Harris Department of Physician Assistant Studies

Academic Catalog

Enrolling 2016

Main Campus
Levine College of Health Sciences
515 North Main Street
Wingate, NC 28174

|  |

Hendersonville Campus
228 Sixth Avenue East
Hendersonville, NC 28792

Admissions Information
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Admissions and Compliance Officer
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866.320.2726 fax
Wingate University is committed to ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in university programs or activities due to his or her disability. The university is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and its amendments and the Rehabilitation Act of 1973 (section 504) and to providing equal educational opportunities to otherwise qualified students with disabilities.
WINGATE UNIVERSITY
Statement of Purpose
The mission of Wingate University is to develop educated, ethical, and productive global citizens. Following its Judeo-Christian heritage, the University seeks to cultivate the following in its students: Knowledge, Faith, and Service.

Goals
To promote knowledge, the University seeks to:
• Provide programs of undergraduate, graduate, and professional study
• Provide a faculty committed to teaching and learning
• Require an undergraduate core curriculum designed to develop:
  o aesthetic, cultural, and literary appreciation
  o analytical and problem-solving abilities
  o critical thinking • effective communication
  o integrated perspectives on civilization, the individual, and the social group
  o wellness
• Offer majors and programs of study appropriate for society and the University’s student population and resources that further develop students’ knowledge and skills in focused areas
• Create opportunities for international study and travel
• Provide opportunities to explore and develop academic, career, and personal goals
• Encourage participation in co-curricular and extra-curricular educational, cultural, and recreational opportunities

To nurture faith, the University seeks to:
• Sustain a community where the bases of faith are explored and where there is a search for truth and meaning
• Articulate the ideal of integrity in all relationships
• Encourage ethical application of knowledge informed by Judeo-Christian principles
• Create and support opportunities for worship and faith development
• Attract scholars for whom Judeo-Christian values and practice are important aspects of living

To encourage service, the University seeks to:
• Emphasize the importance of service to God and humanity
• Facilitate opportunities to volunteer time, knowledge, and labor beyond the campus community
• Sponsor organizations that coordinate service opportunities and foster leadership and teamwork

WINGATE UNIVERSITY HISTORY
Wingate University was established in 1896 by the Baptist Association of Union County in North Carolina and Chesterfield County in South Carolina. The trustees named the new school for a successful president of Wake Forest University, Washington Manley Wingate, and chose an outstanding graduate of that institution, and Union County native, for its first principal, Marcus B. Dry.

In 1923, Wingate University expanded its educational vision, offering the first two years of baccalaureate education. The national crisis of the economic crash and depression drove the university to the edge of extinction and, in 1932, the administration building burned to the ground. The administration building was replaced, memorializing President C.C. Burris who guided the institution from 1937 to 1953.

The Southern Association of Colleges and Schools granted membership and accreditation to Wingate in 1952. Budd and Ethel Smith assumed leadership of the college.

In 1955, Dr. Smith interested Mr. Charles A. Cannon of Kannapolis in the school. Mr. Cannon saw Wingate University as a place where the children of textile workers and others in the middle class might receive opportunities in higher education.
In 1977, under the leadership of Dr. Thomas E. Corts, Wingate University added upper-level college courses and majors and granted its first baccalaureate degrees in 1979.

In 1995, during the school’s centennial, the Board of Trustees voted to acknowledge Wingate’s continued growth by changing its status to University.

In 2003, Wingate University became the third university in the state of North Carolina to offer the PharmD degree when it opened the School of Pharmacy.

In 2007, the School of Graduate and Adult Education was named to include graduate programs in business and education and the bachelor degree completion program at the Metro Campus in Matthews, North Carolina.

Wingate University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The last accreditation was completed in 2006. Wingate University is accredited to award the bachelor, master, and professional degrees.

The Commission on Colleges of SACS is the recognized regional accrediting body in the eleven U.S. southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia) and Latin America for institutions of higher education that award associate, baccalaureate, master, or doctoral degrees. (See www.sacscoc.org.)

Questions about the status of the university’s accreditation may be answered from the Commission on Colleges by calling (404) 679-4500 or by writing the SACS home office at 1866 Southern Lane, Decatur, GA 30033.

FORMATION OF THE PHYSICIAN ASSISTANT PROGRAM AND ACCREDITATION
In 2002, the President and Trustees initially started considering a PharmD program based on their perception of a need for pharmacists in the greater-Charlotte area and the incredible growth in the population in the Piedmont area of North Carolina. The PharmD program, begun in 2003, continues to be successful. The Trustees directed university administration to explore other allied health programs.

The PA program appeared to be a great addition to Wingate University’s vision of being involved in allied health. In April, 2006, the Trustees funded the PA program initiative. In April, 2007, 100 physicians and 100 physician assistants in the region surrounding Wingate University were surveyed to determine their perceptions of a need for a PA program and the extent of their support for this endeavor. The evaluation of the data supported the development of a PA program at Wingate University with a majority of those responding expressing an interest in assisting the program and affirming the need for such a program in the Piedmont area of North Carolina.

The Wingate University PA program received provisional accreditation through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) on March 10, 2008. SACS granted approval on January 10, 2008, for Wingate University to offer the Master of Physician Assistant Studies degree.

In August, 2008, the inaugural class for the Master of Physician Assistant Studies degree was admitted. The inaugural class graduated on December 14, 2010. In 2008, the PA program classroom, lab, and administrative offices were located in the Hayes Building, named after Miriam Cannon Hayes, and completed fall 2006. The PA program and School of Pharmacy now occupy the Levine College of Health Sciences (2011).

Wingate University has also established a Doctor of Physical Therapy program (first students enrolling January, 2014) and the Bachelor of Science in Nursing.

In September, 2012, ARC-PA granted approval for ten PA students on the Hendersonville, North Carolina, campus, joining the School of Pharmacy and MBA program in offering graduate education in Western
North Carolina. The first cohort of students matriculated to the Hendersonville campus in fall semester 2013 as part of the Class of 2015.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Harris Department of Physician Assistant Studies at Wingate University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by ARC-PA will be 2021 at the latest. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

INTRODUCTION
Wingate University is operated on a nondiscriminatory basis. Wingate University abides by the provisions of Title VI of the Civil Rights Act of 1964, Title XI of Educational Amendments of 1972, and the Rehabilitation Act of 1973, Section 504. Wingate University does not discriminate on the basis of race, gender, religion, color, national, or ethnic origin, age, disability, or military service in its administration of education policies, programs, activities, or services.

