PHYSICIAN ASSISTANT PROGRAM

Student Handbook of Policies & Procedures
2026

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Nazareth PA Program Student Handbook of Policies & Procedures 2026-2027

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Welcome

We are excited to welcome you to Nazareth University Physician Assistant (PA) Program! You are part of an exceptionally talented student body that is recognized for its academic abilities, compassion, and professionalism. We are proud that you chose Naz.

The PA Program Handbook will acquaint students with important aspects of the Naz PA Program. This handbook is designed to explain the policies and procedures of the program and to provide supplemental information regarding Naz and the PA Program. The policies in this manual apply to all students, faculty, staff and program director in the Physician Assistant Program regardless of their location. {A3.01}

Many of the policies provided in this handbook are the same as and reference the University Student Handbook and Academic Catalog. However, due to the nature of the PA Program curriculum and education, some PA Program policies are in addition to those of the University. In the event that the PA Program policy differs, it makes additional requirements to University policies. Furthermore, some policies at affiliated clinical sites may also be in addition to those outlined here in the PA Program Student Handbook. Such policies are provided to the students during the orientation to the clinical year, electronically in the CORE system, and/or from the sites themselves. {A3.02}

Please keep in mind that the information provided in this handbook is reviewed regularly and is subject to change based on updates to University and programmatic policies, which impact the didactic and clinical curricula. The program will make every attempt to provide updates as early as possible. Also, in the PA Program Handbook, descriptions of the services and activities available to students are regularly reviewed. Lastly, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) Standards, denoted by brackets { }, identify specific topics that are required to meet accreditation mandates and expectations.

The key to successful academic performance in the Naz PA Program is to commit to goals and utilize the provided learning and instructional opportunities that are made possible by the PA Program and university to facilitate and foster learning. Students are required to review the PA Program Handbook to ensure that they are aware of and understand associated policies, procedures, expectations, and available resources.

Again, thank you for choosing Naz. We hope the time you spend with us is both challenging and successful.

Heather Grotke, MS, PA-C
Program Director and Department Chair

University and Program Information

General University Information

Nazareth University, founded in 1924, is an inclusive community of inspired learners, educators, and changemakers who for 100 years has been driven by a bold commitment to action, empathy, equity, and leading innovation for the common good.

Impact experiences are at the heart of a Nazareth changemaker education, preparing each student to discover within themselves the potential to cultivate positive change in their life's work, in any career field, and in a world that is constantly evolving and infinitely interconnected.

Our broad academic offerings present a range of study options typical of larger universities, yet achieved in our supportive campus culture. Nearly 2,100 undergrad and 600 graduate students enroll in degree and certificate programs and engage in collaborative, transformative learning experiences, preparing for the professions and society of today and tomorrow.

In a learning community that purposefully integrates liberal arts and professional programs, Nazareth graduates are able to launch a lifetime of impactful leadership in communities and workplaces near and far.

The College of Interprofessional Health and Human Services (CIHHS)

CIHHS at Naz consists of Communication Sciences & Disorders, Nursing, Occupational Therapy, Physical Therapy, Social Work, Public Health, and Physician Assistant programs.

The mission of the Nazareth University College of Interprofessional Health and Human Services is to educate culturally responsive professionals able to work inter-professionally to promote and sustain health and wellness and improve quality of life in the global community.

Program Accreditation Statement {A3.12a}

Nazareth University has applied for Accreditation - Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Nazareth University anticipates matriculating its first class in January 2026, pending achieving Accreditation - Provisional status at the September 2025 ARC-PA meeting. Accreditation - Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Directory

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The Naz PA Program uses Adjunct Faculty and Guest Lecturers to assist in various courses with curricular delivery, instruction, and student learning.

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University | Sponsoring Institution

University Mission

Nazareth fosters integrated learning through action and reflection, educating whole persons who are guided by empathy, committed to equity, and prepared to lead innovation for our time.

University Vision

To be a leader of transformative education through action for social justice, preparing and inspiring courageous changemakers for their life's work.

Identity Statement

Nazareth is a learning community dedicated to educating students in a purposeful integration of liberal arts, sciences, visual and performing arts, and professional fields; developing the scholarship of inquiry; and uniting academic work with campus-connected, local, and global experiential learning. Nazareth has an enduring commitment to excellence in teaching and learning, rigorous intellectual education, inclusive empowerment, and nurturing collaborative connections with the community, preparing students for lives of meaning and purpose informed by intellectual, ethical, spiritual, and aesthetic values.

Physician Assistant Program

Program Mission

Our mission at Nazareth University is to educate highly skilled, compassionate PAs who excel in interprofessional collaboration and are dedicated to serving diverse communities with a focus on underserved populations.

Program Vision

Our vision at Nazareth University is to empower a new generation of healthcare leaders with a transformative approach to education. Through our innovative hybrid model, we envision a future where highly skilled and empathetic PAs serve as catalysts for change in

healthcare. With a steadfast commitment to interprofessional collaboration, we aspire to bridge gaps in access, ensuring every community, especially those in underserved areas, receives equitable and exemplary care.

Program Goals {A3.12b}

1. Ensure that PA students acquire essential medical knowledge, skills, and clinical reasoning abilities necessary for providing exemplary, evidence-based, patient-centered care.
2. Offer PA students diverse healthcare exposure, emphasizing medically underserved communities, to expand access to high-quality healthcare.
3. Develop PA students who excel in interprofessional collaboration essential for delivering comprehensive and patient-centered care.
4. Instill in PA students the value of compassion to meet the holistic needs of their patients.
5. Promote PA student well-being by providing curriculum for self-care and resilience, to reduce burnout and enhance professional fulfillment.

Refer to the [Nazareth PA Program website](#) for evidence of our effectiveness in meeting the goals.

Diversity, Equity and Inclusion (DEI) Initiatives {A1.11a}

Recruitment Diversity {A1.11b}
1. Faculty/Staff
   a. The program will implement DEI best practices for open staff and faculty positions by developing inclusive job descriptions and posting opportunities across diverse platforms to reach a broad range of candidates.
      i. Institutional Resource {A1.11d}: Human Resources- HR will be well-versed in best practices for creating diverse job descriptions and postings that reach a broad range of candidates.
      ii. Timeline: Established; ongoing for open positions
      iii. Assessment: Job descriptions, position postings
2. Students
   a. The program will identify and increase recruitment from undergraduate institutions that graduate diverse student populations with the prerequisite knowledge, skills, and abilities to succeed in our program.
      i. Institutional Resource {A1.11d}: Office of Admissions- Admissions will help target recruitment in undergraduate institutions that graduate a diverse student population with sufficient undergraduate GPA and

science prerequisite GPA and provide assistance with community outreach

    ii.   Timeline: Year 1 (2026)

    iii.   Assessment: Admissions recruitment materials; admissions data

Recruitment Equity {A1.11b}

1. Faculty/Staff
   a. Ensure that job postings and application processes are equitable and accommodate diverse needs.
      i. Institutional Resource {A1.11d}: Human Resources
      ii. Timeline: Established; ongoing for open positions
      iii. Assessment: Job descriptions
2. Students
   a. Hold informational sessions focusing on financial aid options to ensure equitable access.
      i. Institutional Resource {A1.11d}: Office of Financial Aid
      ii. Timeline: Year 1 (2026)
      iii. Assessment: Admissions recruitment materials

Recruitment Inclusion {A1.11b}

1. Faculty/Staff
   a. Conduct inclusive hiring practices training for search committees
      i. Institutional Resource {A1.11d}: Human Resources
      ii. Timeline: Established; ongoing for open positions
      iii. Assessment: Faculty and staff completion of Unconscious Bias Training
2. Students
   a. Engage prospective students through campus visits or interviews emphasizing the inclusive culture.
      i. Institutional Resource {A1.11d}: Office of Admissions
      ii. Timeline: Year 1 (2026)
      iii. Assessment: Admissions survey data

Retention Diversity {A1.11c}

1. Faculty/Staff
   a. The program will implement professional development programs focused on DEI, mentorship and leadership opportunities

i. Institutional Resource {A1.11d}: Office for Diversity & Inclusive Excellence Education
        ii. Timeline: Established; ongoing
        iii. Assessment: Retention data; faculty/staff survey
    2. Students
        a. The program will assign students mentors with similar life experiences or identity to engage and prepare them for PA training.
            i. Institutional Resource {A1.11d}: Alumni Relations; Dean's Office
            ii. Timeline: Year 1 (2026)
            iii. Assessment: Student Exit Survey

Retention Equity {A1.11c}
    1. Faculty/Staff
        a. Apply policies equitably to faculty and staff.
            i. Institutional Resource {A1.11d}: Dean's Office- review faculty and staff policies and ensure they are equitably applied
            ii. Timeline: Established; ongoing
            iii. Assessment: Retention data; faculty/staff survey
    2. Students
        a. Provide comprehensive student support services and peer support networks with equal student access.
            i. Institutional Resource {A1.11d}: Academic Success & Accessibility
            ii. Timeline: Year 1 (2026)
            iii. Assessment: Retention data; Student Exit Survey

Retention Inclusion {A1.11c}
    1. Faculty/Staff
        a. Provide networking and identify-based affinity groups
            i. Institutional Resource {A1.11d}: Office of Culture, Community, and Belonging
            ii. Timeline: Established; ongoing
            iii. Assessment: Retention data; Faculty Survey
    2. Students
        a. Provide resources to faculty for equity teaching and learning practices
            i. Institutional Resource {A1.11d}: Office of Culture, Community, and Belonging
            ii. Timeline: Year 1 (2026)

   iii. Assessment: Retention data; Student Exit Survey

The Program Director, Medical Director, Principal Faculty, and Staff review and revise the mission, vision, goals, and DEI Initiatives as necessary during the PA Program annual retreat. Following the retreat, the Program Executive Committee will approve, revise or deny the proposed changes. {A2.05a}

General Program Information

The following general information is available to all prospective and current students. Refer to the PA program website for more information:

  Naz PA Program 5- Year PANCE Pass Rates {A3.12c}

  Naz PA Program Estimated Tuition and Fees {A3.12f}

  Naz PA Program Attrition Rates {A3.12i}

Naz PA Program Admissions Information

Admissions Cycle

Important Steps	Important Dates
CASPA opens	April 25
CASPA application submission deadline	October 1
Interview selected candidates	May – October
Admission decision	November 1
Seat deposit	Must be received within 7 days of acceptance offer
Matriculation requirement documents	**Only** upon acceptance to the program
Classes start	January

Admissions Preferences {A3.13a}

The Nazareth PA program extends preference in the form of a guaranteed interview to any student who meets all application requirements and either:
- has earned a degree from and completed 60 credits or more at Nazareth University. No points will be added to the applicant's file scoring.

