. Bureau of Labor Statistics (BLS) projects a 20% growth in physician assistant employment from 2024 to 2034. This growth rate is among the highest for all occupations, highlighting the increasing demand for PAs in the healthcare system. About 12,000 job openings for PAs are anticipated each year, primarily due to employment growth and the need to replace professionals exiting the workforce such as to retire. Industries with the highest employment for Pas include office physicians, general medical and surgical hospitals, outpatient care centers, colleges and universities, medical and diagnostic laboratories, and scientific research and development services (<https://www.bls.gov/ooh/healthcare/physician-assistants.htm>).

According to CareerOneStop sponsored by the US Department of Labor, PA positions in Indiana are projected to increase 28% from 2022 to 2032. The job opportunities are considered very bright and expected to grow much faster than average. The median salary in Indiana is indicated at \$132,050 (<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Physician%20Assistants&onetcode=29107100&location=Indiana>

The proposed Physician Assistant program at South College Indianapolis assists with addressing this documented labor market need by preparing graduates for entry into a profession that requires formal education, clinical competency, and certification/licensure. By expanding the pipeline of qualified PAs, the program supports national, state, and regional workforce needs while contributing to Indiana's healthcare capacity and workforce development goals.

d. Placement of Graduates

- Please describe the principal occupations and industries in which the majority of graduates are expected to find employment.

Graduates of the Physician Assistant program are expected to find employment primarily in healthcare occupations requiring formal education, clinical training, and certification/licensure. The principal occupation for program graduates is Physician Assistant with focus in a variety of specialty areas including orthopedics, cardiology, surgery, family medicine, emergency medicine, pediatrics, internal medicine, and women's health.

Industries with the highest employment for PAs include office physicians, general medical and surgical hospitals, outpatient care centers, government agencies, colleges and universities, medical and diagnostic laboratories, and scientific research and development services (<https://www.bls.gov/ooh/healthcare/physician-assistants.htm>). Additional employment opportunities exist in currently in telehealth and dermatology.

- If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.

NA

e. **Job Titles**

- List specific job titles and broad job categories that would be appropriate for a graduate of this program.

Physician Assistant

PA

Many times the specialty area is part of the job titles such as PA – Surgery, PA – Emergency Medicine, Pediatric PA, etc.

5. Information on Competencies, Learning Outcomes, and Assessment

a. **Program Competencies or Learning Outcomes**

- List the significant competencies or learning outcomes that students completing this program are expected to master.

Roles, Competencies, and Performance Criteria Expected of Graduates from the South College Physician Assistant Program

Using appropriate competencies and psychomotor skill sets, the graduate will be able to elicit a detailed and accurate history; perform a comprehensive physical examination under the direction of a licensed physician regardless of the patient's age, sex or presenting health care problem; and provide professional patient care in the following ways:

Interpersonal & Communications Skills

- Communicate effectively as a health care professional.
- Elicit a problem-oriented and/or comprehensive history from patients appropriate for age or gender with an attitude of respect and adherence to the concepts of privileges and confidentiality.
- Perform a comprehensive and/or focused physical examination appropriate for the patient's age, gender, and health problem(s), based on historical information.
- Assess, monitor, and analyze the information database of the patient.
- Organize and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- Utilize the patient database to establish a complete problem list.

Patient Care

- Develop primary and differential diagnoses based on the data obtained from an appropriate history and physical exam.
- Identify, order, perform, and interpret appropriate diagnostic procedures or studies.
- Formulate and document an individual treatment/management plan for a patient appropriate for age, gender, and health problem(s) in consultation with a physician.
- Provide health education services to the patient, his/her family members or significant others, the public, or other health care providers.

- Provide education and counseling to patient and his/her family or significant others appropriate for their health care problem(s).
- Implement, monitor and modify the treatment/management plan for the patient appropriate for age, gender, and health problem(s).
- Recognize and manage life-threatening emergencies.

Professionalism

- Maintain the ethical code of the PA profession with respect for the diversity of patient values and beliefs as well as the complexities of team-based care.
- Manage ethical dilemmas specific to patient/population centered care situations.
- Place the interests of patients and populations at the center of interprofessional health care delivery.
- Be aware of limitations; seek help and advice when needed.
- Demonstrate professional relationships with physician supervisors and other health care providers.
- Recognize accountability to patients, society, and the profession.

Practice-based Learning & Improvement

- Possess skills for lifelong learning with appropriate use of medical resources.
- Possess knowledge and skills essential to incorporating into practice proven evaluation/treatment modalities, preventions and interventions, and compliance techniques.
- Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.

Systems-based Practice

- Effectively interact with different types of medical practice and delivery systems.
- Advocate for quality patient care and assist patients in dealing with system complexities.
- Apply leadership practices that support collaborative practice and team effectiveness.

b. Civic Responsibility and Commitment

- How does the proposed program cultivate civic responsibility and commitment to the core values of American society? For example, how does the curriculum include components that emphasize civic engagement and the duties of citizenship in a free society?