Each student is responsible for knowing the policies, procedures, curricular requirements, and codes of conduct for the Department of PA Studies and Wingate University. Each student is responsible for his/her progress toward degree completion. Neither the student’s advisor nor any faculty member of the PA program is responsible for insuring that the student meets the degree requirements. The PA program and/or the university may terminate enrollment of any student for professional, academic, or financial reasons.

The PA program academic catalog has been structured to recognize the graduate level of this professional course of study. The Wingate University Academic Catalog contains important information concerning the goals, facilities, and operations of the university.

THE PA PROGRAM
The Wingate University PA program is seven consecutive semesters (27 months) beginning with the fall semester and concluding with the third fall semester. The first year of study (3 semesters) is didactic instruction; the second year and final semester (4 semesters) consist of classes accessed online via Moodle and clinical rotations in various medical specialties.

MISSION AND GOALS OF THE PA PROGRAM
Revised July 2014

Mission Statement
The Wingate University Physician Assistant Program is dedicated to developing educated, productive, and ethical physician assistants to serve the health care needs of the community in which they practice.

Program Goals
- Provide comprehensive didactic instruction aligned with the NCCPA blueprint for each semester
- Train clinically competent physician assistants
- Support a culture of learning and sharing information gained through practice among clinical year students
- Maintain first-time PANCE pass rates at or above the national average
EDUCATIONAL PHILOSOPHY
The PA program is committed to providing educational experience that promotes active learning. The PA program demands personal accountability, group interaction, and performance. Group study can provide a forum for discussion and debate as well as exposing deficiencies in knowledge; simple verbalization among peers often makes a difference in retention of facts. Student groups are expected to be proactive in program-related, social, and academic activities, engaging individuals in learning and peer opportunities. Each student must prepare adequately for each class through independent study. All classes are interactive.

The PA program is based on the concept of relationship-centered care, recognizing the importance of each individual’s relationship with others as central in supporting high-quality care, a high-quality work environment, and organizational performance. Relationships among principal faculty members, staff, preceptors, and adjunct instructors are the essential ingredients to the success of the mission and goals of the program.
WINGATE UNIVERSITY PA ADVANTAGE

Wingate PA Advantage candidacy is an opportunity to have a reserved place in the PA program. The PA Advantage applies only to high school seniors or entering college freshmen who declare this intention upon enrollment at Wingate University. All other Wingate University students, transfer students, and alumni are given preferential consideration but must go through the normal channels of admission.

PA Advantage candidates must meet the following initial requirements in order to be considered:
- Minimum score on SAT of 1000 or minimum score on ACT of 22
- Graduate from high school with an overall GPA of 3.5 or higher on a 4.0 scale

Interested students must contact the undergraduate admissions office for more information and an application. PA Advantage candidates must meet with a PA faculty member for an interview before the last day of September of the freshman year. Once accepted, the student is designated “Wingate PA Advantage” by the university and the PA program.

Students must meet the requirements detailed below during the undergraduate years of study:
- Complete a four-year course of study leading to a BS or BA degree from Wingate University
- Maintain a minimum overall science GPA of 3.5
- Maintain a minimum overall GPA of 3.5 in all course work
- Receive no final course grade below “C”
- Complete a minimum of 500 hours of PA program-approved clinical patient contact
- Meet annually with a PA program faculty member to confirm acceptable completion of requirements to date (this meeting is in addition to meeting with undergraduate academic advisor)
- Participate in the Pre-PA/Pre-Health Professions Club with access to the following mentoring opportunities:
  - Service-learning activities with guidance from the PA program faculty members
  - Educational activities within the PA program
  - Mentoring sessions with PA program faculty members
- Complete all PA admission requirements as listed below

Following the PA Advantage student’s admission interview, he/she will receive an official notice of admission which is provisional until the student has successfully completed all requirements for graduation and all PA Advantage requirements.

Students who fail to maintain PA Advantage standards at any time during the undergraduate studies will lose the PA Advantage designation and will no longer be eligible for the reserved seat in the PA program. The student may still apply to the PA program through normal admission channels.
ADMISSION TO THE PA PROGRAM FALL SEMESTER 2015

To be eligible for admission consideration to the Wingate University PA program enrolling fall semester 2015, each applicant must fulfill the following requirements. Unless otherwise stated below, all requirements must be fulfilled by January 15, 2015.

There are no waivers or exceptions to any of these requirements. Wingate University PA program offers no advanced placement and does not accept transfer credit from any prior enrollment in any health science, medical, or related program. No advanced placement is offered for health science work or study experience. Each student accepted in the PA program at Wingate University must satisfy all requirements of the didactic and clinical years of study.

A qualified applicant who was previously enrolled in another PA program will be considered for admission only after consultation with the director of the former PA program.

Qualified applicants who are graduates of Wingate University will be given preference in the admission process over other similarly qualified applicants.

Admission to both campuses of the PA program is administered from the main campus by the Admissions and Compliance Officer.

SUMMARY OF REQUIREMENTS

1. CASPA application
2. U.S. citizenship or permanent resident of the U.S.
3. Completion of bachelor degree or higher in the U.S.
4. Completion of 9 prerequisite courses
5. GRE and PA program’s receipt of official scores report
6. Letters of recommendation, one from a provider
7. Minimum 500 hours of clinical experience
8. Personal interview
9. Tuition deposit
10. Technical standards acknowledgement

1. CASPA APPLICATION
Each applicant must submit an application for admission online through the Centralized Application Service for Physician Assistants (CASPA). The admission cycle opens on April 22, 2015. The deadline for submitting an application and all required documentation is January 15, 2016. Wingate University requires no supplemental application, forms, or fees.

There are two admission portals for Wingate University available through CASPA: main campus and Hendersonville campus. Applicants must determine their choice of campus prior to submitting with CASPA. Submitting to both portals will result in an unnecessary expenditure of application fees as well as a delay in processing the application materials.

2. UNITED STATES CITIZEN OR PERMANENT RESIDENT
Each applicant must be a citizen of the United States or hold Permanent Resident Status in the United States.