- or was raised in a rural or medically underserved area as defined by HRSA. No points will be added to the applicant's file scoring. "Raised in" generally refers to having spent a significant portion of your early life (typically through high school) in a designated rural or medically underserved area. For the purposes of admissions

preference, the program defines a significant portion of your upbringing as at least four years between birth and high school graduation.

If a preferential candidate is not granted admission, they will not be offered preference in subsequent application cycles.

The Nazareth PA program uses rolling admissions. As such, there is a competitive advantage to submitting a verified application as early as possible in the application cycle.

Admissions Requirements {A2.05b} {A3.13} {A3.14}

The Naz PA Program Admissions Committee, which includes Principal Faculty, selects students for admission. Applicants must meet the following minimum criteria for consideration for admission into the PA Program:

Standards
- Cumulative GPA: minimum 3.2, as noted in the "CASPA Overall GPA" calculation. This calculation considers all college-level coursework ever completed. Applicants with international coursework, please see the International Applicants section below.
- Prerequisite Science GPA (in the courses designated with an asterisk below): minimum 3.2. Complete all prerequisite courses.
- Baccalaureate degree from an accredited institution in the United States or its equivalent from a foreign country, earned by December 20, 2025.
- Patient care experience: minimum of 500 hours of direct, hands-on patient care experience. This may be paid or volunteer. Eligible experiences include, but are not limited to, work as an RN, EMT, paramedic, medical assistant, PT or OT assistant, CNA, medical technician, social worker, pharmacy technician, or medical scribe. Hours must be completed by the time of enrollment. Applicants must document patient care hours using the Patient Care Experience Form which can be found on the PA Program website.
- All prerequisite courses must be taken at accredited institutions.
- Ability to successfully pass a criminal background check, if admitted.
- Ability to meet the program immunization and health requirements, if admitted.
- Technical standards verification: Submit a signed form at the time of matriculation attesting to the ability to meet the technical standards with or without reasonable accommodation as described by the ADA.

Application Steps
- Personal statements: Complete two personal statements, 250 words or less. The first is the CASPA application personal statement describing why the applicant wants to be a PA. The second is a program-specific statement that should reflect the mission of the Nazareth PA program and the applicant's commitment to serving diverse communities.
- Letters of recommendation: Provide two letters of recommendation including one

from a former college/university instructor, and one from a supervisor of the required patient care experience.

- Completion of the Physician Assistant College Admissions Test (PA-CAT) is optional. Applicants who have taken the PA-CAT may choose to submit their results for consideration. Scores will only be factored into the admissions process if they enhance the applicant's overall admission score.

Prerequisite Courses and Credit Hours

Coursework	Semester Credit Hours
Biology with lab (designed for science majors)*	8
Chemistry with lab (designed for science majors)*	8
Biochemistry*	3
Microbiology with Lab*	4
Human Anatomy and Physiology with Lab*	8
Genetics*	3
Medical Terminology	1
English Composition (or equivalent)	3
General Psychology (or equivalent)	3
Statistics	3

Applicants may apply with no more than two prerequisite courses in progress. All prerequisite courses must be completed by December 20, 2025. All prerequisite courses must be completed with grades of "B-" or better within five years of enrollment. Exceptions to this timeline may be granted case-by-case, subject to faculty review. Online laboratory courses may be accepted case by case, subject to faculty review. Courses for which credit was awarded by AP examination are acceptable toward the General Psychology or Statistics

prerequisite courses only. All prerequisite courses must be taken at accredited institutions.

- The applicant must email the waiver form requesting exceptions to the prerequisite course timeline and/or acceptance of online laboratory courses to pa@naz.edu. The waiver must be approved by the Program Director. Refer to the PA Program Website for the PA Admissions Waiver Request Form. **Waivers will not be considered until the application has been verified by CASPA.**

- The program's decision is final and not open to consideration for appeal.

International Applicants

Given the nature of the online format for the didactic year, all applicants and matriculants need to identify as U.S. citizens, have documentation of permanent residency, or have dual citizenship status. While an F-1 Academic Student Visa is permissible for in-person courses, this Visa only deems such students eligible for one online course per term, hence excluding participation in this hybrid format.

All applicants who have earned a degree from a non-US institution must meet all of the above admission requirements for the PA program as well as admission requirements for international students at Nazareth University at the time of application.

Advanced Standing

The Nazareth PA program does not grant advanced placement/standing within the program curriculum based on previous coursework or educational/work experience.

Application Deadline {A3.14}

All applications must be submitted through the Central Application Service for Physician Assistants (CASPA) by October 1st for consideration for the upcoming January's entering class. Applications are reviewed in the order received, following "verification" by WebAdmit/CASPA. Following faculty scoring, applicants may receive an invitation to interview. Interviews are available in person or virtually. The Nazareth PA program uses rolling admissions. As such, there is a competitive advantage to submitting a verified application as early as possible in the application cycle.

Available Seats and Waitlist {A3.14}

1. The program will offer up to 30 seats to candidates. The maximum class size of 30 is determined by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).
2. A waitlist of qualified alternate candidates for admission to the program may be maintained to replace previously selected candidates who decline or do not matriculate.

Admissions Decision Process {A3.13}; {A3.14}

- **Screening applications:** Upon receipt of a verified application from the CASPA service, the Admissions Committee will award points for certain applicant criteria, and the total points are used to decide who is invited to interview for a seat in the program. These criteria are:
  - o Health care experience: Applicants may be conditionally accepted pending the completion of required patient care hours, which must be fulfilled by the time of matriculation. Applicants who meet the requirement at the time of admission will be ranked more competitively, as higher scores are awarded for additional experience and at higher levels of patient care.
  - o Grade point averages (GPAs): Higher undergraduate and specific prerequisite science GPAs receive higher scores.
  - o PA-CAT: Higher scaled scores receive additional points.
  - o Personal statements: Higher scores are awarded based on the strength of evidence of the desire to be a PA, understanding of the role of a PA, demonstration of understanding of the program mission, evidence of how one's background, qualifications, and/or identities match and/or support the mission, language and writing skills, and editorial care.
  - o Letters of Reference: Scores are compiled from the quality of the letter and score provided by the recommender in CASPA.
- **Interview:** Interviews are performed and scored by the Admissions Committee. The following parts and scoring are included:
  - o Individual interview: Higher scores are awarded based on the demonstrated strength of adaptability/stress management, communication skills, motivation, knowledge of the PA profession, compassion, ethical principles, and overall professionalism.
- **Total scoring and final review by the Admissions Committee:** The committee reviews candidate scores, reviewer comments, and application information to decide who is accepted, waitlisted, and denied admission.

Acceptance Policy {A3.14}

1. Admission decisions will be made no later than November 1st for the upcoming January's entering class.
2. Upon acceptance to the PA Program, the candidate will be notified of acceptance via the Nazareth Admissions Dashboard.
3. A **non-refundable** deposit of $1,000.00 is due within seven (7) days of acceptance. On admission, this acceptance deposit will be credited toward tuition. The fee will not be refunded if the applicant withdraws their acceptance or fails a criminal background check.
4. The program reserves the right to rescind the acceptance of any candidate who has submitted incorrect or false information or documentation; fails the criminal

background check; exhibits unprofessional behavior; or has not completed any remaining admissions and/or matriculation requirements.

A record that the candidate has met all published admissions criteria will be kept in the student record. PA students and other unauthorized persons will not have access to the student's academic records or confidential information. {A3.17a} {A3.18}

Matriculation Requirements

Forms

Accepted candidates must fill out the Technical Standards Attestation (Appendix F)

Nazareth Health and Immunization Requirements {A3.07a}

The following health requirements are mandatory and must be completed to be eligible to start classes.
- Two doses of the Measles, Mumps, & Rubella vaccine or proof of immunity
- Meningococcal vaccine or signed response form
- Health insurance information
- Health history

This information is required for all students and must be submitted to Naz Health Services and will not be accessible to or reviewed by the program. {A3.19}

Please refer to the [Student Health Information and Immunization Requirements](#) website for more information.

Prior to starting clinical education experiences, students must be up to date on health screenings and immunizations to include tuberculosis screening along with documentation of all other immunizations. Students must upload and submit updated immunization records, Health Clearance Form and copy of their current health insurance card(s) into Complio®. Students who fail to submit these documents will not be permitted to participate in their SCPE's until all requirements are met.

Program Health Screening and Immunization Requirements {A3.07a}
- Health Clearance Form: student must have a health screening by a licensed medical provider within the past 12 months, attesting the student is free from physical or mental impairments which might interfere with the performance of patient care duties.
- **Tuberculosis:** One of the following completed within the past 12 months is required:
  - TB skin test;
  - QuantiFERON Gold blood test (lab report required); or

- o   If positive results, submit a clear chest x-ray (report required)
- **Immunizations:** Students must be current on all required immunizations. Either record of immunization or serologic proof of immunity must be provided for all listed conditions recommended by the Centers for Disease Control and Prevention for healthcare personnel, to include, but may not be limited to:
  - o   <u>Hepatitis B:</u> BOTH of the following are required:
    - A complete vaccination series **AND**
    - A positive antibody titer (lab report required)

      If the titer was negative or equivocal, the vaccination series must be repeated.
  - o   <u>Measles, Mumps & Rubella (MMR):</u> One of the following is required:
    - 2 vaccinations: The first vaccination MUST be administered AFTER the age of 1 regardless of vaccination type. Vaccinations can be a combined MMR vaccination; however, if individualized vaccinations are submitted you MUST submit 2 vaccinations for Mumps and Measles and 1 vaccination for Rubella; OR
    - Positive antibody titer (lab report required) for all 3 components. If the titer was negative or equivocal, at least one additional booster must be administered.
  - o   <u>Varicella:</u> One of the following is required:
    - 2 vaccinations OR
    - Positive antibody titer (lab report required)

      If the titer was negative or equivocal, the vaccination series must be repeated.
  - o   <u>TdaP</u> (Tetanus/Diphtheria/Pertussis): One of the following is required:
    - Documentation of a TdaP (Tetanus, Diphtheria & Pertussis) vaccination administered within the past 10 years OR
    - Documentation of a TdaP vaccination administered from any time AND a Td (Tetanus & Diphtheria) booster administered within the past 10 years. Renewal will be set for 10 years from the most recent vaccination. Upon renewal, a Td booster is required.
  - o   <u>Influenza</u>: It is highly recommended, but not required, that students obtain influenza immunization annually.
  - o   <u>COVID-19</u>: It is highly recommended, but not required, that students obtain COVID-19 immunization annually.
- **Other Immunizations:** Clinical sites may require additional vaccinations and documentation.

Students who have a medical contraindication for specific vaccinations or choose not to receive optional vaccinations may have additional requirements mandated (e.g., students who have a medical contraindication for influenza vaccination may be required to wear a mask during the entire influenza season). Students who choose not to receive optional or

site-required vaccinations may face limitations in clinical site placement, requiring alternative arrangements that could result in a delay in graduation.

Historical documentation without primary source evidence of tuberculosis screening, immunizations and/or serologic proof of immunity will not satisfy the program's documentation requirements.

