INTRODUCTION

Educational Mission Statement of the Physician Assistant Program

The mission of the Physician Assistant Program of Philadelphia University is:

I. To provide students with the foundation of knowledge and technical skills necessary to competently perform the functions of the physician assistant profession in an ethical, empathetic manner.

II. A secondary focus is to prepare students to provide primary care medical services to underserved populations in inner-city locations.

This mission will be accomplished through a well-organized, comprehensive program of didactic courses and clinical experiences developed and implemented by highly qualified faculty and administrative staff using Philadelphia University facilities and outside clinical sites.

Purpose of This Packet

This packet is designed to be used by students in the Pre-Professional Phase of the Physician Assistant (PA) Program (Years 1, 2, & 3) in conjunction with:

1. Philadelphia University Catalog
2. Philadelphia University Student Handbook

Together these resources are designed to provide students with information which will assist them in their academic endeavors at the University including: policies that pertain to students, an outline of the curriculum, and some guidelines to help students in preparation for this challenging academic experience.

This Manual was not designed to be all-inclusive. There are some policies that may pertain to students that may not be covered in these sources. If you have any questions that cannot be answered from these sources, please feel free to discuss these with the Program Director or Pre-professional Coordinator. Students are required to sign the attestation statement on the last page of this packet.

PA Program specific policies are in addition to University policies listed in the Student Handbook and University Catalog and do not substitute for those policies.

Please read these sources carefully and thoroughly. We hope they will be helpful. Pre-professional Physician Assistant students are evaluated at the end of each Spring semester until they enter the Professional Phase of the Program. Summer courses are NOT included in the evaluation process unless specifically identified in the Manual.
GENERAL LEARNING GOALS, OBJECTIVES, AND OUTCOMES

Graduates of the 5 year HS/PA Program will be expected to demonstrate knowledge, proficiency, and competency in the following areas and tasks. Graduates will:

1. Demonstrate a functional understanding of the principles of the basic medical sciences of anatomy, physiology, pathophysiology, immunology, microbiology, genetics and pharmacology.
2. Demonstrate an understanding of the principles of applied behavioral science including normal and abnormal development, personality development, human sexuality, manifestations of stress, psychological manifestations of illness, death and dying, and psychopathology.
3. Demonstrate competence in written, oral, and electronic forms of communication.
4. Approach patient encounters using language, posture, facial expression, speech process and content that promotes communication and allows an effective patient-provider relationship.
5. Demonstrate a functional understanding of the basic principles of epidemiology, evidence-based medicine, and the statistical tools and research methods utilized in medical research.
6. Demonstrate an appreciation for the importance of life-long learning, and the skills needed to pursue life-long learning and participate in scholarly activities such as continuing medical education, medical writing, education and applied research.
7. Perform a computer medical literature search, and critically analyze and evaluate the medical literature in terms of its relevance to clinical practice.
8. Define the structure of the US health care system, describe health care policy & legal issues.
9. Identify prominent community health resources and how to access them.
10. Approach clinical encounters with a diverse religious, cultural, racial, ethnic, gender, and sexual orientation patient population in an empathic fashion that demonstrates an awareness and sensitivity to the differences among patients.
11. Define and describe the history, education, role, certification, and legislation of PAs.
12. Elicit an accurate medical history including Chief Complaint, History of Present Illness, Past Medical History, Family History, Review of Systems, Social History, and Sexual History in both a complete and directed format.
13. Perform a complete and appropriate directed, physical examination and mental status examination with the ability to recognize abnormal findings.
14. Document medical information in the form of the history and physical examination (H&P), SOAP style progress note, and Problem Oriented Medical Record in a concise, thorough fashion using accepted formats and abbreviations.
15. Give oral presentations of medical cases in a clear, concise manner.
16. Formulate an appropriate differential diagnosis (list) based on signs and symptoms.
17. Prudently recommend laboratory, radiology, cardiographic, and other ancillary diagnostic studies appropriate to the H&P findings. Graduates must list the common contraindications and complications of these tests.
18. Interpret common laboratory tests, electrocardiograms, pulmonary function tests, and radiographic studies.
19. Diagnose common medical and psychological disorders based on the synthesis of information obtained in the medical history, physical examination and ancillary tests.
20. Develop an appropriate treatment plan for common disorders that may include medications, surgery, counseling, therapeutic procedures, rehabilitative therapies, or other therapeutic modalities. Students should have the ability to analyze and evaluate new therapies with regard to their use in treating these disorders.