The mission of the South College Master of Health Science in Physician Assistant Studies program is to educate highly qualified physician assistants, preparing them to become competent, compassionate, and comprehensive health care providers for clinical practice in rural and urban areas, focusing on under-served communities.

Endeavoring to provide students with a comprehensive evidence-based medical education that focuses on the future delivery of excellent health care, the program promotes the importance of health maintenance, health education, the prevention of disease, and the need for a lifelong path dedicated to continuous learning and self-assessment. The faculty strive for educational excellence as they prepare physician assistant students to think critically, communicate compassionately, and understand the importance of collaborating in interdisciplinary health care teams to meet patient and family needs within an ever changing health care delivery system.

Physician assistants (PAs) continue to contribute to our society as they champion basic American core values including equal access to opportunity and individual dignity by expanding healthcare delivery to underserved rural and inner-city populations. They uphold professional

ethical standards of fairness, ensuring that all patients receive compassionate, culturally sensitive care regardless of their background (<https://pmc.ncbi.nlm.nih.gov/articles/PMC1124003/>) The curriculum for the PA program addresses healthcare through the lifespan for understanding and sensitivity. The program requires a community service component requiring a minimum number of service hours to promote further understanding and commitment to this need while in the program, as well as after graduation.

c. Assessments

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

South College is committed to continuous quality improvement, including evidence-based decision making and a systematic approach to program assessment. The approach is multidimensional and incorporates formative, summative, quantitative, and qualitative data that is collected and analyzed. The PA program works with the ARC-PA to ensure program quality, faculty effectiveness, and student success. Assessment of program student learning outcomes is achieved through the course of assessments aligned with specific program evaluation tools. Student Satisfaction is evaluated through end-of-course evaluations, student satisfaction survey, and graduating student survey. Community satisfaction is evaluated through employer surveys. Program completion rates, certification pass rates, and employment rates of available graduates on an annual basis are all crucial in the evaluation of program outcomes. The South College evaluation process is ongoing and comprehensive. Faculty meetings and retreats provide a regular foundation for evaluation and review of methods to ensure program compliance, effectiveness, and student success.

6. Program Information on Composite Score, Licensure, Certification, and Accreditation

a. Federal Financial Responsibility Composite Score

- Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

The South College Composite Score for FY 2024-2025 was 2.6.

b. State Licensure

- Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?

Yes. The curriculum at South College Indianapolis is designed to prepare students to meet the educational requirements for eligibility to sit for the Physician Assistant National Certifying Examination (PANCE). To obtain licensure in Indiana, graduates must pass the PANCE.

- If so, please identify:

A graduate of this program must be licensed to practice as a Physician Assistant in the State of Indiana. Licensure is issued through the Indiana Professional Licensing Agency

- The specific license(s) needed:

State licensure to practice as a Physician Assistant.

- The State agency issuing the license(s):

A graduate of this program must be licensed to practice as a Physician Assistant in the State of Indiana. Licensure is issued through the Indiana Professional Licensing Agency.

c. **Professional Certification**

- What are the professional certifications that exist for graduates of similar program(s)?

NCCPA Certification which is awarded following passing of the PANCE and designated as PA-C (Physician Assistant-Certified).

- Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?

Yes.

- If so, please identify
- Each specific professional certification:
- The national organization issuing each certification:
- Please explain the rationale for choosing each professional certification:
- Please identify the single course or a sequence of courses that lead to each professional certification?

NCCPA Certification is awarded following passing of the PANCE after graduation (see curriculum earlier in application) of the PA program for the PA-C (Physician Assistant-Certified) credential.

For PAs wanting to demonstrate advanced expertise and experience in a specific field, the NCCPA offers voluntary Specialty Certificates of Added Qualifications. These require specific continuing medical education (CME), attestations of experience, and a specialty exam following graduation.

Available specialties include:

- Cardiovascular and Thoracic Surgery
- Dermatology
- Emergency Medicine
- Geriatric Medicine
- Hospital Medicine
- Nephrology
- OBGYN
- Orthopaedic Surgery
- Palliative Medicine and Hospice Care
- Pediatrics
- Psychiatry

d. **Professional Industry Standards/Best Practices**

- Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?

Yes

If so, please identify:

- The specific professional industry standard(s) and/or best practice(s):

The South College program incorporates evidence-based clinical practice guidelines and professional standards established by the ARC-PA. These guidelines inform curriculum design, clinical competencies, patient care protocols, and ethical practice expectations to ensure alignment with current professional practice.

- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and the Physician Assistant Education Associate (PAEA).

e. **Institutional Accreditation**

- Accrediting body from which accreditation will be sought, and the timetable for achieving accreditation.