3. COMPLETE BACHELOR DEGREE OR HIGHER IN THE UNITED STATES
Each applicant must complete a bachelor degree or higher in the United States from a regionally accredited college or university. International degrees that have been evaluated as United States equivalent will not fulfill this requirement. An applicant who is admitted to the program with the
bachelor degree pending completion will be considered a “provisional” admission until the degree is conferred which must be on or before June 15, 2016.

If a master degree or higher is required for admission eligibility, the admission will be considered “provisional” until the degree is conferred which must be on or before June 15, 2016.

4. COMPLETION OF 9 PREREQUISITE COURSES
Each applicant must complete 9 prerequisite courses, 8 of which must be completed at a regionally accredited college or university in the United States, within the time frame and requirements specified for each course. There are no waivers or exceptions to the 9 prerequisites as listed.

- Human Anatomy and Physiology I with Lab OR Human Anatomy with Lab
  (4 credit hours minimum; completed in 2011 or later)
- Human Anatomy and Physiology II with Lab OR Human Physiology with Lab
  (4 credit hours minimum; completed in 2011 or later)
- Genetics
  (3 credit hours minimum, lecture only; completed in 2011 or later)
- Microbiology with Lab
  (4 credit hours minimum; completed in 2011 or later)
- Organic Chemistry with Lab
  (4 credit hours minimum; no time limit)
- Biochemistry
  (3 credit hours minimum, lecture only; completed in 2011 or later; combination courses of organic/biochemistry or similar will not fulfill this prerequisite)

Each applicant must earn a cumulative GPA of 3.2 or higher on the six courses listed above to be eligible for admission consideration; no grade below C will be accepted regardless of the calculated GPA.

- General Psychology
  (3 credit hours minimum; AP credit accepted; no time limit)
- Statistics
  (3 credit hours minimum; no time limit)
- Medical Terminology
  (No minimum credit hours; can be credit hour course or continuing education course; documentation of successful completion, if not reflected on college or university transcript, submitted directly to the PA program; completed in 2011 or later)

5. GRADUATE RECORD EXAMINATION (GRE)
Each applicant must complete the Graduate Record Examination (GRE) within five years of anticipated enrollment in the program (2011 or later) and have the official scores report submitted directly to the PA program. Wingate University PA Program GRE code is 7911 and is applicable to both campuses.

6. LETTERS OF RECOMMENDATION
A minimum of two letters of recommendation are required when the application is submitted through CASPA. One of the recommendation letters must be from a health care provider (MD, DO, PA, or NP).

7. CLINICAL EXPERIENCE
Each applicant must complete a minimum of 500 hours of direct patient contact. “Shadowing” does not count toward these required hours.

8. PERSONAL INTERVIEW
The admissions officer receives each applicant’s documents after CASPA completes the verification process. The admissions officer reviews each application to determine whether an applicant is eligible for admission consideration. Following this initial review, each applicant receives an email from the
admissions officer detailing the status of the application. The admissions officer may schedule an interview with the applicant.

Admission interviews are held from September through February and are conducted with a maximum of six applicants per session. Applicants spend 3-4 hours on campus in a series of group and individual activities. Following the interview session, the admissions offer will contact each applicant by email within three weeks concerning the applicant’s status with the program.

Admission prior to January 15, 2016, with pending requirements will be considered “provisional” until the requirements are fulfilled on or before the deadline.

9. TUITION DEPOSIT TO CONFIRM ACCEPTANCE
Applicants offered admission to the PA program will be notified by the admissions officer by email. In order to confirm acceptance of the offer, each applicant must pay a $1,500 deposit within 30 days. The expiration date of the offer of admission will be stated in the letter emailed to the applicant. The $1,500 deposit will be applied to the fall semester tuition if the student enrolls in the program. Failure to pay the $1,500 deposit in a timely matter will forfeit the applicant’s place in the program.

The $1,500 tuition deposit is nonrefundable if the applicant chooses not to enroll in the PA program, fails to fulfill any requirement pending at the time of provisional admission, or is dismissed by the PA program prior to enrollment for reasons including, but not limited to, discovery of a history of drug abuse, felony conviction, or fraudulent application statements.

10. TECHNICAL STANDARDS
The technical standards for admission set forth by the PA program establish essential qualities that are considered necessary for students admitted to the program to achieve the knowledge, skills, and levels of competency stipulated for graduation by the faculty and expected of the professional program by its accrediting agency, ARC-PA. All students admitted to this program are expected to demonstrate the attributes and meet the expectations listed below. These technical standards are not only required for admission but must be maintained throughout a student’s progress in the PA program. Applicants who accept an offer of admission must sign a document acknowledging their possession of these attributes and return the document to the PA program with the tuition deposit.

Students must possess aptitude, ability, and skills in the following areas:
- General
- Observation
- Communication
- Motor coordination and function
- Conceptualization, integration, and quantization
- Behavioral and social skills, abilities, and aptitudes
- Professionalism

General
The student is expected to possess functional use of the senses of vision, touch, hearing, taste, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, position equilibrium, and movement that are important to the student’s ability to gather significant information needed to evaluate patients effectively.

Observation
The student must have sufficient capacity to observe accurately and to participate in the lecture hall, the laboratory, and with patients at a distance and close at hand, including non-verbal and verbal signals, and to assess health and illness alterations in the outpatient and inpatient clinical settings. Inherent in the observational process is the use of the senses to elicit information through procedures regularly required in physical examination, such as inspection, palpation, percussion, and auscultation.
Communication
The student must communicate effectively verbally and non-verbally to elicit information; describe changes in mood, activity, or posture; and perceive non-verbal communications from patients and others. Each student must have the ability to read and write, comprehend and speak, the English language to facilitate communication with patients, their family members, and other professionals in health care settings where written medical records, verbal presentations, and patient counseling and instruction are integral to effective medical practice and patient care. The student must communicate effectively verbally and in writing with instructors and other students in the classroom setting as well.

Motor Coordination and Function
The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, and auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment utilized in the general and emergent care of patients required in practice as a physician assistant. The student must be able to maintain consciousness and equilibrium; have sufficient levels of postural control, neuromuscular control, and eye-to-hand coordination; and must possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory performance in the clinical and classroom settings.