The following qualify as legitimate proof of immunization/TB testing status:
- Copies of the applicant's medical record(s) on which administration and results of tuberculosis screening data is recorded.
- Copies of the applicant's medical record(s) on which administration of the immunization series is documented by the immunization provider (including immunization cards signed by the administering health care professional/agency).
- Copies of the laboratory report(s) documenting results of serologic testing for immunity (antibody test results).
- Copies of the applicant's medical record(s) or a letter from the applicant's health care provider documenting immunization non-conversion and explaining the process by which that conclusion was reached.

Health screening and immunization records must be submitted to the Complio®/CORE® compliance tracking system, NOT to the Physician Assistant Program. The PA program will access Complio®/CORE® to ensure completion of required health screening and immunizations of all students. Students will be provided with access to Complio®/CORE® online files. A record of the student's completed health screening and immunization requirements will be placed in the student file. Student health records are kept confidential and not accessible by the Program or Program Faculty, except for immunization and screening results, which may be maintained and released with written permission from the student. {A3.17b} {A3.19}

Criminal Background Check and Health Insurance matriculation requirements will be discussed during the Safety Policies section of this handbook.

Basic Life Support

All entering students are required to have current American Heart Association Basic Life Support (BLS) certification designed for health care providers. The BLS certification is required prior to the clinical phase of the program. Proof of current certification will be required on or before the last day of summer term. If students have never been BLS certified, they can contact their local chapter of the American Heart Association to inquire about registering for potential classes. Students can do this through the American Heart Association website by entering their zip code to locate a local chapter.

Student Competencies {A3.12g}

Upon completion of the Naz PA program, graduates will demonstrate competence in the following domains:

1. Medical Knowledge
    1.1. Recognize normal and abnormal health states across all organ systems.
    1.2. Discern among acute, chronic, and emergent disease states across the lifespan.
    1.3. Apply principles of basic and clinical science to identify, diagnose, and provide patient care to healthy and ill patients.
2. Clinical Reasoning and Problem-Solving
    2.1. Formulate a most likely diagnosis and differential diagnoses based on an appropriate history, and physical examination for a variety of acute, chronic, and emergent medical conditions for patients across the lifespan.
    2.2. Recommend appropriate diagnostic laboratory and imaging studies relevant to the history and physical and provide and obtain interpretations.
    2.3. Develop appropriate treatment plans based on the clinical assessment and findings that include pharmacologic and non-pharmacologic interventions.
3. Clinical and Technical Skills
    3.1. Demonstrate the ability to obtain a medical history, perform a physical examination, and document patient information.
    3.2. Perform diagnostic and routine therapeutic procedures.
    3.3. Implement appropriate strategies for disease prevention and health care maintenance.
    3.4. Demonstrate the ability to provide appropriate patient education by utilizing evidence-based medicine to guide clinical decision-making.
4. Interpersonal and Communication Skills
    4.1. Demonstrate the ability to provide effective verbal and nonverbal communication with patients, families, and members of the health care team.
    4.2. Review medical records, complete documentation, and communicate diagnostic findings and management strategies in a timely manner.
    4.3. Demonstrate strong reading, writing, and presentation skills.
5. Professional Behaviors
    5.1. Uphold academic integrity and professionalism.
    5.2. Demonstrate cultural competencies affecting the health of the individual and the community being served.
    5.3. Apply the core principles of medical ethics to provide medical care that is patient centered, respectful, and equitable.
    5.4. Establish respectful and collaborative relationships with all members of academic and healthcare teams.
    5.5. Demonstrate understanding of professional responsibilities around regulatory and legal aspects of medical practice.

The Program Director, Medical Director, Principal Faculty, and Staff review and will revise the Program Learning Outcomes/Competencies as deemed necessary in January at the PA

Department retreat. Following the retreat, the Program Executive Committee will approve or deny the changes proposed at the retreat. {A2.05a} {A2.12}

Essential Knowledge and Skills {A3.13e} {B3.07} {B4.01}

All candidates for graduation from Naz's PA Program must possess the essential knowledge, skills and abilities necessary to complete the curriculum successfully in order to function in a variety of clinical settings and to provide a wide spectrum of patient care. Therefore, every PA student must master a common body of basic science knowledge and master the principles, knowledge, and procedures of the major required supervised clinical practical experience (SCPE) rotations:

1. Family Medicine,
2. Emergency Medicine,
3. Internal Medicine,
4. Surgery,
5. Pediatrics,
6. Obstetrics & Gynecology, and
7. Psychiatry.

As detailed in this manual, The *Technical Standards* require that every student have, for example, sufficient capacities and abilities to:
- Acquire, synthesize, and apply information in a variety of settings and use a variety of modalities;
- Manipulate the equipment, instruments, apparatus, and tools required to collect and interpret data appropriate to PA practice;
- Use intellectual ability, exercise proper judgment, and complete all responsibilities within a timeframe that is appropriate to a given setting; and
- Demonstrate emotional stability to function effectively under stress and adapt to changing environments inherent in clinical practice and health care.

Students' knowledge and skills will be measured by the faculty reviewing:
- Formative assessments, course examinations, summative examinations,
- End-of-rotation examinations, and
- Clinical preceptors' evaluations of student practice

Curriculum {A2.15} {A3.12d} {A3.13c} {B1.01} {B3.05} {B3.06}

The Naz PA Program is a 24-month, full-time graduate professional medical science program designed to be taken over six consecutive semesters. The program operates within the College of Interprofessional Health and Human Services and trains learners to become ethical, compassionate and professional health care providers while preparing them for certification and licensing as graduate PAs. A Master of Science (M.S.) degree is awarded upon successful program completion.

The Naz PA Program consists of six continuous semesters of rigorous graduate level training that covers all areas of medicine. The first 12 months of the program consist of didactic coursework that is primarily online with both synchronous and asynchronous delivery. Students come to campus one week per semester for hands-on, in-person training and assessments. The didactic year provides students with strong foundational knowledge in basic medical sciences, clinical medicine, clinical and procedural skills, and pharmacology.

The second 12 months of the program will provide students with Supervised Clinical Practice Experiences (SCPEs) also known as Clinical Rotations. Students will be assigned to preceptors comprised of practicing physicians, PAs, or other licensed health care providers qualified in their area of instruction who assist in further educating and training PA students through actual patient encounters. Preceptors (Instructional Faculty) for the SCPEs will be primarily Physicians and PAs. Clinical rotations include the seven core rotations of Family Medicine, Emergency Medicine, Internal Medicine, Surgery, Pediatrics, Obstetrics & Gynecology, Psychiatry and two Elective rotations. Students must pass each rotation individually. Students will learn more about the clinical year in detail in the fall semester during the clinical orientation. At this time, students will receive the PA Program **Clinical Education Student Handbook**.

The program faculty reserves the right to revise the curriculum at any time to ensure that students acquire the most current and relevant training possible. If curricular changes become necessary, every effort will be made to apprise students of the changes made and how these changes impact their course of study. In all cases, however, the production of well-prepared graduates will prevail as the dominant concern.

It is important to note that all courses must be taken at Naz while enrolled in the Physician Assistant Program to count toward a student's M.S. degree.

Course Schedule {A3.12e} {B1.02} {B2.02} {B2.03}

Term: Spring 1	
Course Number & Title	Credits
PHA 501 Human Anatomy	3
PHA 521 Essentials of Dermatology	1
PHA 522 Essentials of Hematology	1
PHA 523 Essentials of Infectious Disease	2
PHA 524 Essentials of Endocrinology	2
PHA 525 Essentials of Gastroenterology & Nutrition	2
PHA 526 Essentials of Urology	1
PHA 527 Essentials of Nephrology	2
PHA 541 Clinical Skills & Procedures I	4
PHA 511 Professional Practice I	1
Term credit total:	19
Term: Summer 1	
Course Number & Title	Credits
PHA 528 Essentials of Pulmonology	3
PHA 529 Essentials of Cardiology	4
PHA 530 Essentials of Psychiatry	2
PHA 505 Foundations of Behavioral Sciences	2
PHA 542 Clinical Skills & Procedures II	4
PHA 512 Professional Practice II	1
Term credit total:	16
Term: Fall 1	
Course Number & Title	Credits
PHA 531 Essentials of Ophthalmology & Otolaryngology	2
PHA 532 Essentials of Neurology	2

Course Number & Title	Credits
PHA 533 Essentials of Orthopedics & Rheumatology	2
PHA 534 Essentials of Obstetrics & Gynecology	2
PHA 535 Essentials of Pediatrics	1
PHA 536 Essentials of Geriatrics	1
PHA 537 Essentials of Surgery	1
PHA 538 Essentials of Emergency Medicine	1
PHA 543 Clinical Skills & Procedures III	4
PHA 513 Professional Practice III	1
PHA 551 Clinical Integration	2
Term credit total:	19

Term: Spring 2

Course Number & Title	Credits
PHA 601 Family Medicine Rotation	4
PHA 602 Internal Medicine Rotation	4
PHA 603 Emergency Medicine Rotation	4
PHA 514 Professional Practice IV	1
Term credit total:	13

Term: Summer 2

Course Number & Title	Credits
PHA 604 Surgery Rotation	4
PHA 605 Pediatrics Rotation	4
PHA 606 Obstetrics & Gynecology Rotation	4
PHA 515 Professional Practice V	1
Term credit total:	13

Term: Fall 2

Course Number & Title	Credits
PHA 607 Psychiatry Rotation	4
PHA 608 Elective Rotation I	4
PHA 609 Elective Rotation II	4
PHA 516 Professional Practice VI	1

Term credit total:	13
Program Totals:	**93**

Course Schedule Details

Students are required to enroll in and complete courses in sequence, adhering at each level to all prerequisites, unless special circumstances (de-matriculation or extended leave) interfere with a student's ability to complete the curriculum as prescribed. Requests to deviate from the prescribed curriculum for reasons other than those listed above will not be granted. Students forced to deviate from the prescribed curriculum due to de-matriculation or extended leave may be assigned an alternative curriculum by the PA Program's Student Progress Committee (SPC). More detailed information regarding the didactic and clinical curriculums, including rules and regulations, can be found throughout this handbook. Please note that the Naz PA Program does not strictly follow the University's academic calendar.

Didactic Year

Class and Lecture Schedule

In the didactic year, course block scheduling will be utilized which combines traditional full-semester courses with block-style courses that meet in condensed time frames. Some courses (e.g. Human Anatomy and Clinical Skills & Procedures) run for the entire semester. In contrast, block courses (e.g. Essentials of Dermatology and Essentials of Surgery) are intensive, meeting for a shorter period, such as a few weeks, and often focus on a specific subject or skill. These block courses may meet more frequently during their condensed time frame, allowing for a deeper, more focused exploration of the material.