South College is accredited institutionally by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Programmatic accreditation is being sought with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

Application for Provisional Accreditation due November 5, 2026

On-Site Visit scheduled for January 28-29, 2027

Commission Decision at June 2027 meeting

First cohort anticipated to begin October 2027

- Reason for seeking accreditation.

Graduation from an ARC-PA accredited program is required for licensure and eligibility to sit for PANCE examination. Passing the PANCE examination is also a licensure requirement.

f. **Specialized Program Accreditation**

- Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment?

Yes

- If so, please identify the specialized accrediting agency:

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

g. **Transferability of Associate of Science Degrees**

- Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:

NA

- Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution?

NA

- If so, please list the baccalaureate degree(s):

7. Student Records (Institutions that have Previously Operated)

a. **Are all student transcripts in a digital format?**

Yes, South College transcripts are available through Parchment in digital format.

- If not, what is the percentage of student transcripts in a digital format?

NA

- What is the beginning year of digitized student transcripts?

2021

- Are student transcripts stored separately from the overall student records?

All student records are maintained in Anthology Student (SIS), which is a Student-Centric Academic and Administrative Platform: each student has an individual record for all documents. The transcript for each student is generated through the transcript module.

b. **How are student records stored?**

All student records are maintained in the Anthology Student Information System (SIS). The Anthology environment consists of a Portal server, a Microsoft SQL database server, and three web servers. The system operates on on-premises SAN storage and is hosted in the Knoxville Data Center.

A disaster recovery and business continuity plan has been developed to secure, back up, and protect the data. The entire environment is replicated to a secondary data center in Pittsburgh for redundancy and continuity purposes.

- Where is the computer server located?

All student records are maintained in the Anthology Student Information System (SIS). The Anthology environment consists of a Portal server, a Microsoft SQL database server, and three web servers. The system operates on on-premises SAN storage and is hosted in the Knoxville Data Center.

- What is the name of the system that stores the digital records?

Anthology Student Information System (SIS)

- c. **Where are the paper student records located?**

NA

- d. **What is the beginning year of the institutional student record series?**

2021

- e. **What is the estimated number of digital student records held by the institution?**

South College has over 60,000 digital student transcripts maintained. Those for Indiana began in 2021.

- f. **What is the estimated number of paper student records held by the institution?**

NA

- g. **Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?**

No

- If so, what is the most significant format?

NA

- If so, what is the estimated number of student records maintained in that format?

NA

- h. **Does the institution maintain a staff position that has overall responsibility and authority over student records?**

Yes

- If so, what is the name, title, and contact information for that individual?

Michele Hand, Institutional Registrar, mpriddy@south.edu, 629-802-3014

- i. **Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced?**

South College maintains its own records but does work with Parchment. Requests for student transcripts are made through our south.edu site that then is directed to a Parchment site for the institution. The requester indicates if they would like the transcript digitally or through mail and Parchment fills the request.

- j. **Approximately what is the average number of requests for student records or verification of attendance that the institution receives in a day and week?**

Institutionally, the average number of requests per day is 10 and 50 per week.

This Section Applies to All Institutions

- k. **Is there anything that the Commission should consider with regard to the institutional student records?**

No

- l. **What is the digital format of student transcripts?**

Transcripts are available through Parchment in PDF format.

- m. **Is the institution using proprietary software? If so, what is the name?**

All student records are maintained in the SIS, Anthology Student, which is a Student-Centric Academic and Administrative Platform; each student has an individual record for all documents. The transcript for each student is generated through the transcript module or through Parchment.

- n. **Attach a sample transcript specifically for the program being proposed as the last page of this program application.**

Please see end of application.

8. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount, FTE enrollment, and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered.
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

- Round the FTE enrollments to the nearest whole number.
- If the program will take more than five years to be fully implemented and to reach steadystate, report additional years of projections.

Projected Headcount and FTE Enrollments and Degrees Conferred									
July 2026									
Institution/Location: South College Indianapolis				FY – Oct-Sept					
Program: MHS Physician Assistant Studies									
				Year 1	Year 2	Year 3	Year 4	Year 5	
				FY2028 (Oct 27 1 st Class)	FY2029 (1 st and 2 nd Class)	FY2030 1 st class grad Dec 29	FY2031 2 nd class grad Dec 30	FY2032 3 rd class grad Dec 31	
Enrollment Projections (Headcount)									
	Full-Time			95	185	275	275	275	
	Part-Time			0	0	0	0	0	
	Total			95	185	275	275	275	
Enrollment Projections (FTE*)									
	Full-Time			95	185	275	275	275	
	Part-Time			0	0	0	0	0	
	Total			95	185	275	275	275	
Degrees Conferred Projections				0	0	90	90	90	
Degree Level: Master's									
CIP Code: - 51.0912; State - 000000									
FTE Definitions:									
Undergraduate Level: 30 Semester Hrs. = 1 FTE									
Undergraduate Level: 24 Semester Hrs. = 1 FTE									