21. Initiate health promotion measures such as immunizations, exercise, diet, disease screening for early detection, tobacco or alcohol cessation counseling, and risk factor assessment and reduction measures.

22. Provide ongoing monitoring for acute and chronic illness.

23. Provide patient education on common medical illnesses, common medical procedures, therapeutic regimen compliance, health maintenance, stress reduction, family planning, and normal growth and development issues.

24. Counsel patients for common psychosocial problems.

25. Define and analyze the important ethical issues involved with the medical care of patients and describe what affect these have on PA practice.

26. Recognize when a problem is beyond the scope of the PA provider and refer the patient to her/his supervising physician, or recommend appropriate specialty consultation.

20. Perform common laboratory studies including:
   - peripheral blood smear and microscopic cell evaluation
   - Gram Stain
   - urine analysis
   - KOH prep
   - stool occult blood determination
   - Wet Mount

22. Perform common procedures including:
   - electrocardiogram
   - venipuncture and arterial blood gas collection
   - intravenous access
   - collecting culture specimens
   - splinting and limb immobilization
   - wound dressing
   - sutting and other wound closure (staples, Dermabond), and suture removal
   - nasogastric tube placement
   - sterile technique
   - intradermal testing
   - injections (intramuscular, and subcutaneous)
   - bladder catheterization
   - removal of superficial foreign bodies
   - visual and audiometric screening
   - fluorescein examination of the cornea and conjunctiva
   - PAP smear collection
   - endotracheal intubation
   - irrigation of ears
   - superficial hemorrhage control
   - cardiopulmonary resuscitation and defibrillation
## Pre-Professional Phase

### 1. College Studies Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry I*</td>
<td>4</td>
</tr>
<tr>
<td>Biology I*</td>
<td>4</td>
</tr>
<tr>
<td>Finite Math or free elective</td>
<td>3/4</td>
</tr>
<tr>
<td>Introduction to Calculus or Calculus I</td>
<td>3/4</td>
</tr>
<tr>
<td>Arts &amp; Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Historical Understanding I</td>
<td>3</td>
</tr>
<tr>
<td>Humanities I</td>
<td>3</td>
</tr>
<tr>
<td>Language or Area Studies (two courses)</td>
<td>6</td>
</tr>
<tr>
<td>Social Science I</td>
<td>3</td>
</tr>
<tr>
<td>Junior Seminar (two courses)</td>
<td>6</td>
</tr>
<tr>
<td>Writing Seminar II: Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Perspectives</td>
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### II. Physical Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE( ) Two Courses</td>
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### III. Core Prerequisite Courses

#### Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Biology I*</td>
<td>College Studies</td>
</tr>
<tr>
<td>Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>Histology</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry I*</td>
<td>College Studies</td>
</tr>
<tr>
<td>Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Bio-organic Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology: Childhood and Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Statistics

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### PA Pre-Professional

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics in Professionalism- PA (credit/no credit course)</td>
<td>1</td>
</tr>
<tr>
<td>Clinical Interactions (credit/no credit course)</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Interactions II (credit/no credit course)</td>
<td>3</td>
</tr>
<tr>
<td>Medical Terminology and Documentation</td>
<td>3</td>
</tr>
</tbody>
</table>

- *Courses included in both College Studies and Core Prerequisite categories.*
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### Professional Phase

#### I. Didactic

**Undergraduate courses**
- Applied Behavioral Science: 3
- Advanced Anatomy: 5
- Medical Physiology and Pathophysiology: 3
- Medical History and Physical Diagnosis: 5
- Medical and Professional Ethics: 2
- Medical Genetics Immunology and Microbiology: 2

**Graduate courses**
- Clinical Medicine: 8
- Clinical Reasoning: 2
- Pharmacology and Pharmacotherapeutics: 4
- Emergency Medicine: 3
- Clinical Laboratory Medicine: 2
- Clinical Disciplines Overview: 6
- Pharmacotherapeutics Seminar: 1
- Advanced Radiology/ ECG Seminar: 1
- Biomedical Literature and Research: 3
- PA Master’s Project: 3