Lectures are generally scheduled Monday – Friday. **Decisions regarding course meeting times and testing are under the authority of the PA faculty only.**

The program will make every effort to adhere strictly to the class days and times as listed in each course syllabus. However, occasional adjustments may be necessary in the case of an emergency or unavoidable conflict—such as a clinical obligation or personal emergency of adjunct faculty who are practicing clinicians. These changes will only occur when no reasonable alternative arrangements (e.g., substitute instructors, asynchronous options) can be made. When an emergency or conflict arises, students will be notified by email or Moodle announcement.

*The PA Program reserves the right to add additional hours to previously scheduled classes and/or schedule outside of scheduled lecture times including evenings and weekends as necessary.

For example:
- The PA Program typically schedules American Heart Association ACLS training for students. It is several hours long and may occur over the weekend.

Students are expected to be in the [virtual] classroom, ready to begin classes at the stated times per the course schedule. All sessions are planned out by the faculty and staff and cannot be changed by students.

Appropriate online student conduct is a University priority. Students are required to observe the same University standards of courtesy and interpersonal respect that govern face-to-face classroom behavior, including appropriate tone and language when engaged in all forms of communication with students and instructors. This includes synchronous and asynchronous course elements, such as emails, discussions, and live sessions. Online classes are designed to foster engagement and collaboration. Students are expected to keep their cameras on during live sessions to promote active participation and create a more interactive learning environment. During live sessions, students should: find a quiet, private space without distractions, be visible with a camera, remain visible throughout the session and be fully engaged with instructor(s) and peers.

Laboratory partner and group assignments are at the discretion of the course instructor.

Students must not independently record class sessions without instructor permission. Doing so may be considered a violation of academic integrity. Please visit the Echo360 and Zoom sites for additional information about student privacy and Nazareth's recording policies.

Curriculum Design {B1.02}

The curricular design of the program is such that students take courses that build on their prerequisite knowledge and skills to develop an extensive fund of knowledge in human anatomy, physiology, pathophysiology, pharmacology, genetics, ethics, and clinical medicine covering all organ systems. Students also complete courses to develop specific skills and competencies in medical history, physical examination, treatment processes and clinical procedures.

Clinical Year (Supervised Clinical Practice Experiences)

The second 12 months consists of supervised clinical rotations in a variety of settings and disciplines of medicine. Clinical rotations provide students with the invaluable opportunity to engage directly in patient care, allowing them to apply their medical knowledge in real-world health care settings. Through hands-on experience, students deepen their clinical skills, enhance critical thinking, and gain practical exposure to diverse patient populations, ensuring they are well-prepared for clinical practice.

Required SCPE Rotations {B3.07}
- Family Medicine
- Emergency Medicine
- Internal Medicine
- Surgery
- Pediatrics
- Obstetrics & Gynecology
- Psychiatry
- Elective (2)

SCPE Rotation Settings {B3.04}
- Emergency Department
- Inpatient
- Outpatient
- Operating Room

SCPE Rotation Assignments

- **Students are not required to provide or solicit clinical sites or preceptors. The program is responsible for the scheduling of all clinical sites and preceptors.** {A3.03}
- Prior to the start of the clinical year, the program will make all student rotation assignments.
- in accordance with accreditation standards, preceptor availability, clinical site resources and program needs.
- Students are permitted to identify a potential site and/or preceptor outside of the established PA Program network. Students must provide contact information for the potential site and/or preceptor. The clinical team will contact the site and/or preceptor to inquire about the interest and appropriateness. The clinical team determines if the site and/or preceptor meets expectations as an acceptable clinical experience.

The program reserves the right to place students in SCPE's outside of the students' preferred geographical area(s) as ultimately, the program creates SCPE assignments based on the availability of clinical sites and preceptors. The program may reassign a student to a new clinical site altogether during the clinical year based on unforeseen circumstances. **The student will be responsible for all housing and transportation costs.**

Refer to the Clinical Education Student Handbook for the clinical rotation match process and the policies for vetting sites and preceptors.

Program Timeline

Didactic Year (12 months)

- In-person Orientation
- Spring I
  - In-person Callback Days at the end of the semester
- Summer I
  - In-person Callback Days at the end of the semester
- Fall I
  - Clinical Year requirements due*
  - Clinical Year Orientation
  - In-person Callback Days at the end of the semester

Clinical Year (12 months)

- Spring II
  - In-person Callback Days at the end of the semester
- Summer II
  - In-person Callback Days at the end of the semester
- Fall II
  - In-person Callback Days at the end of the semester
  - Graduation

*Failure to complete any requests by the due date will result in a delay of clinical rotations.

Class of 2027 In-person Dates		
Semester	**In-person Dates**	**Event**
	January 15-16, 2026	Program Orientation
Spring I	May 4-8, 2026	Callback Days
Summer I	August 3-7, 2026	Callback Days
Fall I	December 14-18, 2026	Callback Days & Clinical Year Orientation
	February 4-5, 2027	Rotation 1 Callback Days
	March 11-12, 2027	Rotation 2 Callback Days
Spring II	May 27-28, 2027	Rotation 3 Callback Days
	April 15-16, 2027	Rotation 4 Callback Days
	July 1-2, 2027	Rotation 5 Callback Days
Summer II	August 9-11, 2027	Rotation 6 Callback Days

	September 16-17, 2027	Rotation 7 Callback Days
	October 21-22, 2027	Rotation 8 Callback Days
	December 6-10, 2027	Rotation 9 and Program Callback Days
Fall II	December 11, 2027	White Coat Ceremony

Time Commitment

An online, graduate course typically requires 2-3 hours of dedicated study time and participation in course activities per week per credit hour. For example, a one credit course with 15 hours of scheduled class time would require an additional 30-45 hours of study time per semester.

Technology Requirements

To participate in the hybrid PA Program, students must have the necessary hardware, software and internet connectivity.

Equipment Needed:
1. Personal computer or laptop with speakers, microphone, and webcam; see the ITS Recommended Computer Guidelines for system-specific requirements. *If you do not have your own computer to complete online coursework, be prepared to locate and use a public computer or laptop (public library, Nazareth University computer lab etc.).*

2. Microsoft Office (version 10+ preferred) or equivalent.

3. Current version of a web browser (Chrome or Firefox). Please note: Moodle is optimized for use in Chrome.

4. Up-to-date virus protection.

5. A high-speed internet connection —ethernet is best.

6. File storage system of your choice — all Nazareth University students are provided with access to Google Drive with unlimited storage capabilities.

7. Specialty applications per instructor request.

8. Most exams will be administered via ExamSoft®. Please reference their website to ensure your device(s) meets the minimum system requirements.

9. Some exams will be administered via PAEA's platform. Please reference their website to ensure your device(s) meets the minimum system requirements.

Essential Technical & Academic Standards for Matriculation & Promotion

Technical Standards {A3.13e}

The study of medical sciences is not purely an intellectual exercise. Candidates for the PA program must possess the ability to learn, integrate, analyze, and synthesize data. In general, students should have certain minimum physical, emotional, cognitive, and social capacities to complete all requirements of the PA program.

Students must possess all of the abilities described in the five categories below, with or without reasonable accommodations as determined by the Academic Success & Accessibility office. Fulfillment of the technical standards with reasonable accommodation does not guarantee a graduate of the program will be able to fulfill the technical standards for employment or residency. Candidates with disabilities are encouraged to contact the program and/or the Academic Success & Accessibility office early in the application process to discuss accommodation needs.

Observation

Candidates must acquire information as presented through demonstrations and experiences in lectures and laboratories. Candidates must be able to evaluate patients accurately and assess their relevant health, behavioral, and medical information. Candidates must be able to obtain and interpret information through a comprehensive assessment of patients, correctly interpret clinical data, accurately evaluate patients' conditions and responses, as well as develop a diagnostic and treatment plan. Vision, hearing, and touch or the functional equivalent is required.

Communication

Candidates must exhibit interpersonal skills to enable effective caregiving of patients, including the ability to communicate effectively and sensitively in English, with all members of a multidisciplinary health care team, patients, and those supporting patients, in person and in writing. Candidates must be able to clearly and accurately record information and accurately interpret verbal and nonverbal communications.

Motor & Sensory Functions

Candidates must have adequate physical endurance, motor function, and sensory ability to be able to provide the:

- Provision of general care and emergency treatment to patients.
- Performance of routine physical examination and diagnostic maneuvers.
- Performance of treatment maneuvers, which may include lifting, transferring of patients, and assisting during ambulation while assuring their own safety as well as the patient's safety.
- Elicitation of information from patients by palpation, auscultation, percussion, and movement of limbs.

Candidates must meet applicable relevant safety standards for the environment and follow universal precaution procedures.

Intellectual-Conceptual, Integrative, and Quantitative Abilities
Candidates must effectively interpret, assimilate, and understand the complex information required to function within the PA program. Problem-solving is a critical skill that requires conceptual integrative and quantitative thinking abilities. Candidates must also be able to comprehend three-dimensional relationships, the spatial and functional relationships of structures, and to analyze and apply this information for problem-solving and decision-making. Candidates must be able to effectively participate in educational activities both online and in person, individually and in small groups in all learning environments. They must have the ability to organize, prioritize, analyze, and evaluate detailed and complex information individually, in small groups, in clinical settings, both in person and via remote technology. Candidates must be able to learn, participate, collaborate, and contribute as part of a team.

Behavioral and Social Skills
Candidates must exercise good judgment and promptly complete all responsibilities attendant to the diagnosis and care of patients. A candidate must have the emotional health to fully use their intellectual ability, exercise good judgment, and complete all responsibilities attendant to the evaluation and treatment of patients. They must be honest, able to self-assess mistakes, respond constructively to feedback, and assume responsibility for maintaining professional behavior. The skills required include the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of the uncertainties inherent in the practice of their profession.

Candidates must be able to develop mature, sensitive, and effective relationships with faculty, patients, families, caregivers, and colleagues. Candidates must be able to tolerate physical and emotional stress, maintain alertness and wakefulness, and continue to function effectively. They must have a high level of compassion for others, motivation to serve, and integrity. They must behave in an ethical and moral manner consistent with professional values and standards. A candidate must possess sufficient interpersonal skills to interact positively and sensitively with all people.

Candidates must be able to satisfy the above requirements with or without reasonable accommodations. For questions about reasonable accommodations, refer to the Nazareth Academic Success & Accessibility website.

> ****If the student is no longer able to meet the technical standards of the program after matriculation, the student must notify the Program Director. The student will need to be evaluated by a medical provider for consideration for a leave of absence or withdrawal from the program.***

Americans with Disabilities Act Compliance

Nazareth University assures the commitment to provide access and equal opportunity to students with disabilities admitted to the University. As part of the Rehabilitation Act of 1973, Congress enacted Section 504. Section 504 provides that, "No otherwise qualified handicapped individual in the United States...shall, solely by reason of...handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance."