Appendix A
Master of Health Science Physician Assistant Studies
Course Descriptions

PAS 5100 Clinical Anatomy Credits: 6	This course provides a comprehensive study of adult human anatomy with clinical emphasis. The clinical significance of topographical and radiological anatomical features is emphasized. Lectures are complemented by lab study of images, models, simulated dissection, and medical imaging.
PAS 5120 Clinical Physiology Credits: 3	This course will provide students with a detailed overview of medical physiology. Students will attain knowledge of the normal functions of the human body that is essential for clinical medicine. Emphasis is placed on homeostasis and the integration among organ systems.
PAS 5160 Health Assessment and Physical Examination Credits: 6	This course provides students with the fundamental grounding to prepare them for their professional clinical role. This course provides students with skills for interviewing, patient communication skills, and physical examination techniques necessary to conduct age-appropriate and thorough medical interviews and comprehensive physical examinations on culturally diverse populations.
PAS 5130 Professional Issues I Credits: 2	This is the first course in a two-course series and introduces students to the foundational concepts of the PA profession and professional practice. Content includes the history and development of the physician assistant role, certification and licensure pathways, professional organizations, and scope of practice. Students explore the PA role within interprofessional healthcare teams, with emphasis on collaboration and team-based care. Additional content includes principles of professional behavior, medical documentation, and effective communication in clinical settings. This course establishes the foundational professional identity and expectations for PA practice.
SCI 5201 Clinical Pathophysiology and Genetics Credits: 4	This course provides students with an understanding of human pathophysiology, medical pathology, and genetics, emphasizing their application to clinical practice. Using a systems-based approach, students explore the pathophysiology and pathogenesis of diseases encountered in clinical settings. The course emphasizes the structural and functional changes in cells, tissues, and organs that underlie disease processes, while integrating the molecular and genetic mechanisms that contribute to disease development, including inherited disorders and cancer. Through this integrated approach, students develop the foundational knowledge necessary to recognize disease processes, understand their clinical implications, and apply this knowledge in the diagnosis and management of patients in their future roles as clinicians.

PAS 5262 Clinical Assessment & Management I Credits: 6	This is the first course in a three-course sequence designed to teach the essentials of medicine for Physician Assistant students. The course utilizes an organ-system and problem-oriented approach to develop an understanding of the etiology, epidemiology, pathophysiology, clinical manifestations, diagnostic evaluation, and management of diseases encountered in general practice. Students will continue to develop and refine culturally responsive patient communication, medical history-taking, and physical examination skills, including focused examinations of each organ system. Students will also integrate health promotion, disease prevention, and patient education into the management of each condition. Students will also gain competency in the use of medical instruments and procedures relevant to clinical practice.
PAS 5271 Pharmacotherapeutics I Credits: 3	This is the first course in a three-course sequence designed to provide a foundation in clinical pharmacology and pharmacotherapeutics for medical conditions encountered in clinical practice. Students will examine drug classes and individual agents, mechanisms of action, evidence-based therapeutic uses, adverse effects, contraindications, and clinically relevant similarities and differences across a wide range of organ systems. The course also develops essential skills in patient counseling to promote adherence, recognition of drug interactions, therapeutic monitoring, and accurate prescription writing.
PAS 5210 Clinical Laboratory Medicine Credits: 2	This course introduces clinical laboratory diagnostic testing and its application to practicing evidence-based medicine. Emphasis is placed on the basic theory, appropriate selection, and basic interpretation of laboratory procedures. Students will develop practical knowledge to apply laboratory results to screen, diagnose, evaluate, and monitor patient conditions. The course also introduces regulatory and safety standards relevant to laboratory medicine, including the requirements of the Occupational Safety and Health Administration (OSHA) and the Clinical Laboratory Improvement Amendments (CLIA), and their implications for clinical practice.