#### II. Clinical

- Internal Medicine Rotation: 6
- Pediatrics Rotation: 6
- Women’s Health Rotation: 6
- Psychiatry/ Mental Health Rotation: 6
- Surgery Rotation: 6
- Emergency Medicine Rotation: 6
- Preceptorship IA: Primary Care 1: 6
- Preceptorship IB: Primary Care 2: 6
- Preceptorship IIA: Floating Medicine: 6
- Preceptorship IIB: Elective: 6
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CURRICULUM BY YEAR

Combined Bachelor of Science in Health Sciences/ Master of Science in
Physician Assistant Studies
Recommended Course Sequence

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-PROFESSIONAL PHASE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester (BS Program Begins)</strong></td>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Topics in Professionalism: PA</td>
<td>1</td>
<td>Historical Understanding I</td>
</tr>
<tr>
<td>Writing Seminar I</td>
<td>3</td>
<td>Arts &amp; Cultures</td>
</tr>
<tr>
<td>Biology I</td>
<td>4</td>
<td>Biology II</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>4</td>
<td>Chemistry II</td>
</tr>
<tr>
<td>Finite Math/ Intro Calc/ Calculus I</td>
<td>3/4</td>
<td>Introduction to Calculus or free elective</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>15.5/16.5 credits</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| YEAR 2                      |                      |                      |
| **Fall Semester**           | **Spring Semester**  |                      |
| Language or Area Studies    | 3                    | Language or Area Studies | 3                   |
| Writing Seminar II          | 3                    | Social Sciences I      | 3                   |
| Introduction to Psychology  | 3                    | Developmental Psychology: Childhood | 3                   |
| Bio-organic Chemistry       | 3                    | Microbiology           | 3                   |
| Anatomy and Physiology I    | 4                    | Anatomy and Physiology II | 4                  |
| Physical Education          | 0.5                  | Clinical Interactions I | 2                   |
| **Total Credits**           | 16.5                 |                      |                      |
| **18 credits**              |                      |                      |                      |

| YEAR 3                      |                      |                      |
| **Fall Semester**           | **Spring Semester**  |                      |
| Junior Seminar              | 3                    | Junior Seminar        | 3                   |
| Humanities I                | 3                    | Contemporary Perspectives | 4                   |
| Abnormal Psychology         | 3                    | Principles of Genetics | 4                   |
| Statistics I                | 3                    | Immunology            | 3                   |
| Histology                   | 4                    | Medical Terminology & Documentation | 3                  |
| Clinical Interactions II    | 3                    |                      |                     |
| **Total Credits**           | 19                   |                      |                      |
# Combined Bachelor of Science in Health Sciences/ Master of Science in Physician Assistant Studies

## Recommended Course Sequence

### Professional Phase

#### Year 4

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester (MS Program Begins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Anatomy</td>
<td>Clinical Medicine</td>
</tr>
<tr>
<td>Medical Physiology &amp; Pathophysiology</td>
<td>Clinical Reasoning</td>
</tr>
<tr>
<td>Medical Genetics, Immuno &amp; Micro</td>
<td>Emergency Medicine</td>
</tr>
<tr>
<td>Medical &amp; Professional Ethics</td>
<td>Pharmacology and Pharmacotherapeutics</td>
</tr>
<tr>
<td>Medical History &amp; Physical Diagnosis</td>
<td>Clinical Laboratory Medicine</td>
</tr>
<tr>
<td>Applied Behavioral Science</td>
<td></td>
</tr>
</tbody>
</table>

**20 credits**

<table>
<thead>
<tr>
<th>First Summer Semester</th>
<th>Second Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacotherapeutics Seminar</td>
<td>Clinical Rotation</td>
</tr>
<tr>
<td>Biomedical Literature &amp; Research</td>
<td>6</td>
</tr>
<tr>
<td>Clinical Disciplines Overview</td>
<td>6</td>
</tr>
<tr>
<td>Advanced Radiology/ECG Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**11 credits**

#### Year 5

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Rotation</td>
<td>Clinical Rotation</td>
</tr>
<tr>
<td>Clinical Rotation</td>
<td>Clinical Rotation</td>
</tr>
<tr>
<td>Clinical Rotation</td>
<td>12</td>
</tr>
</tbody>
</table>

**18 credits**

<table>
<thead>
<tr>
<th>First Summer Semester</th>
<th>Second Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptorship</td>
<td>Preceptorship</td>
</tr>
<tr>
<td>PA Master’s Project (over entire Clinical Year)</td>
<td>12</td>
</tr>
</tbody>
</table>

**15 credits**

**Note:** The order of rotations and preceptorships will vary in the Clinical Year and do not necessarily occur in any particular sequence.