On July 26, 1990, the Americans with Disabilities Act (ADA) was enacted. The ADA (Section 504) reinforces the concept of reasonable accommodations in education. Thus, Nazareth University is charged with the responsibility of reasonable access and opportunity for students with disabilities to be provided to assist with their academic potential, as well as social and extracurricular activities.

<u>Applicants with Disabilities</u>
State and federal law require Nazareth University to provide reasonable accommodations for applicants with disabilities. The University will make reasonable accommodations as appropriate for qualified individuals as can be made such as to not compromise academic, clinical requirements, and standards that are essential to instruction in the PA Program and the award of a degree. An applicant is not disqualified from consideration due to a disability. Applicants are **not required** to disclose the nature of disabilities to the Admissions Committee. Applicants with questions about the Program's Technical Standards for admission, academic advancement and graduation in relation to their disabilities are encouraged to discuss the issue of accommodation with the Admissions Committee prior to the interview process such that they can be accommodated at the interview process. If appropriate, and upon the request of an applicant or student, academic adjustments and/or reasonable accommodations may be provided. For applicants, the Admissions Committee will work with the appropriate faculty to determine whether requested accommodations are feasible and reasonable.

Some applicants who require technological assistance or other reasonable accommodations can attain some of the aptitudes, abilities and skills described in the Technical Standards. However, applicants using technology supports or other accommodations must be able to perform in a reasonably independent manner. The use of trained intermediaries to carry out functions described in the Technical Standards will not generally be permitted by the PA Program. Intermediaries, no matter how well trained, are applying their own powers of selection and observation, which could affect the student's judgment and performance. Therefore, the PA Program will not generally permit third parties to be used to assist a student in the clinical training or in accomplishing curriculum requirements identified in the Technical Standards. Other requested accommodations will be given due consideration, and reasonable accommodations will be made where

consistent with curriculum objectives and legal requirements applicable to the program and University.

Requests for Accommodations
An applicant who has not been offered admission to the PA Program may disclose a disability and request accommodation during the admission process. DISCLOSURE BEFORE BEING OFFERED ADMISSION IS NOT REQUIRED. However, an applicant may want to determine the school's response to a specific accommodation request early in the admissions process. An applicant who chooses voluntarily to disclose a disability should contact the Academic Success & Accessibility office to disclose the disability and discuss accommodation requests. Disclosure of the disability and request for accommodation will be kept confidential and shared with those persons responsible for evaluating the disability and whether a reasonable accommodation may be made. After admission, students should disclose disabilities and request accommodation by visiting the Academic Success & Accessibility office. Refer to the [website](#) for more details. The University will follow the legal requirements of the law for accommodations.

Academic Requirements for Good Academic Standing {A3.15a}

This is a professional program with high expectations of its students. The academic performance of all students is closely monitored. At the time of matriculation, all students are in good academic standing.

Students are required to maintain the academic standards throughout the duration of the program, which includes the following:
- Academic performance
    - Final course grade of ≥ C
    - Maintaining a term GPA ≥ 3.0
    - Maintaining a cumulative GPA ≥ 3.0
    - Meeting the minimum established score for all remediation-eligible assessments (as noted by * on the course syllabi) and summative evaluations/examinations
- Demonstration of professionalism
    - Passing grade for the professionalism component of each course
    - No outstanding incidents of professionalism concerns

If a student's academic performance or professionalism does not meet the standards and/or requirements of the Naz PA Program, their performance is reviewed by the Student Progress Committee.

Student Progression {A3.15b}

At the conclusion of each semester, in both the didactic and clinical year, the SPC reviews each student's academic and professional performance. Students must be recommended for progression by the SPC to be eligible to take courses in the subsequent semester and continue their progression through the program.

Students who are unable to complete required assessments due to absence (e.g., illness, personal emergency) or who require remediation for an unsatisfactory performance will be given a course grade of "In Progress" and provided the opportunity to complete or remediate the assessment in accordance with program guidelines. Once course requirements are complete, the earned course grade will be rendered.

Failure to complete assessments or required remediation within the specified timeframe may delay progression in the program. In such cases, the student may be placed on academic probation, and continuation in the program may be contingent upon completion of a revised academic plan approved by the Program Director and/or Student Progress Committee.

In the event a student is identified to be at risk for Academic/Professionalism probation or dismissal at any time during the program, including SCPEs, the SPC may convene more frequently to determine appropriate academic/professionalism intervention.

Guidelines used to determine progression from semester to semester include the following:

Semester to Semester Progression - Didactic Phase:
- Achieve a minimum 3.0 GPA
- Achieve a minimum course grade of "C" for all PHA courses
- Achieve minimum established score for Objective Structured Clinical Examinations (OSCEs)
- Achieve minimum established score for all remediation-eligible assessments (as noted by * on the course syllabi) and summative evaluations/examinations
- Documented demonstration of professionalism on course professionalism rubrics

Progression from Didactic Phase to Clinical Phase:
- Achieve a minimum 3.0 GPA
- Achieve a minimum course grade of "C" for all PHA courses
- Achieve minimum established score for Objective Structured Clinical Examinations (OSCEs)
- Achieve minimum established score for Objective Structured Assessment of Technical Skills (OSATS)

- Achieve minimum established score for all remediation-eligible assessments (as noted by * on the course syllabi) and summative evaluations/examinations
- Documented demonstration of professionalism on the Professional Development Assessment Tool (PDAT)

Please note any final grade of "F" within the didactic phase may result in dismissal from the program. See Dismissal section below.

Clinical Phase to Completion:
- Achieve a minimum overall 3.0 GPA
- Achieve a minimum course grade of "C" for all PHA courses, including Supervised Clinical Practice Experiences
- Achieve minimum established score on the PAEA End of Curriculum Exam
- Achieve minimum established score for Objective Structured Clinical Examinations (OSCEs)
- Achieve minimum established score for Objective Structured Assessment of Technical Skills (OSATS)
- Achieve minimum established score for all remediation-eligible assessments (as noted by * on the course syllabi) and summative evaluations/examinations
- Documented demonstration of professionalism on the Professional Development Assessment Tool (PDAT)

Please note any final grade of "F" within the clinical phase may result in dismissal from the program. See Dismissal section below.

Program Completion {A3.15b}

To graduate from the PA Program and earn a Master of Science in Physician Assistant degree, students must:

1. Successfully complete all course work according to program-defined academic standards
2. Complete all program required surveys
3. Successfully pass all components of the summative evaluation within the final four months of the program
4. Demonstrate they have met all the PA Program's competencies needed for entry into clinical PA practice.
5. Submit a completed graduation application
6. Be in good academic standing. In the event that a student is on academic probation as they enter the final semester, they must complete the final semester with the required overall GPA of 3.0 to be awarded the degree. Only courses taken at Naz within the PA program will be considered towards the final GPA for graduation.

7. Be in good professional standing. In the event that a student is on professionalism probation as they enter the final semester, they must successfully meet program-established conditions prior to the end of the final semester to successfully transition off professionalism probation prior to graduation.

8. Complete all requirements for graduation within three (3) years of the original date of matriculation.
   ● If the student's time within the Program extends beyond the three (3) year Program completion requirement, the student must obtain approval from the PA Program Director to be cleared for graduation by completing a Request for Extended Leave of Absence or Program Duration Form located on the Naz PA Program Website and in Appendix G.

9. Students who have failing grades will not be approved for graduation. All program requirements must be met before students are approved for graduation and to be eligible for the Physician Assistant National Certification Exam (PANCE).

The Program Director will clear students for graduation using the Graduation Audit checklist which documents that the student has met all program requirements for completion. This will be placed in the student's file and sent to the Registrar. PA students and other unauthorized persons will not have access to the student's file. {A3.17f} {A3.18}

White Coat Ceremony

This is a ceremony that will take place at the end of the final semester of the Clinical Year and signifies that transition from student to clinician. The program will determine the date and time this event will take place. Students with outstanding program requirements must obtain Program Director approval for participation in the White Coat Ceremony.

Academic Probation, Dismissal, Deceleration and Withdrawal

Academic Probation

Over the course of program progression, an academic status may be changed when student performance is below the minimum standards. A student's status will change from good standing to academic probation if their term or cumulative GPA falls below a 3.0 on a 4.0 scale at any time during the PA Program. Once a student reaches the minimum required term and cumulative GPA, they will be removed from academic probation.

Change in Academic Status to Academic Probation
The Director of Didactic or Clinical Education and the student's faculty advisor routinely monitor student performance. Should a student not meet or maintain the minimum academic standards, the following will occur:
● The faculty advisor refers the student to the Student Progress Committee (SPC) for review.

- The SPC provides recommendations regarding the student's academic standing status, including:
  - A change to academic probation status,
  - Minimum requirements to continue program progression,
  - How to return to a status of good standing.
- The Program Director reviews the SPC's recommendations and issues a formal letter of notification to the student outlining:
  - The change in academic status
  - Academic Improvement Plan requirements
  - Timeline for student to meet the assigned requirements to avoid dismissal
- Attestation and acknowledgement of receipt of the Program Director's letter obtained from the student within twenty-four (24) hours.
- Attestation and acknowledgment of deficiencies by the student within one (1) week in an academic improvement plan (AIP). An AIP is a structured, individualized plan developed to address concerns about a student's academic performance. The student will work with their faculty advisor to identify areas of deficiencies and create a detailed comprehensive plan to return to good academic standing. An AIP should also include self-reflection, must be signed by the student, approved by the SPC, and placed in the student file.

Referrals, reviews, and outcomes are addressed in a timely manner, documented, and secured in the student file. PA students and other unauthorized persons will not have access to the student's file. {A3.17e} {A3.18}

Academic Probation Status: Conditions for Program Progression
Students on probationary status are required to meet or maintain the requirements designated by the SPC to continue program progression. These requirements (or conditions) are as follows:
- Complete and submit the attestation and acknowledgement issued by the Program Director regarding the change in academic standing status.
- Meet the specified conditions or actions outlined by the SPC.
- Maintain the minimum performance requirements designated by the SPC.
- Complete, sign, and adhere to his/her created Academic Improvement Plan.

Students on academic probation status are reviewed by the SPC, at minimum, one (1) time per semester and must frequently meet with their advisor. Advisement frequency is determined by the advisor based upon student need. Students who do not meet or maintain these conditional requirements, or who have an additional occurrence of performance below the minimum academic standard requirements within the two (2)

immediate semesters following the change in status to academic probation, may be dismissed from the program.

Performance measures, recommendations, and outcomes are addressed in a timely manner, documented, and secured in the student file. PA students and other unauthorized persons will not have access to the student's file. {A3.17e} {A3.18}

Return to Good Academic Standing Status
Students may return to good academic standing status as determined by the Program Director for the following:
- Adherence to all the probationary status conditions.
- Meets the minimum academic standards as outlined above.