PAS 5240 Essentials of EKG (New Course) Credits: 2 credits	This course introduces the principles and clinical application of electrocardiography in patient assessment. Emphasis is placed on the appropriate use, indications, contraindications, and interpretation of electrocardiograms. Students will develop competency in systematic interpretation of 12-lead EKGs and cardiac rhythm strips, including recognition of normal and abnormal findings commonly encountered in clinical practice. Instruction focuses on correlating electrocardiographic findings with underlying normal and abnormal cardiac physiology.
PAS 5250 Essentials of Radiology (New Course) Credits: 2 credits	This course introduces the principles and clinical application of diagnostic imaging in patient assessment. Emphasis is placed on the appropriate use, indications, contraindications, and interpretation of diagnostic imaging modalities. Students will develop competency in systematic interpretation of diagnostic imaging modalities, including recognition of normal and abnormal findings commonly encountered in clinical practice. Instruction focuses on correlating findings with underlying normal and abnormal physiology.
PAS 5355 Medical Wellness Credits: 2	This course introduces the principles of lifestyle medicine and their application to patient care, with an emphasis on health maintenance, disease prevention, and patient education. The course emphasizes behavioral strategies to support sustainable lifestyle change, while also examining the socioeconomic and environmental factors that influence patient health and well-being.
PAS 5340 Women's Health Credits: 3	This course introduces women's health issues including the diagnosis, management, and treatment of acute and chronic medical problems encountered in reproductive health care and gynecology.
PAS 5330 Public Health Credits: 2	This course provides students with an introduction to the foundational principles of public health and preventive medicine as they apply to clinical practice and population health. The course examines the structure and function of the US healthcare system. Additionally, this course reinforces concepts including patient advocacy, professional responsibility, confidentiality, informed consent, and patient welfare.

PAS 5362 Clinical Assessment & Management II Credits: 6	This is the second course in a three-course sequence designed to teach the essentials of medicine for Physician Assistant students. The course utilizes an organ-system and problem-oriented approach to develop an understanding of the etiology, epidemiology, pathophysiology, clinical manifestations, diagnostic evaluation, and management of diseases encountered in general practice. Students will continue to develop and refine culturally responsive patient communication, medical history-taking, and physical examination skills, including focused examinations of each organ system. Students will also integrate health promotion, disease prevention, and patient education into the management of each condition. Students will also gain competency in the use of medical instruments and procedures relevant to clinical practice.
PAS 5371 Pharmacotherapeutics II Credits: 3	This is the second course in a three-course sequence designed to provide a foundation in clinical pharmacology and pharmacotherapeutics for medical conditions encountered in clinical practice. Students will examine drug classes and individual agents, mechanisms of action, evidence-based therapeutic uses, adverse effects, contraindications, and clinically relevant similarities and differences across a wide range of organ systems. The course also develops essential skills in patient counseling to promote adherence, recognition of drug interactions, therapeutic monitoring, and accurate prescription writing.
PAS 5382 Essentials of Cardiology Credits: 3	This course provides Physician Assistant students with an organ-system and problem-oriented approach to the evaluation and management of cardiovascular diseases encountered in general clinical practice. Emphasis is placed on the etiology, epidemiology, pathophysiology, clinical manifestations, and diagnostic evaluation of cardiac conditions, as well as evidence-based approaches to treatment and management. For each cardiac condition, principles of health promotion, disease prevention, and patient education are integrated to support comprehensive patient care.
PAS 5420 Clinical Pediatrics Credits: 3	This course provides an introduction to pediatric medicine across the full pediatric age span. Students develop knowledge of history taking, physical examination, diagnostic evaluation, and treatment of pediatric patients. Emphasis is placed on recognizing normal growth and development, pediatric-specific diseases, as well as age-specific variations across childhood.

PAS 5441 Emergency Medicine Credits: 4	This course introduces students to the specialty of emergency medicine and the evaluation and management of acute and emergent conditions across the lifespan. Emphasis is placed on clinical decision-making, interprofessional collaboration, and the technical skills necessary for emergency care practice.
PAS 5462 Clinical Assessment and Management III Credits: 6	This is the third course in a three-course sequence designed to teach the essentials of medicine for Physician Assistant students. The course utilizes an organ-system and problem-oriented approach to develop an understanding of the etiology, epidemiology, pathophysiology, clinical manifestations, diagnostic evaluation, and management of diseases encountered in general practice. Students will continue to develop and refine culturally responsive patient communication, medical history-taking, and physical examination skills, including focused examinations of each organ system. Students will also integrate health promotion, disease prevention, and patient education into the management of each condition. Students will also gain competency in the use of medical instruments and procedures relevant to clinical practice.
PAS 5471 Pharmacotherapeutics III Credits: 2	This is the third course in a three-course sequence designed to provide a foundation in clinical pharmacology and pharmacotherapeutics for medical conditions encountered in clinical practice. Students will examine drug classes and individual agents, mechanisms of action, evidence-based therapeutic uses, adverse effects, contraindications, and clinically relevant similarities and differences across a wide range of organ systems. The course also develops essential skills in patient counseling to promote adherence, recognition of drug interactions, therapeutic monitoring, and accurate prescription writing.
PAS 5410 Psychiatry and Behavioral Medicine Credits: 2	This course introduces the diagnosis and management of psychiatric diseases. Emphasis is placed on refining culturally appropriate communication, medical history taking, health promotion, disease prevention, and patient education. The course also addresses the social and behavioral aspects of patient care.