### Clinical Phase Experiences

**Clinical Rotations (6 weeks each):**
- Internal Medicine
- Surgery
- Pediatrics
- Women’s Health
- Psychiatry / Mental Health
- Emergency Medicine

**Preceptorships (6 weeks each):**
- Primary Care 1
- Primary Care 2
- Floating Medicine
Elective

TOTAL CREDITS: Undergraduate: 124-126 and Graduate: 93

PRE-PROFESSIONAL PROGRESSION CRITERIA

Students in the Physician Assistant Program must meet the following criteria to remain in the Program and progress to graduation. Pre-professional Physician Assistant students are evaluated at the end of each spring semester.

PRE-PROFESSIONAL PHASE

YEAR 1

- □ Students must have a cumulative grade point average (CGPA) of 2.75 or above upon completion of the spring semester of Year 1.

- □ Students must have a combined GPA of 2.75 or above in the Core Prerequisite Courses (which includes all science, psychology and PA courses) upon completion of the spring semester of Year 1. Transferred grades will be included in this calculation.

- □ Students must obtain a grade of “C” or above in all Core Prerequisite Courses.

- □ Students must pass all “credit/ no credit” courses such as “99 Level” courses, Topics in Professionalism, and Clinical Interactions I & II.

- □ Students must have completed at least 3 Core Prerequisite Courses by the end of the Spring Semester of Year 1.

- □ Students must meet with their academic advisor at least one time per semester. Year 1 students are advised by the Learning and Advising Center.

YEAR 2

- □ Students must have a cumulative grade point average (CGPA) of 3.00 or above upon completion of the Spring semester of Year 2.

- □ Students must have a combined GPA of 3.00 or above in the Core Prerequisite Courses upon completion of the Spring semester of Year 2. Transferred grades will be included in this calculation.

- □ Students must obtain a grade of “C” or above in all Core Prerequisite Courses.

- □ Students must pass all “credit/ no credit” courses such as “99 Level” courses, Topics in Professionalism, and Clinical Interactions I & II.

- □ Students must have completed at least 10 of the Core Prerequisite Courses by the end of the Spring Semester of Year 2.

- □ Students must meet with their academic advisor at least one time per semester.
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YEAR 3

- Students must have a cumulative grade point average (CGPA) of 3.00 or above upon completion of the Spring semester of Year 3.

- Students must have a combined GPA of 3.00 or above in the Core Prerequisite Courses, including transfer grades, upon completion of the Spring semester of Year 3.

- Students must obtain a grade of “C” or above in all Core Prerequisite Courses.

- Students must pass all “credit/no credit” courses such as “99 Level” courses, Topics in Professionalism, and Clinical Interactions I & II.

- Students must have completed at least 18 of the Core Prerequisite Courses by the end of the Spring Semester of Year 3. The remaining Core Prerequisite course can be completed in the Summer I Session only if absolutely necessary and must be approved in writing by the Program Director and Pre-Professional Coordinator.

- Students must meet with their academic advisor at least one time per semester.

- Students must take the Graduate Record Examination (GRE) and submit the results to the University by June 15 of Year 3.

- Students must complete Emergency Medical Technician (EMT) or Certified Nursing Assistant (CNA) training and submit the certificate and proof of state certification to the Program by June 15 of Year 3.

- Students must have completed either the Clinical Interactions I and II courses OR have 200 hours of approved relevant patient-care volunteer health care experience documented by Jan 30 of Year 3.

- Students must obtain three satisfactory letters of reference during Year 3, on the approved forms, from the following categories of Philadelphia University faculty: 1) one from School of Science and Health faculty, 2) one from full-time Philadelphia University faculty or staff, and 3) one from any faculty or healthcare supervisor. These must be submitted by May 1 of Year 3.

- Students must submit a 1-3 page typed essay discussing their motivation and preparation for PA education using the approved format by May 1 of Year 3.