The Program Director will document in writing the student's return to a good academic standing status and place it in the student's file. PA students and other unauthorized persons will not have access to the student's file. {A3.17e} {A3.18}

Dismissal {A3.15d}

A student may be dismissed from the Naz PA Program for the following reasons:
- Inability to meet the academic standards of the program
  - If ≥ one (1) final course grade of "F"
  - Unsuccessful remediation of any component of the Summative Evaluation
  - Non-adherence to academic improvement plan
- A student may be dismissed from the program, after due process, by reason of conduct unbecoming of a professional student. Refer to professionalism policy.
  - Unprofessional misconduct as determined by the SPC
    1. Unprofessional behavior that poses a threat to the standards of orderly operation, scholarship, and conduct
    2. Violations of the principles related to academic integrity and plagiarism as outlined by Naz Student Code of Conduct
    3. Gross violations of professional conduct
    4. Behavior that poses a threat to the mental or physical well-being of others
  - Non-adherence to professionalism improvement plan
- Inability to meet the technical standards of the program

The DDE or DCE will meet with the student to discuss their circumstances which contributed to the student's poor performance and then refer the student to the SPC for review. The SPC will review the student's overall progress, the instructors' evaluation of the student in the course(s) involved and all other applicable information. After completing its review, the outcome will include the following:

1. Recommendation to the PA Program Director for dismissal of the student from the program,
2. Repeating the clinical rotation (SCPE) at the end of the clinical year, and/or
3. Offer of deceleration when appropriate, and/or
4. Referral of the student for additional support and/or resources.

The Program Director has final determination in dismissal of a student from the program. Recommendations and outcomes will be documented in the student file. PA students and other unauthorized persons will not have access to the student's file. {A3.17e} {A3.18}

Note: A student who receives a grade of "F" during the Didactic Phase or Clinical Phase, and is dismissed from the program, will be ***ineligible*** to re-apply for re-admission into the Naz PA Program.

Deceleration {A3.15c}

ARC-PA Definition: The loss of a student from the entering cohort, who remains matriculated in the physician assistant program.

Reasons for student deceleration may include, but is not limited to, the following:
- Academic performance
  - Final didactic or clinical course grade of "F"
    - Students with global poor academic performance will not be considered for deceleration
  - Continued academic probation
  - Unsuccessful remediation outcomes
- Professionalism (behavior or conduct)
  - Unsuccessful remediation outcomes that become a barrier for maintaining progression
- Extenuating circumstances, such as a leave of absence

The DDE or DCE will meet with the student to discuss their circumstances and then refer the student to the SPC for review. The SPC will review the student's overall progress, the instructors' evaluation of the student in the course(s) involved and all other applicable information. After completing its review, the outcome will include the following:

1. Recommendation to the PA Program Director for deceleration of the student, and/or
2. Referral of the student for additional support and/or resources when appropriate.

The Program Director has final determination in offering deceleration to a student. Recommendations and outcomes will be documented in the student file. PA students and other unauthorized persons will not have access to the student's file. {A3.17e} {A3.18}

The Naz PA curriculum is designed to be delivered on a full-time basis to students in a cohort. All skills and knowledge must be maintained through the Program; therefore, a decelerated student will be required to repeat all Naz PA Program courses even if the student did not receive a failing grade in all courses. The student will restart and graduate the program with a new cohort. The student will follow curriculum and policy revisions for the new cohort.

*In the case of repeating courses, the second grade will replace the first grade in the calculation of the grade point average. Both grades remain on the student's transcript with a notation of the repeated attempt.

The student is responsible for all tuition costs incurred by deceleration and/or repeated courses. A second course failure after deceleration will result in a dismissal from the Program. All program coursework is required to be completed within three (3) years from the original date of matriculation. If the student is unable to complete the program within the required three (3) year timeframe, the student must obtain approval from the Program Director by completing a Request for Extended Leave of Absence or Program Duration Form located in Appendix G.

Deceleration is not an option in lieu of significant academic deficiencies or disciplinary action, including but not limited to, persistent and excessive unsuccessful completion of courses and assessments, university suspension or any other professional/ethical violation that would be considered grounds for permanent dismissal from the program.

Deceleration due to a Leave of Absence
Students with prolonged illnesses or other personal issues that result in multiple absences should consult with the DDE or DCE regarding taking a leave of absence. In addition, the student's faculty advisor, DDE, or DCE may recommend a leave of absence to the student. The decision for approval will ultimately be determined by the Program Director. Students must be in good academic standing to qualify for a leave of absence unless the student is requesting a medical leave of absence.

To proceed with a leave of absence, a student must go through the following procedure:
1. Submit a request in writing to the Program Director discussing the reason for the request and expected duration of the leave.
   ● In the event the student is incapacitated and unable to initiate the request, the Program Director may facilitate this process.
2. In the event of a medical problem or pregnancy, the student's request should be accompanied by a letter from a healthcare provider stating the student is medically unable to meet the technical and/or academic standards of the program; and the estimated length of time needed for recovery.

3. The Program Director will meet with the student to discuss the student's request.
4. The Program Director reserves the right to consult with Program Faculty and/or the SPC for consideration of the leave of absence request.
5. After consultation with the student, Program Faculty, and/or the SPC, the Program Director will provide the final decision of approval or denial, and the conditions under which the student may return to the program.
6. The Program Director will send an official letter to the student indicating the outcome of the leave of absence request, and if approved, it will include, but is not limited to, the following elements:
   - Official start date of leave
   - Implications for resuming the curriculum
   - Duration of the leave (no longer than twelve (12) months)
     - If the student's leave of absence extends beyond the twelve (12) months leave maximum, the student must obtain approval from the Program Director to return to the Program by completing a Request for Extended Leave of Absence or Program Duration Form located in Appendix G.
   - Medical Leave of Absences will require a medical provider to send a letter to the Program Director medically clearing the student to return to the program and attest the student can meet the technical standards of the program no earlier than 45 calendar days, but no later than 30 calendar days, before the semester of return. The Technical Standard Attestation Form can be found in Appendix F.
     - The student and/or medical provider should not disclose a student's medical history to the program as medical records must not be accessible or reviewed by the Program, faculty, or staff; except immunization and screening results, which require written permission from the student to be viewed. {A3.19}
   - Need to repeat criminal background check prior to return (at the student's expense).
   - Students will be subjected to any new curriculum or policy revisions upon return to the program.
   - Students must keep the program up to date of address or circumstance changes while on leave.
   - Consequences for not returning from leave- If a student does not return from the leave of absence at the specified time, the student will be administratively withdrawn from the program and will be responsible for all accrued fees and financial obligations.
   - Referral to the Registrar and the Student Financial Aid Office for assistance with student accounts.
7. The student must email the Program Director confirmation of the student's decision to take a leave of absence or withdrawal. If courses are in progress, the student must specify whether they would like to process the leave/withdrawal immediately and be withdrawn from courses or if you want the leave/withdrawal to go into effect at the end of the current semester.

Any tuition reimbursement will be in accordance with the institutional [Refund Policy](). A leave of absence may result in a student graduating after the remainder of their cohort; and not being able to participate in the graduation ceremony with their original cohort, and other program and university-related events.

Withdrawal/Tuition and Fees Refund {A1.02k} {A3.15d}

Withdrawal from the Program
During the progression of the program, if a student encounters difficulty meeting course objectives or maintaining acceptable grades due to unexpected illness or other significant problems or impairment, **IT IS THE STUDENT'S RESPONSIBILITY TO NOTIFY THE PROGRAM DIRECTOR, DDE or DCE AS SOON AS POSSIBLE.** The Program Director and/or the DDE/DCE will meet with the student to discuss the option of withdrawal from the program/University. Students may withdraw from the program for any reason at any time. To proceed with withdrawal, the student must notify the PD and Academic Success & Accessibility (Success@naz.edu) in writing of their intention to withdraw or take a leave of absence. If courses are in progress, the student must specify whether they would like to process the leave/withdrawal immediately and be withdrawn from courses or have the leave/withdrawal to go into effect at the end of the current semester. Reduction of tuition charges will be determined by this date of notification in accordance with the [Refund Policy](). Continued class attendance or academic contact after this date will cause this later date to be considered as the official withdrawal date.

Students withdrawing from the University during a semester will be credited for all academic fees charged to them, in accordance with Nazareth's [Refund Policy]().

*Failure to attend the university or attend classes does not change this policy nor does it release students from financial responsibilities to the University.

Readmission After Withdrawal
A student who withdraws from the Naz PA Program while in good academic standing may re-apply for re-admission into the Naz PA Program; however, re-acceptance after withdrawal is not guaranteed. The former student must submit a complete reapplication in accordance with the admission requirements in effect at the time of reapplication and compete with the current cohort of applicants seeking admission to the program.

Academic Probation, Dismissal, and Deceleration Decisions Grievances {A3.15g}

A student may appeal decisions involving Academic Probation, Dismissal, or Deceleration Decisions in writing including a date and signature (if e-mail must be from the student's Naz email account) within three (3) business days of the program's decision. **Non-written complaints or written complaints received after the deadline will not be accepted under any circumstance.** This appeal process timeline supersedes Nazareth's university-wide appeal timeline.

A student seeking an academic probation, dismissal, or deceleration appeal will proceed in the stated order in the following table:

Appeal Step	Maximum number of business days in each step of the appeals process
Student submits an appeal to the Program Director	3
Program Director rules on the appeal (first appeal level)	5
Student submits an appeal to the Dean of CIHHS	3
Dean of CIHHS rules on the appeal (second appeal level)	5
Student submits an appeal to the Provost	3
Provost rules on the appeal (final appeal level)	5
The student may request a meeting with the Program Director, Dean or Provost at the respective stage of the process. The Program Director, Dean or Provost will determine whether such a meeting is necessary and will determine any terms of the meeting. As this meeting is purely an academic proceeding, no legal counsel will be allowed to attend or participate. Proceedings may not be recorded in any manner (audio, video, digital, etc.). All parties involved in the appeals process may respond/rule as soon as the ruling/request is received. If the person responsible for receiving the appeal is not available, another faculty member or administrator may be designated to function in their stead. If the program/university cannot make decisions within the allotted time frame due to extenuating circumstances (including but not limited to illness, seeking legal counsel, or request for additional information), such delay will be documented in an email that will be sent to the student and the time extended accordingly. In such cases, all reasonable efforts will be made to expedite the process to reach a final decision. The student and Program Director will be informed of the ruling after each level of appeal.	

Students dismissed from the program will be withdrawn from the program and will not be able to further attend PHA classes. Students will incur all financial charges associated with the dismissal.

Grading

- **Assignment of course grades is the responsibility of the course Instructor of Record.**
  The Instructor of Record will inform students of the criteria that will be used to determine final course grades. Grades will be assigned according to a letter grade system. Grade Point Average (GPA) equivalents are as follows:

A	93 - 100%
A-	90 - 92.99%
B+	87 – 89.99%
B	83 – 86.99%
B-	80 – 82.99%
C+	77 – 79.99%
C	74 – 75.99%
F	≤ 73.99%
IP	In Progress

- **Minimum passing course grades {A3.15a}**
  Students must earn a grade of A through C in order to receive a course credit toward their degree and to continue in the program. Earning below a C (≤ 73.99%) in a course is a failed course.