PAS 5445 Evidence Based Medicine Credits: 1	This course prepares students to search, interpret, and critically evaluate medical literature in order to maintain an operational knowledge of new medical findings and establish a foundation for evidence-based clinical practice. Areas of study include informed consent and ethical principles in research. Strategies for effective patient education and the translation of evidence into clinical decision-making are also emphasized.
PAS 5521 Clinical Geriatrics Credits: 3	This course equips students with the knowledge and compassionate approach necessary for the comprehensive care of older adults, including age-related biological, psychological, functional, and medical considerations. Multimorbidity, polypharmacy, interdisciplinary care, and end-of-life decision-making are also addressed.
PAS 5531 Fundamentals of Surgery Credits: 5	This course provides an introduction to the discipline of surgery, including the evaluation and management of acute surgical conditions, critical illness, surgical malignancies, and elective surgical procedures. Emphasis is placed on preoperative and postoperative care, surgical decision-making, and the management of surgical patients.
PAS 5543 Professional Issues II Credits: 2	This is the second course in a two-course series and builds on foundational professional concepts and focuses on advanced issues related to physician assistant practice. Emphasis is placed on professional responsibility, medicolegal concepts including liability and risk management, and the role of the PA in system-based practice.
PAS 5551 Research Design and Methodology Credits: 1	This course builds on foundational evidence-based medicine principles and provides students with an introduction to medical research design. Emphasis is placed on the practical, educational, and professional applications of research within physician assistant practice.
PAS 5561 Didactic Summative Evaluation Credits: 4	This course assesses and strengthens students' integration of didactic knowledge, clinical reasoning, communication, and clinical skills while evaluating readiness for progression to the clinical phase of training.

Appendix B

Library Databases

Databases 2025-26

5MinuteClinical
Academic Search Complete
Academic Video Online
AccessEmergency Medicine
AccessMedicine
AccessPediatrics
AccessPharmacy
AccessPhysiotherapy
AccessSurgery
Acland's Video Atlas of Human Anatomy
AMA Style Manual
APA Manual of Style
APA PsycArticles
APA PsycBooks
APhA Pharmacy Library
ASHP Ebook Collection
AtoZ International Business
Bates' Visual Guides
Business Source Ultimate
CINAHL Ultimate
Cochrane Library
Credo Reference: Academic Core
Credo Reference: Nursing Collection
Criminal Justice Abstracts with Full Text
Dentistry & Oral Sciences Source
DSM Library
Dynamic Health
Ebook Academic Collection
EBSCO Ebook Database
EBSCO Ebook Medical Collection
Education Source
EMCARE
Engineering Source
FA Davis PT Collection
Gale Academic OneFile
Gale Business Entrepreneurship
Gale Business: Insights
Gale Directory Library Complete
Gale Ebooks
Gale General OneFile
Gale Health and Wellness
Gale In Context: Biography
Gale In Context: College
Gale In Context: Environmental Studies
Gale In Context: Global Issues
Gale in Context: Opposing Viewpoints
Gale In Context: Science
Gale In Context: U.S. History
Gale In Context: World History
Gale Literature Criticism

che.IN.gov

Gale Literature Resource Center
Gale Literature: Contemporary Authors
Gale Literature: Dictionary of Literary Biography
Gale Literature: LitFinder
Gale Literature: Scribner Writer Series
Gale Literature: Something About The Author
Gale Literature: Twayne's Author Series
Gale OneFile: Agriculture
Gale OneFile: Business
Gale OneFile: Communications and Mass Media
Gale OneFile: Computer Science
Gale OneFile: Contemporary Women's Issues
Gale OneFile: Criminal Justice
Gale OneFile: Culinary Arts
Gale OneFile: Diversity Studies
Gale OneFile: Economics and Theory
Gale OneFile: Educator's Reference Complete
Gale OneFile: Entrepreneurship
Gale OneFile: Environmental Studies
Gale OneFile: Fine Arts
Gale OneFile: Gardening and Horticulture
Gale OneFile: Gender Studies
Gale OneFile: Health and Medicine
Gale OneFile: Home Improvement
Gale OneFile: Hospitality and Tourism
Gale OneFile: Information Science
Gale OneFile: Informe Academico
Gale OneFile: Insurance and Liability
Gale OneFile: Leadership and Management
Gale OneFile: LegalTrac
Gale OneFile: News
Gale OneFile: Nursing and Allied Health
Gale OneFile: Physical Therapy and Sports Medicine
Gale OneFile: Pop Culture Studies
Gale OneFile: Popular Magazines
Gale OneFile: Psychology
Gale OneFile: Religion and Philosophy
Gale OneFile: Science
Gale OneFile: U.S. History
Gale OneFile: Vocations and Careers
Gale OneFile: War and Terrorism
Gale OneFile: World History
Global Road Warrior
HBR Case Studies
HBR Core Collection
Health Source - Consumer
Health Source Nursing/Academic
ICE Video Library
Lexidrug
LWW Anesthesiology Health Library
LWW PA & RN Journal Collection
Made Incredibly Easy Health Library Collection
MEDLINE Ultimate