Conceptualization, Integration, and Quantization
The student must be able to develop and refine problem-solving skills that are crucial to practice as a physician assistant. Problem solving involves the abilities to comprehend three-dimensional relationships and understand the spatial relationships of structures; measure, calculate, reason, analyze, and synthesize objective and subjective data; and make decisions that reflect consistent and thoughtful deliberation and sound clinical judgment. A student must have the capacity to read and comprehend medical literature. Each student must demonstrate mastery of these skills and the ability to incorporate new information from peers, teachers, and the medical literature to formulate sound judgment in patient assessment and diagnostic and therapeutic planning.

Behavioral and Social Skills, Abilities, and Aptitudes
Flexibility, compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in physician assistant practice. Personal comfort and acceptance of the role of a dependent practitioner functioning under supervision is essential for training and practice as a physician assistant. The student must possess the emotional health required for full utilization of the student’s intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom setting, as well as those in the clinical setting attendant to the diagnosis and care of patients; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each student must have the emotional stability required to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds is critical for practice as a physician assistant. The student must be able to tolerate physically taxing loads and still function effectively under stress; adapt to changing environments; display flexibility; graciously accept constructive criticism; manage difficult interpersonal relationships during training; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

Professionalism
An applicant or student must consistently display honesty, integrity, respect for self and others, tolerance, caring, fairness, and dedication to patients, peers, PA program faculty and staff, Wingate University faculty and staff, the community, and the PA profession.
Disability Accommodation
Any student who, because of disability, may require special arrangements in order to meet course requirements, must first obtain approval for accommodations through the University’s Office of Disability Support Services. Once accommodations are approved, the student must meet with the program director. Accommodations are for present and future activities and are not retroactive. Students will not receive special arrangements unless accommodations are approved by the University’s Office of Disability Support Services.

PA STUDENT HANDBOOK
Each first-year student in the Wingate University PA program will receive a bound copy of the PA Student Handbook which will govern and guide the student throughout the 27-month curriculum. A copy of the current PA Student Handbook can be found on the PA program’s website.

DIDACTIC YEAR - CLASSROOMS AND TEACHING
PA program classrooms at the main campus and Hendersonville campus utilize the state-of-the-art Polycom HDX 8000 systems which support two cameras. One camera views the lecturer and podium area and the other is positioned to view the students. The systems have ceiling “choir” microphones that are bidirectional. The main campus uses 3 ceiling microphones and the Hendersonville site uses one microphone because of the smaller classroom size. Both sites use projector units to display the content (PowerPoints, HoverCam images, etc.) onto the projection screens. Either site can send lecture content to the other site for display. The interaction between instructors and students is bidirectional. MediaSite is used to record lectures which are made available to students under extenuating circumstances such as technology failure, inclement weather, or any other impediment to synchronous classes.

Several classes are taught through methods other than lecture (medical procedures, for example) or have non-lecture lab components. In Patient Assessment I and II labs, the practical physical exam skills will be provided at the main campus and at the Hendersonville campus by experienced faculty from the main campus to ensure that learning skills are equivalent for both cohorts. Hendersonville faculty will be trained by main campus faculty to evaluate students' practical exams using the same check-off sheets and examination techniques.

In Patient Assessment II, students are instructed in male and female genitalia examination by Teaching Associates from Eastern Virginia Medical School. Students from Hendersonville will be required to travel to the main campus for instruction. Travel expense and housing will be provided by the PA program.

The adjunct instructor for Clinical Anatomy will provide lectures from the main campus through videoconference simultaneously to both cohorts. An experienced adjunct anatomy instructor will be in the classroom with students at the Hendersonville campus to provide on-site supervision/instruction with anatomical models used in lecture. Identical models will be used at both sites. Adjunct instructors from both sites will coordinate lecture/lab material prior to the start of the course and collaborate weekly and as needed via telephone or Skype.

PA 525, PA 526, and PA 527 (Topic Exploration I, II, and III) are based on NCCPA Blueprint topics selected by faculty in coordination with weekly lectures in Clinical Medicine. Topics for the semester are given to students the week classes begin. Students prepare in advance to discuss the etiology, pathophysiology, pertinent history, clinical symptoms, physical exam findings, differential diagnosis, and medical management of the disease/condition selected. Faculty members facilitate the small group discussions. Full-time faculty on the Hendersonville campus will facilitate two groups with 5 students in each group.

CLINICAL YEAR - CLASSROOMS AND TEACHING
During the second year of PA program curriculum, courses other than clinical rotations are accessed online via Moodle. All clinical year students return to their respective campuses after each five-week rotation for exams and other activities.
OSCE (Objective Skills Clinical Examination), a component of PA 710 (Summative Evaluation) and PA 720 (Capstone II) presentations will be done on the main campus for both cohorts. Travel expense and housing will be provided by the PA program for Hendersonville students. Hendersonville faculty members will be mentored by main campus faculty to evaluate students’ performance in OSCE.

Clinical rotation curriculum is delivered in affiliated sites such as hospitals, medical practices, and long-term care facilities. The PA program attempts to place students in locations that are mutually agreed upon but reserves the right to place students in suitable locations when necessary. Transportation for all off-campus clinical rotations is the responsibility of the student.

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<tr>
<th>MPAS REQUIRED CURRICULUM</th>
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<tr>
<td><strong>DIDACTIC YEAR</strong></td>
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<tr>
<td><strong>Fall Semester</strong></td>
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<tr>
<td>PA 524 Topic Exploration I</td>
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<td>PA 529 EKG/Radiology</td>
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<td>PA 530 Clinical Medicine I</td>
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<td>PA 538 Patient Assessment I</td>
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<td>PA 541 Pharmacology I</td>
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<td>PA 544 Clinical Anatomy</td>
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<td>PA 546 Pathophysiology I</td>
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<td>Total semester hours</td>
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<td><strong>Spring Semester</strong></td>
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<td>PA 525 Topic Exploration II</td>
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<td>PA 527 Health Care Issues I</td>
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<td>PA 531 Clinical Medicine II</td>
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<td>PA 539 Patient Assessment II</td>
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<td>PA 542 Pharmacology II</td>
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<tr>
<td>PA 547 Pathophysiology II</td>
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<tr>
<td>PA 580 Research, Epidemiology, Statistics</td>
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<td>Total semester hours</td>
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<td><strong>Summer Semester</strong></td>
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<td>PA 526 Topic Exploration III</td>
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<td>PA 528 Health Care Issues II</td>
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<td>PA 532 Clinical Medicine III</td>
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<td>PA 540 Patient Assessment III</td>
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<td>PA 543 Pharmacology III</td>
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<td>PA 550 Emergency Medicine</td>
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<td>PA 552 Medical Procedures</td>
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<td>PA 554 Special Populations</td>
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<tr>
<td>Total semester hours</td>
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<tr>
<td><strong>Clinical Rotations</strong></td>
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<td><strong>Fall 16 weeks</strong></td>
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<td><strong>Spring 16 weeks</strong></td>
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<td><strong>Summer 11 weeks</strong></td>
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MPAS REQUIRED CURRICULUM - COURSE DESCRIPTIONS