  - Grade Rounding

    Student assessments and grades are NOT rounded. This includes course assessments and final course grades. For example, a grade of 73.99% is not rounded up to 74% and will remain as its original score. This is to promote standardization and equity amongst graded performance across the curriculum.

- **Minimum overall GPA requirement {A3.15a}**
  Students must maintain a term and cumulative grade point average of 3.0 throughout the program or they will be placed on academic probation.

Grade Grievances {A3.15g}

A student may appeal a course grade in writing including a date and signature (if email, must be from the student's Naz email account) within three (3) business days. Non-written complaints or written complaints received after the deadline will not be accepted under any circumstance. This appeal process timeline supersedes Nazareth's university-wide appeal timeline.

A student seeking a grade appeal will proceed in the stated order in the following table:

Appeal Step	Maximum number of business days in each step of the appeals process
Student submits an appeal to the Program Director	3
Program Director rules on the appeal (first appeal level)	5
Student submits an appeal to the Dean of CIHHS	3
Dean of CIHHS rules on the appeal (second appeal level)	5
Student submits an appeal to the Provost	3
Provost rules on the appeal (final appeal level)	5
The student may request a meeting with the Program Director, Dean or Provost at the respective stage of the process. The Program Director, Dean or Provost will determine whether such a meeting is necessary and will determine any terms of the meeting. As this meeting is purely an academic proceeding, no legal counsel will be allowed to attend or participate. Proceedings may not be recorded in any manner (audio, video, digital, etc.). All parties involved in the appeals process may respond/rule as soon as the ruling/request is received. If the person responsible for receiving the appeal is not available, another faculty member or administrator may be designated to function in their stead. If the program/university cannot make decisions within the allotted time frame due to extenuating circumstances (including but not limited to illness, seeking legal counsel, or request for additional information), such delay will be documented in an email that will be sent to the student and the time extended accordingly. In such cases, all reasonable efforts will be made to expedite the process to reach a final decision. The student and Program Director will be informed of the ruling after each level of appeal.	

Examinations {B4.01}

Students are expected to take all examinations on the scheduled dates. The course instructor of record determines the rescheduling of an examination if circumstances warrant (e.g., documented illness, previously identified religious holiday, or death of immediate family member). If a student fails to take a scheduled examination, without

obtaining permission from the course instructor prior to the examination (when possible), the student will receive a "zero" on that scheduled examination. Students arriving late to an examination will not be given additional time to complete the exam. Examinations are timed and the examinee will not be given extra time to complete the examination, unless the student was approved for time accommodations by the Academic Success & Accessibility office in advance.

All students, who have accommodations to take an exam in another area will be scheduled by the program to take the exam in a designated room, which can be proctored by faculty and staff members of the PA Program or a representative from the Academic Success & Accessibility office.

Programmatic Student Assessments

Naz's PA Program defines competence as adequacy of academic performance assessed by using multiple assessment methods longitudinally throughout the curriculum evaluating a learner's knowledge, skills, abilities and behaviors.

Programmatic Assessment instruments include the Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT), Objective Structured Clinical Examinations (OSCE), Objectives Structured Assessment of Technical Skills (OSATS) and the Professional Development Assessment Tool (PDAT).

1. **PACKRAT I – End of Didactic Year**
   This is a non-graded PAEA 225-question multiple-choice examination used to assess students' knowledge and helps the program evaluate its curriculum. Students achieving a score of < 1.5 SD below the national mean for PACKRAT > 10 months to graduation will be required to meet with their advisor to discuss study strategies to prepare them for success in the Clinical Year and on End of Rotation Examinations.
   PACKRAT II – Clinical Year: Fall 2
   This is a non-graded PAEA 225-question multiple-choice examination used to assess students' knowledge, PANCE readiness and helps the program evaluate its curriculum. Students achieving a score of < 1.5 SD below the national mean for PACKRAT < 10 months to graduation will be required to meet with their advisor to develop a study plan for the PANCE.
2. **OSCE I – End of Didactic Year**
   This "hands-on" examination is specifically designed to test the PA student's clinical competence, interpersonal skills and professionalism through a case-based patient-provider clinical encounter that will involve a combination of history and physical examination, interpretation of diagnostic data, clinical reasoning, documentation of care, and development of a management plan. If a student fails any component of the OSCE receiving <75%, the student must remediate within one week of the failure and pass a reassessment OSCE before progression into the clinical year.

3. **OSATS I – End of Didactic Year**
   This structured examination will assess the PA student's competence in specific technical skills. If a student fails receiving <75%, the student must remediate within one week of the failure and pass a reassessment OSATS before progression into the clinical year.
4. **PDAT I – End of Didactic Year**
   Evaluation of professionalism is an on-going process throughout the program. Prior to progression into the clinical year, students will meet with faculty to discuss the results of their PDAT evaluation; and their strengths and weaknesses in this area. If a student is found to have a deficiency in professionalism, the student will be placed on a Professionalism Improvement Plan for the remainder of the clinical year. Students who do not meet the Professionalism Improvement Plan requirements will receive consequences reflected in our professionalism policy.

Testing Policies and Procedures

In-person Exams
Students will report to the designated testing location for all **in-person exams** (as noted in the course syllabi or handbook). There are assigned seats (please only sit in the seat you are assigned to). **No items** are allowed in the student's allotted workspace except for a writing utensil. A blank sheet of scrap paper will be provided. Students should arrive 10 minutes before the start of the exam.

Remote Exams
Students are responsible for ensuring that computer and browser requirements are met in advance of the exam. These include a working computer that is equipped with a web camera and microphone and a supported version of the Windows or Mac operating system. The computer must not have more than one display/monitor. **Exams cannot be completed on a phone or tablet.**

During remotely proctored exam sessions, students are expected to adhere to the following rules:
- Testing environment must be in a controlled space; meaning, a room with a door that can be closed from incoming visitors/interruptions.
- Students will join the scheduled meeting using your cell phone.
- Using a cellphone, students will be requested to scan their tabletop/workspace to verify that it is clear of any textbooks, notebooks, books, reference material, etc. Students will also be requested to show their computer screen. The only window that should be open is the link to join the meeting.
- Upon scanning your workspace, students will then click to join the meeting via the computer. Students will be required to power off their cell phone at this time.
- Students will be instructed to share their screen, open a new web browser and navigate to the exam software.

- Students will sign in to the exam software to begin the exam after which the time clock will begin.
- Students will be required to keep their camera and microphone on throughout the duration of the exam.

Student Behavior:
- Remote exam sessions will be recorded and reviewed by proctor and/or proctoring software for any indication of questionable behavior.
- Exam sessions will be proctored by Program faculty, staff or another designee for any indication of questionable behavior.
- Students will not be permitted to use headphones, earbuds, or any other type of listening equipment. Ear plugs are allowed.
- Students will not be permitted to communicate with any other person by any means during testing.
- Students will not be permitted to use a phone for any reason during testing.

Time allotment is roughly one minute per question.

Once the exam starts, there will be absolutely no talking or questions are allowed. The only **exception** is a technology error or concern, otherwise the instructor or proctor will not answer any questions. **Students and the testing proctor will not discuss any exam content during the exam.** If there is a question or concern about the exam, the student should use the note section within ExamSoft (Examplify) or scrap paper (for in-person exams) to leave their feedback or concern. If using scrap paper, question feedback needs to include question content and not question number. At the end of the exam, the course instructor will review any feedback or concerns, in collaboration with the Director of Didactic Education (DDE) as needed.

Program faculty or Program Director will not address any other questions or concerns related to that exam. Students are not to discuss exam questions outside of the exam with anyone. This is a professional violation and will result in an Unprofessional Conduct Citation.

Exam Grading
At the end of the exam students will not receive a grade. Students will only be able to see the test questions and their answers. Grades will be released 48-72 hours after the exam. This allows the Program Faculty and the DDE time to check the performance of each question and review student comments and concerns. Once the scores are released- that is final (no additional question or concerns will be accepted). If a student scores <75% on any final exam, lab practical/OSCE/competency exam, Summative Exam or other remediation eligible assessment they will be required to remediate and demonstrate competency on reassessment. All remediation eligible assessments will be noted by an asterisk (*) on the course syllabi. Please see the Remediation Policy for more information.

Program Summative Evaluation {B4.03}

The purpose of the Program Summative Evaluation is to evaluate a student's ability to meet the program competencies required to enter clinical practice, including clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, medical knowledge, and professional behaviors. All assessment components will be administered within the final four months of the program and are tied to the PHA 516 course. To receive a passing grade for this course and final signatures for graduation, the student must pass all Summative Evaluation components.

Summative Evaluation instruments include:

1. **End of Curriculum (EOC) Examination**
Students must pass the EOC Examination with a 1475 to graduate from the Naz PA program. This is a PAEA 300-question multiple-choice examination given over 5 hours. This examination tests the student's knowledge base for all organ systems. For more information, refer to the PAEA website, PAEA End of Curriculum Examination Blueprint. Following the exam, students will be able to meet with their advisor and discuss study strategies to prepare them for success on the PANCE.

Students who fail the EOC Examination will be referred to the Student Progress Committee (SPC). The SPC will create a remediation plan for the student. Students will be allowed to retake the EOC once students have successfully completed the remediation plan.

2. **OSCE II**
This "hands-on" examination is specifically designed to test the PA student's clinical competence, interpersonal skills and professionalism through a case-based patient-provider clinical encounter that will involve a combination of history and physical examination, interpretation of diagnostic data, clinical reasoning, documentation of care, and development of a management plan. If a student fails any component of the OSCE receiving <75%, the student must remediate within one week of the failure and pass a reassessment OSCE before graduation.

3. **OSATS II**
This structured examination will assess the PA student's competence in specific technical skills. If a student fails receiving <75%, the student must remediate within one week of the failure and pass a reassessment OSATS before graduation.

4. **PDAT II**
Evaluation of professionalism is an on-going process throughout the program. Prior to graduation, students will meet with faculty to discuss the results of their PDAT evaluation; and their strengths and weaknesses in this area. If a student is found to

have a deficiency in professionalism, the student will be placed on a Professionalism Improvement Plan for the remainder of the clinical year.

Summative Evaluation Failure

If a student fails any component of the Summative Evaluation a second time, they may be considered for dismissal from the program. Failure of any component of the Summative Examination may result in delay of graduation. If there is delay to graduation, for any reason, students may be required to re-demonstrate successful performance on the other summative evaluation components again, as these *must* occur within four (4) months prior to the completion of the program, per accreditation requirements.