che.illn.gov

Micromedex
Natural Medicines
Nursing Allied Health Reference Source
OverDrive Academic
Pharmacotherapy Principles & Practice
Political Science Complete
PrepSTEP for Colleges & Universities
Project Muse Journal Collection
Regional Business News
Rehabilitation & Sports Medicine Source
Sage Premier Collection
Sanford Guide
Science Reference Center
Science Reference Ebook Collection
Scopus
SocINDEX Full Text
SpringerNature Optimum Collection
STAT!Ref
Statista Pro
StrokeHelp
Swank Digital Campus
UpToDate
USP Dictionary
USP FCC
USP NF
VisualDx
Westlaw Paralegal Drafting Essential
Westlaw Paralegal Lit
Westlaw Paralegal Premier
Wiley Journal Database
Zotero

Direct Journal Subscriptions 2025-26

American Journal of Emergency Medicine
American Journal of Obstetrics & Gynecology
American Journal of Psychology
Anaesthesia, Critical Care, & Pain Medicine
Anesthesiology Clinics
Annals of Physical and Rehabilitation Medicine
Applied Nursing Research
Archives of Physical Medicine and Rehabilitation
Association of Women's Health, Obstetrics and Neonatal Nurses (two titles)
BMJ
BMJ British Journal of Sports Medicine
British Journal of Anaesthesia
CHE Reports
CHEST
Chronicle of Higher Education
Clinical Biomechanics
Clinical Simulation in Nursing
Computing in Science and Engineering
Currents in Pharmacy Teaching and Learning

che.11N.gov

Geriatric Nursing
Health Affairs
IEEE Industrial Electronics Magazine
IEEE Potentials
IJPC
International Journal of Obstetric Anesthesia
JAMA
JBJS
Journal of Allied Health
Journal of Applied Physiology
Journal of Bodywork and Movement Therapies
Journal of Business Research
Journal of Clinical Anesthesia
Journal of College Student Development
Journal of Community Health Nursing
Journal of Critical Care
Journal of Higher Education
Journal of Interprofessional Education & Practice
Journal of Manual & Manipulative Therapy
Journal of Marketing Management
Journal of Medical Insight
Journal of Medicinal Chemistry
Journal of Nuclear Medicine
Journal of Nuclear Medicine Technology
Journal of Nursing Education
Journal of Nursing Regulation
Journal of Occupational Science
Journal of Orthopaedic & Sports Physical Therapy
Journal of Pain
Journal of Pediatric Health Care
Journal of Pediatric Nursing
Journal of Perianesthesia Nursing
Journal of Pharmaceutical Sciences
Journal of Professional Nursing
Journal of Psychology
Journal of the American College of Cardiology
Journal of the American College of Radiology
Journal of the American Dental Association
Journal of the American Pharmacists Association
Journal of Vascular and Interventional Radiology
Musculoskeletal Science & Practice
NEJM
NEJM AI
NEJM Catalyst
NEJM Evidence
NEJM Journal Watch
Nurse Education Today c-w Nurse Education in Practice
Nursing Outlook
Pain Management Nursing
Pain Medicine
Physical Therapy & Rehabilitation Journal
Physiotherapy Theory and Practice
Policing and Society

che.ln.gov

Public Health

Radiography

Radiology

The American Journal of Cardiology

The Medical Letter

The Spine Journal

The Teaching Professor

Wall Street Journal Digital

Official Transcript

3904 Lonas Drive
Knoxville, TN 37909
www.south.edu

Student: [REDACTED] Student ID: [REDACTED] DOB: [REDACTED] Original Start Date: 9/29/2023 Student GPA: 3.860000

Program: MHS Physician Assistant Studies

Enrollment #: KO24038993 Status: Graduate

Start Date: 4/05/2024 Grad Date: 12/12/2025

Term: 202344 Fall 2023 PA 9/29/2023 - 12/13/2023

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
PAS5160	Health Assess & Physical Exam	6.00	6.00	24.00	A +
SCI5100	Gross Anatomy	6.00	6.00	24.00	A +
SCI5120	Human Physiology	3.00	3.00	12.00	A +
PAS5513	Professional Issues	2.00	2.00	8.00	A +

Term GPA: 4.00 Cum GPA: 3.95

Term GPA: Cum GPA:

Term: 202414 Winter 2024 PA 1/08/2024 - 3/22/2024

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
PAS5430	Clinical Lab Medicine	2.00	2.00	8.00	A +
PAS5262	Clinical Assessment & Mgt I	6.00	6.00	24.00	A +
PAS5314	Behavioral Science Concepts	1.00	1.00	4.00	A +
RAD5412	Essentials of Radiology & Electrophysiology	3.00	3.00	12.00	A +
PAS5271	Pharmacotherapeutics I	3.00	3.00	9.00	B +
SCI5201	Medical Pathology/Genetics	4.00	4.00	16.00	A +