- Students must have the approval of the Pre-Professional subcommittee of the PA Program Admissions Committee to proceed into the Professional Phase. This committee will evaluate the student’s performance academically, clinically, professionally, and emotionally. Academic Integrity and Student Conduct Policy violations may negatively affect one’s ability to matriculate into the Professional Phase.
PROGRESSION INTO THE PROFESSIONAL PHASE

Students must successfully complete ALL Pre-Professional Phase courses prior to entrance in the Professional Phase of the PA Program. Students must complete the entire Pre-Professional Phase curriculum within 4 academic years. Students who do not meet the below requirements for progression into the professional phase will be dismissed from the PA Program but may be able to remain at the University and choose another major provided they meet the general University academic standards listed in the Student Handbook.

Requirements for progression into the Professional phase:
1. Academic- Students are evaluated by the cumulative and core GPA. Students must have a minimum of a 3.0 cumulative and core GPA.
2. Knowledge of PA Profession- Students are required to submit a personally essay that discusses: The essential functions, roles and responsibilities, and limitations of a PA; their preparation, qualifications and desires to be a PA; and their expectations and potential challenges of the remainder of their PA education, as well as their plan for facing these challenges.
3. Professional Behavior- Students are expected to follow all policies outlined in the Philadelphia University Student Handbook including those pertaining to academic honesty. Infractions such as forgery, plagiarism, copying tests, and cheating on examinations will not be tolerated. These infractions may lead to dismissal from the PA Program. Students shall report any illegal or unethical activity to the Program and may be referred to the Student Conduct Committee.
4. Emotional Stability- Students are required to submit 3 letters of reference from Philadelphia University faculty. Emotional stability is evaluated by review of these letters of reference and discussions with faculty. “The role of the physician assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential attributes” (The Standards and Guidelines for an Accredited Educational Program for the Physician Assistant, section IIA, page 10). Adherence to these attributes requires that physician assistants and physician assistant students exhibit a high level of maturity and self control even in highly stressful situations. Physician assistants must work in teams with physician supervision. This involves competent human interaction skills, diplomacy, and attention to following protocols. Displays of anger, which include demeaning, offensive, threatening language/behavior or language that is insensitive to race, religion, gender, ethnicity, and sexual orientation will not be tolerated. Students must be appropriately responsive to lawful requests from their instructors and University officials. Students shall not display disruptive or obstructive behavior at the University or its affiliates.
5. Health care experience- Students must have completed the healthcare training and required volunteer experience as described within this handbook.
READMISSION PROCESS

Students in the Physician Assistant Program must meet ALL criteria to remain in the Program and progress to graduation. Pre-professional Physician Assistant students are evaluated at the end of each spring semester. Student who do not meet all requirements, cumulative & core GPA standards, as well as a ‘C’ or better in all courses (see progression criteria by year) will be dismissed.

- Students who are dismissed from the program will be notified by certified mail in July. They may be able to stay at the University depending on circumstances. They must change their major by September 1 of the upcoming academic year. Students may change their major to Health Sciences and continue to follow the PA Program curriculum if they are considering reapplying to the PA Program.
- Students who do not meet cumulative or core GPA standards will be considered for readmission if they are able to effectively elevate their GPA above the 3.0 level.
- Students who meet the CGPA standard and the Core Prerequisite Course GPA standard, but get a grade lower than a “C”(2.0) in a Core Prerequisite course would need to repeat that course and receive a grade of “C”(2.0) or higher to be considered for readmission in the PA Program. Repetition of a course may delay entrance into the Professional Phase of the Program.
- Students may be able to reapply to the Program by following the criteria listed below. Readmission will be decided by the Pre-Professional PA Program Admissions Committee based on available seats, GPA, healthcare experience, and interview. Re-admission is not guaranteed.

**Students Dismissed from the Pre-Professional Phase of the PA Program**

YEAR 1: Pre-Professional Phase PA students who are dismissed from the Program after their freshman year for not meeting the cumulative GPA, core Program GPA or course grade requirements listed earlier in the PA Program Progression Criteria in the Freshman Information Packet may reapply to the Program by May 1st of their sophomore year using the criteria listed below:

Students will be expected to meet the following criteria to transfer into the PA Program or to be readmitted to the PA Program:

1. Minimum of 52 credits of PA studies coursework completed which should include a minimum of 30 College Studies credits
2. All of the following courses must be successfully completed with a grade of “C” or better:
   - Biology I & II and Labs
   - Chemistry I & II and Labs
   - Organic Chemistry I or Bioorganic Chemistry
   - Anatomy and Physiology I & II and Labs (or planned during summer 1 & 2)
   - Microbiology and Lab (or planned during summer)
   - Introduction to Psychology
3. Cumulative GPA must be a 3.00 or better
4. Core GPA must be a 3.00 or better
5. Submission of a current resume that outlines:
   a. Education
b. A minimum of 100 hours of direct patient contact experience
   c. A minimum of 4 hours shadowing a physician assistant
6. A current certification as an EMT-B or CNA must be completed by June 1 of year 3.
7. Two strong letters of recommendation on the approved forms highly recommending the student (1 must be from School of Science and Health faculty and 1 should be from a healthcare experience supervisor)
8. A one-page personal essay describing the motivation for wanting to be a PA and a strong understanding of the PA roles and responsibilities
9. A letter addressed to the Admissions Committee describing why they were not successful initially in the Program and how they have improved, as well as a plan for continued success
10. A meeting or interview with PA faculty may be required

Applicants will be selected based on the above listed criteria. Readmission is not guaranteed and students will be competing against other reapplicants as well as internal transfer students. The number of readmission and transfer spots will be based on the number of available seats. Should a student not successfully meet admission criteria, they will be encouraged to pursue a Health Sciences degree to completion and apply as a graduate PA Studies applicant through the CASPA system.

**YEAR 2:** Pre-Professional Phase PA students who are dismissed from the Program after their sophomore year for not meeting the cumulative GPA, core Program GPA or course grade requirements listed in the PA Program Progression Criteria in the Freshman Information Packet will be placed on PA Program Probation until the end of the summer semesters. They will be reevaluated after the summer semesters.

At that time if they are able to successfully meet the Progression Criteria of the Program they will be permitted to resume the Program in Year 3. If they are not able to meet the Progression Criteria they will be dismissed from the PA Program and enrolled in the Health Sciences BS. These students may reapply to the graduate program through the CASPA system after successful completion of a BS degree. Students are not guaranteed a seat and will be expected to meet the same criteria as other graduate level applicants.

**YEAR 3:** PA students dismissed after Year 3 or in the Fall Semester of Year 4 will be enrolled in the Health Sciences BS. These students may reapply to the graduate program through the CASPA system after successful completion of a BS degree. Students are not guaranteed a seat and will be expected to meet the same criteria as other graduate level applicants.

**YEAR 4 or 5:** Students who are dismissed during the Professional Phase will be held to different criteria depending on whether or not they have completed their bachelor’s degree component. Students may be able to stay at the Program but may be required to start from the beginning of Year 4 and repeat previously taken courses. This is decided by the Program.
ACADEMIC ADVISING & STUDYING

- Year 1 students receive academic advising from the Learning and Advising Center by either the Pre-Professional Coordinator of PA Program or a PA faculty member.
- Year 2 and 3 PA students will be advised in the PA Program by either the Pre-Professional Coordinator of PA Program or a designated PA faculty member.
- All Professional Phase students (Years 4 and 5) will be advised by PA Program faculty.
- Students are obligated to arrange and appointment to meet with their faculty advisor at least one time per semester to review their progress and advise them on their academic schedule.
- Students are encouraged to meet with their advisor more frequently if they feel they are having problems academically. It is desirable to identify problems at an early stage and bring these to the attention of your advisor so that remedies can be developed and implemented. The Learning and Advising Center, senior student tutoring, and faculty assistance are available to help students experiencing difficulty.
- Students are encouraged to form and utilize study groups. The quantity of work involved makes well-organized time management and study skills essential. The Program recommends a scheduled daily study routine in an environment with minimal distractions. No cramming!

HEALTHCARE TRAINING

Students who are in the pre-professional PA program must become either EMT-B certified or certified nursing assistants to increase their level of patient contact. One of these programs must be completed and the certificate must be submitted to the PA Program by June 15 of Year 3. Students coming in with advanced certifications and relevant work experience such as medical assistant, surgical technician, paramedic, etc, may request a waiver of this requirement in writing to the PA Program Pre-professional Coordinator.

EMT-B Training:
Students may complete Emergency Medical Technician (EMT-Basic) training and must be state certified. National Registry certification is desirable. This training is available at local volunteer ambulance squads and community colleges. Classes may be offered in the evenings or during the summer. Most courses are 100-120 hours in length. The cost of this training varies and can run from free to $800. State certification is required.