PA 524 Topic Exploration I
Fall (0) P/F
Students participate in small group discussions of topics pertinent to subject of current study. This course serves as venue for review, discussion, and application of knowledge base enhancing critical thinking skills. Attendance required.

PA 525 Topic Exploration II
Spring (0) P/F
Students participate in small group discussions of topics pertinent to subject of current study. This course serves as venue for review, discussion, and application of knowledge base enhancing critical thinking skills. Attendance required.

PA 526 Topic Exploration III
Summer (0) P/F
This course involves groups of three students alternately serving as provider, patient, monitor, for review and reinforcement of clinical skills, case presentation, and SOAP notes. Attendance required.

PA 527 Health Care Issues I
Spring (1)
PA students will develop a greater appreciation and comprehension of the socio-behavioral aspects of medical practice. Students will develop effective counseling and preventive education strategies for enhancing treatment compliance, promoting health patterns, and encouraging positive response to illness.

PA 528 Health Care Issues II
Summer (1)
Students build upon concepts in patient care discussed in PA 527 Health Care Issues I. After completion of this course, students will understand and express ethical concepts as they relate to practical decision-making and problem-solving. Students will comprehend risk management strategies and the legal definitions of, and their responsibilities toward, informed consent and confidentiality. Students will gain an appreciation for health care policy, nationally and locally, as it impacts health care delivery, the practice of medicine as a PA, and the socioeconomic factors pertaining to relevant health care decision making.

PA 529 EKG and Radiology
Fall (1)
The first half of this course enables students to master skills of basic EKG waveform recognition, pattern interpretation, and significance. Emphasis will be on anatomy and physiology, basic electrophysiology, and the manifestations of cardiac anatomy and conduction, including recognition of arrhythmias, patterns of myocardial infarction, and recognition of disease states. The second half of this course is an introduction to radiological imaging of normal and abnormal human anatomy. Emphasis will be placed on the anatomy and physiology of the radiological image to create an understanding of the appearance of normal structures in the patient and the radiologic manifestations of disease or injury.

PA 530 Clinical Medicine I
Fall (6)
This is the first of three classes reviewing medical diagnosis and treatment. This course teaches the pathology of, and interventions for, diseases by system and specialty. Also incorporated into these topics are correlated reviews of relevant laboratory and radiologic assessment.
PA 531 Clinical Medicine II  
*Spring (6)*  
This course builds on pathology, diagnosis, and treatment of disease presented in PA 530 Clinical Medicine I and continues with expansion into other organ systems. Disorders are presented by system and specialty, augmented with clinical therapeutics.

PA 532 Clinical Medicine III  
*Summer (3)*  
The student will build upon the knowledge and skills attained in the two prior Clinical Medicine courses. Disorders are presented by system and specialty-augmented with clinical therapeutics.

PA 538 Patient Assessment I  
*Fall (4)*  
This course teaches foundational skills and techniques required to gather a complete medical history and perform a thorough physical examination. This course introduces the student to the art of history taking and physical exams. During this course, the student’s knowledge of the structure and function of the human body will be coupled with laboratory sessions emphasizing the proper use of diagnostic equipment and techniques for integrating multiple organ systems and performing a comprehensive physical examination.

PA 539 Patient Assessment II  
*Spring (4)*  
The student will build on the knowledge and foundational skills and techniques learned in PA 538 Patient Assessment I in the performance of a thorough physical examination and medical history. Students will integrate the knowledge obtained in PA 530 Clinical Medicine I with laboratory sessions emphasizing the proper use of diagnostic equipment and technique for performing a comprehensive physical examination.

PA 540 Patient Assessment III  
*Summer (1)*  
This course focuses on formulating a differential diagnosis and patient management plans utilizing the history and physical exam skills learned in PA 538 and PA 539. Students will be introduced to hospital documentation, procedural notes and oral patient presentation.

PA 541 Pharmacology I  
*Fall (3)*  
This is the first class in a three-part series. Students will be introduced to pharmacodynamic, pharmacokinetic, and pharmacotherapeutic principles that provide a foundation for the study of pharmacology and therapeutics. Combined lecture and active learning exercises are designed to develop the skills that a physician assistant will need to enhance patient care in clinical practice.

PA 542 Pharmacology II  
*Spring (3)*  
Students will build upon the knowledge and skills obtained in PA 541 Pharmacology I. Combined lecture and active learning exercises are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice. Students will be expected to utilize the clinical literature and to evaluate patient cases as they relate to pharmacology.

PA 543 Pharmacology III  
*Summer (2)*  
Combined lecture and learning exercises are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice. Students will be expected to utilize the clinical literature and to evaluate patient cases as they relate to pharmacology.
PA 544 Clinical Anatomy  
*Fall (2)*  
This course is designed to provide physician assistant students with a working knowledge of the major anatomical regions and structures of the body. Emphasis will be placed upon the relationships of components within a specific region as well as topographical and functional anatomy as it relates to physical examination skills and clinical applications.

PA 546 Pathophysiology I  
*Fall (3)*  
Students will learn integrative human physiology and pathophysiology involving concepts of cell biology with an emphasis upon homeostatic mechanisms and etiologies of disease. Students will learn the interrelationships of function and dysfunction at the molecular, cellular, tissue, organ, and systemic levels.