Term GPA: Cum GPA:

Term GPA: 4.00 Cum GPA: 3.96

Term: 202424 Spring 2024 PA 4/01/2024 - 6/14/2024

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
PAS5340	Women's Health	3.00	3.00	12.00	A
PAS5231	Medical Wellness	2.00	2.00	8.00	A
PAS5371	Pharmacotherapeutics II	3.00	3.00	12.00	A
PAS5362	Clinical Assessment & Mgt II	6.00	6.00	24.00	A
PAS5242	Public Health	2.00	2.00	8.00	A
PAS5382	Essentials of Cardiology	3.00	3.00	12.00	A
		19.00	19.00	76.00	

Term GPA: 4.00 Cum GPA: 3.95

Term: 202434 Summer 2024 PA 7/01/2024 - 9/13/2024

Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade
PAS5420	Clinical Pediatrics	3.00	3.00	12.00	A
PAS5440	Emergency Medicine	4.00	4.00	16.00	A
PAS5351	Evidence Based Medicine	2.00	2.00	8.00	A
PAS5485	Neuroanatomy & Diseases of Neuro Sys	3.00	3.00	12.00	A
PAS5462	Clinical Assessment & Mgt III	5.00	5.00	20.00	A
PAS5471	Pharmacotherapeutics III	2.00	2.00	8.00	A
		19.00	19.00	76.00	

Term GPA: 4.00 Cum GPA: 3.96

** Indicates Retaken Course
R* Indicates Retaken Override

Not official unless signed by Registrar

Indicates Pass/Fail Course
+ Indicates Associated Course

South College

Official Transcript

3904 Lonas Drive
Knoxville, TN 37909
www.south.edu

Student ID: [REDACTED]		Student ID: [REDACTED]		DOB: [REDACTED]		Original Start Date: 9/29/2023		Student GPA: 3.860000	
Term: 202444 Fall 2024 PA 9/30/2024 - 12/13/2024									
Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade				
PAS5551	Research Design & Method	1.00	1.00	4.00	A				
PAS5531	Fundamentals of Surgery	5.00	5.00	20.00	A				
PAS5521	Clinical Geriatrics	3.00	3.00	9.00	B				
HSC5542	Health Care Ethics and Law	1.00	1.00	4.00	A				
PAS5561	Didactic Summative Evaluation	4.00	4.00	16.00	A				
Term GPA: 3.79		Cum GPA: 3.93		14.00	14.00	53.00			
Term: 202514 Winter 2025 PA 1/06/2025 - 3/21/2025									
Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade				
PAS5620	Surgery - Clinical	9.00	9.00	27.00	B				
PAS5660	Pediatrics - Clinical	9.00	9.00	36.00	A				
Term GPA: 3.50		Cum GPA: 3.86		18.00	18.00	63.00			
Term: 202524 Spring 2025 PA 3/31/2025 - 6/13/2025									
Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade				
PAS5630	Family Medicine/Geriatrics - Clinical	9.00	9.00	36.00	A				
PAS5650	Women's Health - Clinical	9.00	9.00	27.00	B				
Term GPA: 3.50		Cum GPA: 3.81		18.00	18.00	63.00			
Term: 202534 Summer 2025 PA 6/30/2025 - 9/12/2025									
Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade				
PAS5640	Emergency Medicine - Clinical	9.00	9.00	36.00	A				
PAS5671	Clin Psy & Beh Health - Clinical	9.00	9.00	36.00	A				
Term GPA: 4.00		Cum GPA: 3.83		18.00	18.00	72.00			
Term: 202544 Fall 2025 PA 9/30/2025 - 12/12/2025									
Course Code	Course Description	Credits Attempted	Credits Earned	Quality Points	Grade				
PAS5610	Internal Medicine - Clinical	9.00	9.00	36.00	A				
PAS5680	Elective - Clinical	9.00	9.00	36.00	A				
PAS5691	Clinical Summative Review	3.00	3.00	12.00	A				
PAS5701	Capstone Research Project	3.00	3.00	12.00	A				
Term GPA: 4.00		Cum GPA: 3.86		24.00	24.00	96.00			
President's List									
MHS Physician Assistant Studies		GPA: 3.86		166.00	166.00				
Honors: Magna Cum Laude									
Credential Awarded: Master of Health Science - MHS Physician Assistant Studies									
Date Awarded: 12/12/2025		Date Cleared: 12/12/2025							
*** End of Transcript ***									
Authorized Signature						Date			

** Indicates Retaken Course
R* Indicates Retaken Override

Not official unless signed by Registrar

Indicates Pass/Fail Course
+ Indicates Associated Course