CNA Training:
Students may also choose to become a certified nursing assistant. The student must complete the training and become certified. This program may be offered at local hospitals, nursing homes, healthcare education centers, and community colleges. Programs vary in length between 90-120 hours. The cost of the program is variable. Some locations may offer the training for free in return for a contract to work for a designated length of time at that location. State certification is required.
**TRANSFER CREDITS**

- Students should take all core prerequisite courses at Philadelphia University unless given special permission to take these at an outside college/university by both the School of Science and Health and the PA Program.
- You must request approval to take any Core Prerequisite Course at an outside college/university in writing to the PA Program Pre-Professional Coordinator.
- Any core courses that are granted special permission to be taken at an outside institution will be included in the core GPA calculation.
- Courses must be passed with a grade of ‘C’ or better to be counted as transferable credit as per University policy.
- Official transcripts must be requested and sent to Philadelphia University in order for courses to appear on Philadelphia University transcripts and to count towards graduation.
- All transfer students will have their transfer credits evaluated by the Admissions office. The PA Program does not have the right or privilege to question the decisions made by the Admissions office.

**ADVANCED PLACEMENT**

- Students may receive advanced placement credit in the Pre-Professional Phase per the University transfer credit and advanced placement policy.
- Pre-professional students entering the University with high school advanced placement credit for Biology, Chemistry, or Psychology will be given one free elective credit as per University Policy (see Undergraduate Catalog for clarification if necessary).
- Students entering with high school advanced placement credits for College Studies courses could take any additional elective, but should speak to their academic advisor.

**GRADUATE RECORD EXAMINATION & MILLER ANALOGY TEST**

- As Year 4 begins the graduate component of the PA Program, Students need to complete either the GRE or MAT and submit their scores to the PA Program by July 1 of Year 3.
- There is no minimum score required.
- Applications and information on these exams can be obtained from the Graduate Admissions or Career Services offices.
STUDY ABROAD

• Students in the 5 Year program may have difficulty studying abroad as the coursework is so condensed. However, study abroad provides richness to a student’s experience that cannot be matched. Therefore, any student wishing to study abroad should consider taking summer courses to get ahead and should identify him or herself to the Pre-professional coordinator as early as possible to try to facilitate this desire.

ATHLETICS

• Participation in organized athletics is possible in the PA Program in Years 1 through 4, but may be especially challenging. The GPA requirements in all years, and large course load in Year 4, make well-organized study habits essential. It may be necessary to miss some athletic events to comply with the academic schedule. Due to these challenges it is advised that you inform your academic advisor and coach early in the year to improve coordination.
• Students who find it necessary to withdraw from athletics to maintain their GPA should be aware that this will affect their athletic scholarship financial aid status.
• Year 5 is all graduate credit so that most students cannot and do not participate in athletics at this time. Year 5 is comprised of clinical rotations and preceptorships. The schedule for the rotations is determined entirely by the clinical site and may involve long hours, weekends, or overnight. Clinical schedules cannot be adjusted to accommodate practice and game schedule.

HOUSING

• Students in Years 1-3 are eligible for on-campus housing and will be considered for such as per the Residence Life policies.
• Students in the Professional Phase live in off-campus housing because of the extended schedule of these years. Students in Years 4-5 need to be aware of some special housing considerations for advance planning:
  o The Professional Phase starts during the last week of July during Year 4) and runs for 12 continuous months. In addition the winter break is slightly shortened in Year 4
  o Students in Year 5 are in graduate school status and attend rotations and preceptorships for 12 continuous months without the normal university breaks.

TRANSPORTATION

• A car is not required during years 1-4 but may be helpful in years 2-4 if students need to do their patient contact hours in areas where public transportation is not easily accessible.
• Most students find it necessary to have use of a car in Year 5 as they spend the entire year on clinical rotations and preceptorships. These rotations are all off-campus and may involve weekend and night hours.
I attest that I _____________________________ (Print Name)

have received, read, and fully understand the Philadelphia University Physician Assistant Program 2010 Freshman and Transfer Information Handbook including Progression Criteria and agree to comply with the provisions listed in it. I understand that I am responsible for meeting the requirements listed within and understand the consequences including possible dismissal from the PA Program if I am not able to maintain these criteria.

_____________________________  ________________________
Signature                        Date