PA 547 Pathophysiology II  
*Spring (3)*  
Students will learn integrative human physiology and pathophysiology with an emphasis upon homeostatic mechanisms and the etiologies of disease states. Students will understand the interrelationship of function and dysfunction at the molecular, cellular, tissue, organ, and systemic levels.

PA 550 Emergency Medicine  
*Summer (2)*  
Students learn evaluation and treatment of trauma and medical disorders commonly presenting to the emergency department. Taught in a case-based format, the emphasis is on the priority of stabilizing patients with life-threatening disorders and selecting appropriate diagnostic and therapeutic measures.

PA 552 Medical Procedures  
*Summer (2)*  
Taught using a combination of lectures and laboratory exercises, students learn to perform procedures such as suturing, splinting, wound care, intravenous insertions, nasogastric intubations, and Foley catheter insertion. Students learn principles of surgery, including pre-operative, intra-operative, and post-operative care, and minor surgical procedures.

PA 554 Special Populations  
*Summer (5)*  
Students must understand the special needs of patients within the primary care subspecialties: women’s health, pediatrics, and geriatrics. This class is taught in a modular format using a variety of learning methods, including traditional lectures and interactive techniques.

PA 580 Research, Epidemiology, and Statistics  
*Spring (2)*  
Students receive instruction in research methods and the legal and ethical aspects regarding the conduction of research. Students gain understanding of the basic concepts of epidemiology as it relates to medical practice. Students are prepared to read critically published reports of clinical research and identify strengths, weaknesses, and clinical applicability of reported data.

PA 600 Ambulatory Medicine I  
*Fall, Spring, Summer (5)*  
The five-week rotation provides practical experience in general primary care through outpatient medicine. Students engage in all aspects of patient care including history, physical exam, treatment plan, and evaluation. Students’ application of patient and family education to treatment and preventive measures is emphasized.
PA 602 Internal Medicine  
*Fall, Spring, Summer (5)*  
The five-week rotation provides practical clinical experience in internal medicine. Students engage in all aspects of patient care including history, physical exam, treatment plan, and evaluation. Students’ application of patient and family education to treatment and preventive measures is emphasized.

PA 603 Pediatrics  
*Fall, Spring, Summer (5)*  
The five-week rotation provides practical clinical experience in pediatric medicine. Students engage in all aspects of patient care, including history, physical exam, treatment plan, and evaluation. Students’ application of patient and family education to treatment and preventive measures is emphasized.

PA 604 Psychiatry/Behavioral Health  
*Fall, Spring, Summer (5)*  
The five-week rotation provides practical clinical experience in psychiatric medicine and behavioral health treatment. Students engage in all aspects of patient care, including history, physical exam, treatment plan, and evaluation. Students’ application of patient and family education to treatment and preventive measures is emphasized.

PA 605 General Surgery  
*Fall, Spring, Summer (5)*  
The five-week rotation provides practical clinical experience in general surgery. Students engage in all aspects of patient care, including history, physical exam, treatment plan, and evaluation. Students’ application of patient and family education to treatment and preventive measures is emphasized.

PA 606 Women’s Health  
*Fall, Spring, Summer (5)*  
The five-week rotation provides practical clinical experience in women’s health. Students engage in all aspects of patient care, including history, physical exam, treatment plan, and evaluation. Students’ application of patient and family education to treatment and preventive measures is emphasized.

PA 607 Emergency Medicine  
*Fall, Spring, Summer (5)*  
The five-week rotation provides practical clinical experience in emergency medicine. Students engage in all aspects of patient care, including history, physical exam, treatment plan, and evaluation. Students’ application of patient and family education to treatment and preventive measures is emphasized.

PA 608 Elective Rotation I  
*Fall, Spring, Summer (5)*  
This is the first of two required elective clinical rotations. This course will provide clinical experience in the medical or surgical specialty of the student’s choice. The purpose of this rotation is to allow students to explore more completely an area of interest in clinical medicine or surgery. Students will engage in all aspects of patient care for patients within that specialty’s patient population from history and physical exam to treatment plan and evaluation. Patient and family education will be stressed as they apply both to treatment plans and preventive issues.

PA 609 Elective Rotation II  
*Fall, Spring, Summer (5)*  
This is the second of two required elective clinical rotations. This course will provide clinical experience in a medical or surgical specialty of the student’s choice. The purpose of this rotation is to allow students to explore more completely an area of interest in clinical medicine or surgery. Students will engage in all aspects of patient care for patients within that specialty’s patient population from history and physical exam to treatment plan design and evaluation. Patient and family education will be stressed as they apply both to treatment plans and preventive issues.
PA 610 Ambulatory Medicine II  
*Fall, Spring, Summer* (5)  
This course will provide the second clinical experience in general outpatient medicine. Sites may include a family medicine clinic or outpatient internal medicine clinic. Students will engage in all aspects of patient care for patients from history and physical exam to design of treatment plans and evaluation, including procedures when indicated. Patient and family education will be stressed as they apply both to treatment and preventive issues. The goal of this course is to provide extended practical experience and exposure in the field of primary care medicine which will merge the knowledge gained in the didactic year with care for patients in the clinical setting. It will complement previous clinical rotations including PA 600 Ambulatory Medicine I.

PA 620 Capstone I  
*Fall* (1)  
Students initiate work on the Capstone Project. This course is designed for students to perform the initial work on the project which culminates in the final semester.

PA 623 Professional Development  
*Spring* (1)  
This course is taught through an interactive discussion format. Topics include resume development, employment strategies, completion of state licensing applications for medical practice, medical malpractice insurance, reimbursement issues, and financial planning.

PA 624 PANCE Preparation  
*Fall* (2)  
Students are prepared to complete the Physician Assistant National Certifying Examination (PANCE). Students learn strategies for successful study and successful completion of board-style exams. Students are prepared to take a systems approach, integrating all aspects of medicine, including medical and surgical disorders encountered in general adult and pediatric medicine. Topics also include typical clinical presentation, etiology, pathophysiology, diagnostic work-up, lab interpretation, and manage of disorders.

PA 710 Summative Evaluation  
*Fall* (2)  
This course provides a summative evaluation tool to measure cognitive, motor, and affective capability at a point near the students’ completion of the program. Students perform an objective standardized clinical examination (OSCE) in order to demonstrate competency in interpersonal skills, comprehensive physical examination skills, and professional bearing. Students also complete a diagnostic written examination evaluation medical knowledge and clinical competence.

PA 720 Capstone II  
*Fall* (4)  
This is a continuation of Capstone I. This course will allow the student to complete work on the Capstone project and formally present the findings to peers and instructors. This project is required for graduation from the PA program.

**STUDENT PRIVACY AND INFORMED CONSENT**  
Students in the PA program are granted privacy through the Family Educational Rights and Privacy Act of 1974 (FERPA) enacted to protect the privacy associated with educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

In compliance with FERPA, the Wingate University PA program requires its students’ informed consent to the sharing of personal information with its educational partners (clinical rotation sites) strictly on a
need-to-know basis. This personal information may include, but is not limited to, social security numbers, immunization records, email addresses, telephone numbers, results of health care tests, results of credit checks, and criminal records known to Wingate University. Notice is hereby given that random drug screenings or additional criminal background checks may be requested of the students at any time during the didactic or clinical years as well as for placement in certain clinical rotation sites as standard operating procedure. The student may be responsible for the cost of drug screenings or additional criminal background checks.

TUITION AND COSTS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tuition*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016 PA1</td>
<td>10,380</td>
</tr>
<tr>
<td>Spring 2017 PA1</td>
<td>10,380</td>
</tr>
<tr>
<td>Summer 2017 PA1</td>
<td>10,380</td>
</tr>
<tr>
<td>Fall 2017 PA2</td>
<td>10,530**</td>
</tr>
<tr>
<td>Spring 2018 PA2</td>
<td>10,530**</td>
</tr>
<tr>
<td>Summer 2018 PA2</td>
<td>10,530**</td>
</tr>
<tr>
<td>Fall 2018 PA3</td>
<td>10,530**</td>
</tr>
</tbody>
</table>

*Student training fees, malpractice insurance premiums, white coat, nametag, etc., are covered by tuition.

**Projected; final amount to be determined

Wingate University operates on a semester basis and statements are sent out approximately two weeks before the semester begins. Please note that there are additional expenses for the 27-month program for textbooks, diagnostic equipment, and miscellaneous supplies. Students will also be required to purchase health insurance. Health insurance premiums, if covered through the university’s plan, are estimated at $1,500-1,800 per year.

The Financial Planning Office at Wingate University will work with each student admitted to the PA program to secure loans necessary to pay tuition, fees, and other living expenses while enrolled. The first step in this process is completion and submission of the FAFSA (http://www.fafsa.ed.gov/), designating Wingate University as a recipient. While grants and scholarships are available to PA students, each student must research and apply for the monies individually. Neither the Financial Planning Office nor the PA program assists in this process other than completing the necessary forms.

LAPTOP COMPUTER

PA program students are required to have a laptop computer for use in the 27-month program. The following is a list of laptop configuration recommendations for the PA program.

- RAM 2GB-4GB+
- Hard Drive 80GB or higher
- 802.11b/g Wireless NIC
• CD-RW/DVD drive
• Microsoft Windows 7 or 8 (professional recommended)
• Microsoft Office Suite (Word and PowerPoint required)
• Antivirus software
• Service Plan 3+ years

Students electing to use Macintosh laptops must have full capability to run Windows programs (including Microsoft Office) and must meet the other specifications outlined above.

Additional Considerations
The following features and accessories are recommended, not required:
• Printer. Most assignments are submitted electronically via Moodle but some will require printed documents. Printers are available on campus for a per-use fee.
• Spare Power Cord. There are power outlets built into all of the lecture hall desks enabling batteries to remain charged during class.
• Spare/more Powerful Battery. Laptop batteries vary in longevity depending on how the laptop is being used. Eight, nine, or twelve cell Lithium-Ion (Li-ion) batteries will hold a longer charge than the six cell.
• USB Flash Drive. Even if a CD burner is purchased, a USB flash drive is a wise investment as it is very portable and inexpensive. Some courses involve presentations using the computers in the lecture halls and the USB flash drive is a convenient way for the student to access these computers.
• Home internet. If it is financially feasible, a home DSL or cable internet connection is beneficial. A 10/100 Ethernet connection will be required if a wireless router is not used.

Purchasing Resources
• Order from Dell directly at www.dell.com/dellu/wingate (use member ID KS119839926).
• CNET has information regarding different brands and features of laptops. The site contains a useful feature to compare models side-by-side. CNET’s reviews are based on extensive product testing and are highly regarded in the IT industry.

Wingate University and the PA program do not endorse or take responsibility for any content that may be accessed directly or indirectly from the links provided above. The links are provided solely for the convenience of students.

HOUSING, EMPLOYMENT, AND TRANSPORTATION
Housing is the responsibility of the student. Employment is strongly discouraged since the PA program curriculum requires full days of class work and independent study after class. All classroom teaching is delivered on the campuses of Wingate University from approximately 8:00 a.m. until 5:00 p.m. Monday through Friday. Availability of specialist instruction may make it necessary to hold some classes in the evenings or on Saturdays. Students are responsible for all living expenses and transportation.

LICENSING
Following graduation with the MPAS degree, students may apply to take the PANCE. After passing PANCE, students may apply for licensing in any state or territory of the United States.

North Carolina Medical Board
PO Box 20007
Raleigh, NC 27619-0007
Telephone 919.326.1100, 919.326.1109
Fax 919.326.0036 - Email info@ncmedboard.org
DISABILITY STATEMENT

Wingate University is committed to ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in university programs or activities due to his or her disability. The university is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and its amendments and the Rehabilitation Act of 1973 (Section 504) and to providing equal educational opportunities to otherwise qualified students with disabilities to ensure equal access to the university’s programs and services. Services may include making academic and/or non-academic accommodations for students. The university’s Office of Disability Services is the only designated department authorized to coordinate disability related services. Students should contact the Office of Disability Services when seeking academic and/or non-academic accommodations.

COPYRIGHT COMPLIANCE

● Copyright infringement is the act of reproducing, distributing, performing, publicly displaying or making into a derivative work anything that is copyright protected without the permission of the copyright owner or without legal authority (Title 17 United States Code Section 106 Copyright Act). In the peer-to-peer file-sharing context, unauthorized downloading or uploading substantial parts of a copyrighted work such as music, videos, books, games, software, or other files constitutes an infringement.

● All users of the Wingate network are responsible for using electronic materials in accordance with copyright and licensing restrictions. Use of University resources resulting in the violation of copyright laws, including downloading or sharing copyright protected works, is strictly prohibited.

● Copyright infringement, including unauthorized peer-to-peer file sharing, may subject you to civil and/or criminal liabilities, as well as personal sanctions imposed by the University.

● In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages of not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed (i.e. each song or movie illegally copied or distributed). A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17 United States Code, Sections 504, 505.

● Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

● University sanctions for copyright violations can include suspension of user accounts, suspension of internet access and additional disciplinary sanctions for Honor Code violations as defined in the Student Handbook.

● More information regarding copyright laws can be found at www.copyright.gov and www.copyright.gov/help/faq.
Student Rights and Copyright

A. Copyrights - All copyrights in scholarly books, articles and other publications, artistic, literary, film, tape, and musical works (literary and artistic works) are retained by the faculty, staff, and students who are the authors and are not deemed to be works for hire. Literary and artistic works include texts that have been stored on computer media, but excludes computer programs or computer software or databases that are neither accessory to nor an electronic expression of a scholarly text. Copyrights in computer programs, code and software shall be treated as an invention under Section C., and the ownership of these copyrights shall follow the policy or ownership of the invention as a whole. Commercial use of the University’s name and/or other trademarks requires prior University approval.

B. Patent Policy on Technology and Literary and Artistic Works - It is the purpose of this policy to encourage, support and reward scientific research and scholarship, and to recognize the rights and interests of the creator, author, inventor, or innovator, the public, the sponsor, and the University. The terms “inventions, discoveries, and other innovations” and “technology” include tangible or intangible inventions, in the patent sense, whether or not reduced to practice, and tangible research results whether or not patentable or copyrightable. These research results include, for example, computer programs, integrated circuit designs, industrial designs, data bases, technical drawings, biogenic materials, and other technical creations. Faculty members working with students on research projects must inform those students in advance of the terms of this policy and of any burdens of non-disclosure or confidentiality deemed necessary by the faculty member to protect resulting technology. In general, technology created by employees, faculty, staff and students will become the property of the University, and the benefits accruing to the University derived from such inventions will be used to further the academic and research program of the University, subject to the laws of North Carolina. All rights in technology created by Wingate faculty, staff, or students without the use of 40 University facilities or funds administered by the University, but which fall within the inventor’s or creator’s scope of employment, are granted to the University, with income to be distributed in accordance with this policy, subject to the following two (2) exceptions, in which the University generally will assert no ownership rights or interests: 1. Technology assigned to an outside entity by a faculty member under a consulting agreement that is consistent with University policies, including conflict of interest policies, and that was disclosed in writing to the Vice President for Academic Affairs in advance of the agreement by the faculty member. 2. Technology created pursuant to independent research or other outside activity that is consistent with University policies, including conflict of interest policies, and that was disclosed in writing to the Vice President for Academic Affairs at the beginning phase of this research or activity. Acknowledgment in writing is to be obtained from the Vice President for Academic Affairs.

C. Patents or Inventions - Any discovery or invention (1) resulting from research carried on by or under the direction of any employee of the University and having all or part of the cost thereof paid from University funds or from funds under the control of or administered by the University, or (2) which is made by any employee of the University as a direct result of his duties with the University, or (3) which
A fund for the promotion of research may be established by the University. In it may be deposited all monies received by the University from financially profitable patents or inventions made by members of its faculty, staff, other employees, students, and others. These monies shall be expended or invested as the President or Board of Trustees may direct and shall be used to further the research and educational activities of the University.

D. Procedures - A disclosure of any invention or discovery made by an employee or student of the University or resulting from research carried on under the direction of an employee or student in which the University may have an interest shall be submitted promptly by such inventor or discoverer to the division chair or Dean and the Vice President for Academic Affairs or other designated administrative officer. Such officer shall append thereto a statement setting forth his or her opinion concerning the scientific, technical, and economic merit of such invention or discovery, the likelihood and desirability of obtaining a patent, and an estimate of the commercial possibilities of such a patent and transmit such statement to the individual responsible for inventions and discoveries.
PRINCIPAL FACULTY AND STAFF

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MS Education and Leadership, Arizona School of Health Sciences 2005
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MMS Wake Forest University

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MS Medicine, PA Certification Western Michigan University (2005)

Marie Cook Irving
Admissions/Compliance Officer

Lisa Wood
Faculty/Clinical Support

Carolyn R. Little
Secretary/Admissions
# Academic Calendar for Didactic Students

**Entering Fall 2016**

*(Clinical Students: Refer to Calendar in Clinical Handbook)*

## Fall Semester 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 17-19</td>
<td>Orientation</td>
</tr>
<tr>
<td>August 22-26</td>
<td>Preparation classes for PA Curriculum</td>
</tr>
<tr>
<td></td>
<td>(Orientation, clinical year students)</td>
</tr>
<tr>
<td>August 29</td>
<td>Classes begin</td>
</tr>
<tr>
<td></td>
<td>(Clinical rotations begin)</td>
</tr>
<tr>
<td>September 5</td>
<td>Labor Day - no classes</td>
</tr>
<tr>
<td>October 13</td>
<td>Last day to withdraw with a “W”</td>
</tr>
<tr>
<td>October 20-21</td>
<td>Fall Break</td>
</tr>
<tr>
<td>November 23-25</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>December 12-16</td>
<td>Final exams</td>
</tr>
</tbody>
</table>

## Spring Semester 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 16</td>
<td>MLK holiday no classes</td>
</tr>
<tr>
<td>February 9</td>
<td>Last day to withdraw with a “W”</td>
</tr>
<tr>
<td>March 9-10</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 14</td>
<td>Good Friday no classes</td>
</tr>
<tr>
<td>April 17-21</td>
<td>Final exams</td>
</tr>
</tbody>
</table>

## Summer Semester 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1</td>
<td>Classes begin</td>
</tr>
<tr>
<td>May 29</td>
<td>Memorial Day no classes</td>
</tr>
<tr>
<td>June 13</td>
<td>Last day to withdraw with a “W”</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day no classes</td>
</tr>
<tr>
<td>July 10-14</td>
<td>Final exams</td>
</tr>
</tbody>
</table>