Success Strategies {A1.11c}

Early Intervention: Students At-Risk

Students may require early intervention as a component of support, success, and retention. Students are engaged in early intervention strategies in a timely manner should a student be identified "at-risk." Students are considered "at-risk" when there is diminishment of performance in a course that could subsequently and negatively impact successful passing of the course, program progression and future academic performance. The goal is to address the potential gap in knowledge or skills through additional learning activities using strategies outlined in the remediation policy below. The "at-risk" classification includes, but is not limited to, the following:
- One (1) exam or other program-required assessment grade is < 80% in any course
- EOR examination score between 1.0-1.5 SD below the national mean
- Unsatisfactory mid-rotation evaluation
- PACKRAT score < 1.5 SD below the national mean

Student At-Risk for PANCE Failure

Student performance on the summative evaluation is additionally used by the program to monitor student risk for future PANCE performance. Students "at-risk" will be notified and will be provided with supportive interventions (e.g., success coaching, study plan) to address areas of weakness.

Students are considered "at-risk" when there is diminishment of performance in a course or assessment that could subsequently and negatively impact successful passing of the PANCE. The "at-risk" classification includes, but is not limited to, the following:
- EOR examination score(s) ≥1.0 SD below the national mean
- Unsatisfactory rotation evaluation(s)
- EOC examination score <1475
- Failure of any component of the Summative Evaluation

Remediation Policy {A2.05f} {A3.15c}

In accordance with accreditation standards, remediation is an applied process for addressing deficiencies in a student's knowledge and skills, such that the corrections of these deficiencies are measurable, documented, identified, and addressed in a timely manner. Remediation is one method to promote student success toward meeting learning outcomes and ultimately, the program-defined competencies. Students requiring remediation may be required to return to campus outside of regularly scheduled callback days to complete remediation activities. The student is responsible for any associated costs, including travel, lodging, or other related expenses.

Reasons for student remediation may include, but are not limited to, the following:
- Academic performance

    ▪ Remediation Eligible Assessment (as noted by * on the course syllabi) < 75%

    ▪ Failure of a rotation (SCPE)

    ▪ Failure of an End of rotation (EOR) exam (< 1.5 SDs below the national average)

    ▪ Does not meet competency in any area on preceptor evaluation

    ▪ Does not meet the minimum performance requirement for other substantive assessments required by the program

- Professionalism (behavior or conduct)

    ▪ Does not maintain appropriate conduct in accordance with the institution and program policies as determined by the course instructor, PA faculty, and/or Student Progress Committee

Remediation efforts are aligned with the student's area of performance deficit, original method of assessment, and the relevant learning outcomes. The goal is for the student to address the gap in knowledge or skills through additional learning activities and review of the student learner's needs.

The remediation efforts may include, but are not limited to, the following:
- Reading assignments
- High impact notes
- Rosh review or other PANCE prep questions
- Review of selected course learning objectives
- Oral discussion exercises focused on area(s) of weakness
- Problem-based learning exercises focused on area(s) of weakness
- Written self-reflection exercise
- Individual faculty-led tutoring (especially skills related deficiencies)
- Skills review and assessment

- Additional clinical hours
- Test review focusing on concepts associated with incorrect question responses
- Student success coaching or other support services
- Electronic media presentation
- Simulation
- Written paper with citations focused on area(s) of weakness
- Other reasonable or appropriate intervention

Should there be additional student support needs, the course instructor will consult with both the student's faculty advisor *and* the DDE or DCE, to determine and provide appropriate resources or referrals in a timely manner and in accordance with program policies and procedures.

Decisions and Outcomes of Remediation
After remediation interventions are completed within a given timeframe, the outcomes of these remediation efforts are assessed by the course instructor or PA faculty to objectively measure and document the degree to which a student has met the learning outcome(s). The assessment activity may vary depending on the nature of deficiency and degree of remediation necessary.

Remediation reassessment may include, but is not limited to, the following:
- Written exam or assignment
- Presentation
- Skills assessment
- Repeating a rotation (SCPE): partial or entire
- Repeating an OSCE/OSATS
- Repeating an exam
- Other reasonable or appropriate method of assessment

To promote success, students are provided with instructions, a rubric if applicable, and a due date for consistent and timely evaluation of the remediation outcomes. Remediation outcomes are categorized as either successful or unsuccessful:

Number of Remediation Attempts
Students are permitted only **one opportunity** to remediate each eligible assessment. If the student is unsuccessful on the remediation attempt, no further attempts will be permitted, and the matter will be referred to the Student Progress Committee (SPC) for review.

A successful remediation outcome occurs if the student *does*:
- Follow the remediation instructions,
- Meet the minimum performance requirement, and
- Submit or complete it by the due date.

Successful remediation outcomes result in the student's continuation with routine program scheduled activities.

An <u>unsuccessful</u> remediation outcome occurs if the student *does not*:
- Follow the remediation instructions,
- Meet the minimum performance requirement, or
- Submit or complete it by the due date.

Unsuccessful remediation outcomes result in failure of the course and prompt a written referral to the SPC for review and recommendation of appropriate actions, which may include, but are not limited to, repeating the course, deceleration, or dismissal from the program. Additionally, an academic improvement plan, a professionalism improvement plan, and/or referral to support services may be implemented.
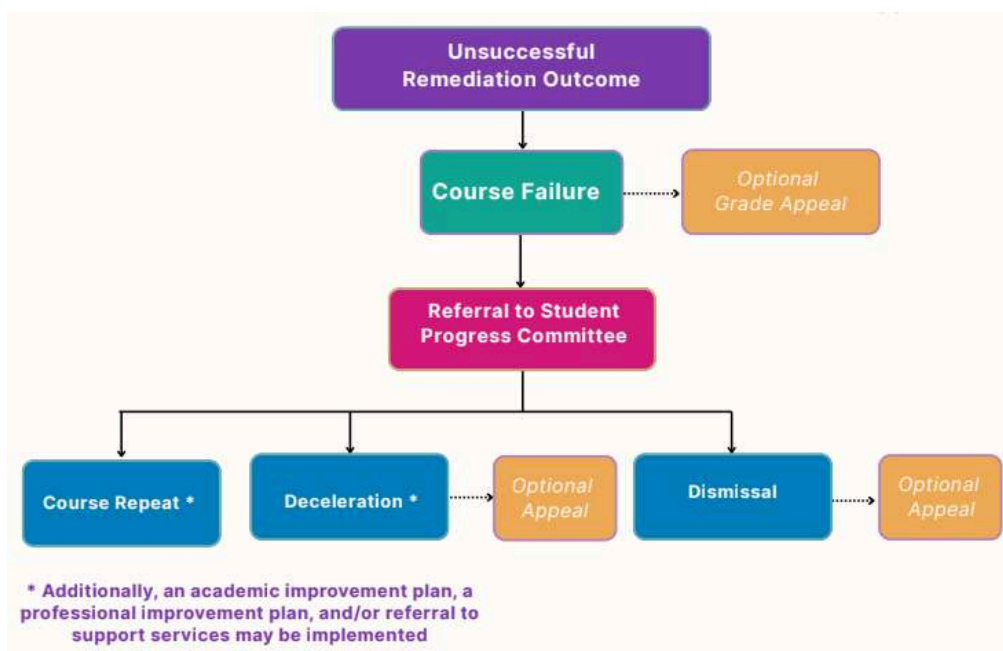
Remediation outcomes do not alter the grade of the original assessment that led to the remediation occurrence. Remediation outcomes are reviewed with the student, faculty advisor, DDE/DCE, Program Director and documented in a timely manner and secured in the student file. PA students and other unauthorized persons will not have access to the student's file. {A3.17d} {A3.18}

Physician Assistant Program Policies and Procedures {A3.01} {A3.02}

Program policies apply to all students, faculty, staff and program director in the Physician Assistant Program regardless of their location. {A3.01}

Professionalism Policy

Required Professional Behaviors

Students must display a professional attitude. Expectations include, but are not limited to, those defined by the National Board of Medical Examiners as follows:

- Adheres to institutional policies and procedures
- Admits errors and assumes responsibility
- Advocates for the individual patient
- Arrives on time for scheduled activities and appointments
- Conveys information honestly and tactfully
- Demonstrates sensitivity to power inequalities in professional relationships
- Fulfills responsibilities in a timely manner
- Maintains composure during difficult interactions
- Maintains thoroughness and attention to detail
- Modifies behavior based on feedback
- Requests help when needed
- Responds promptly to communication requests
- Acknowledges limits of one's own knowledge
- Responds receptively to diverse opinions and values
- Demonstrates humility
- Maintains the confidentiality of test material

Evaluation of Professional Behaviors

The Student Progress Committee (SPC) evaluates students' professional behavior at the completion of the didactic and clinical phase of the program, by documented feedback from the students designated faculty advisor, course instructors, Director of Didactic Education and Director of Clinical Education (including input from the clinical preceptors). During this evaluation, using the Professional Development Assessment Tool (PDAT), the committee will meet and assess each student's professional behavior using the following criteria:

Respect: Students are expected to treat all patients, faculty, program staff, clinical preceptors, and fellow students with dignity and respect. Conflicts should be resolved in a diplomatic and reasonable manner. Students should be sensitive and tolerant with regard to diversity in the student and patient population. Physician Assistant training involves a close working environment with other students and includes physical examination of fellow students and discussion groups that may reveal information of a personal nature. These situations must be approached with respect for the privacy, confidentiality, and the feelings of fellow students. The program will not tolerate incivility by any member of the PA community. Examples of incivility include rude, sarcastic, obscene, disruptive or disrespectful remarks or behavior, as well as verbal or physical threats, or damage to property.

- Sensitive/responsive to needs of others
- Sensitive/responsive to culture, age, gender and disabilities of others
- Puts others interests before own
- Provides assistance/comfort to others

Flexibility: Physician assistant training involves instruction from practicing clinicians with unpredictable schedules. At times lectures or clinical sessions may need to be adjusted with short notice. We believe the advantages of utilizing practicing clinicians outweigh this inconvenience and ask students to be flexible and tolerant of changes.
- Attends required activities/arrives on time
- Reliable, dependable, completes tasks fully and in timely manner
- Accepts appropriate share of team work
- Self-motivated, organized, and prepared
- Accountable to patients, society, and the profession
- Adapts well to stressful/changing circumstances

Behavior: Students are expected to behave in a responsible, reliable and dependable manner. The student must project a professional image in manner, dress, grooming, speech and interpersonal relationships that are consistent with being a medical professional. The student should recognize his/her personal limitations and biases, whether they are intellectual, physical or emotional and strive to correct them. He or she must demonstrate the professional and emotional maturity to manage tensions and conflicts and should seek professional help when necessary. Success in the Physician Assistant profession requires certain behavioral attributes including: empathy, discipline, honesty, integrity, the ability to work effectively with others in a team environment, and the ability to address a crisis or emergency situation in a composed manner.
- Respectful, cooperative (team player), builds atmosphere conducive to learning
- Acknowledges and values diversity, talents, skills, contributions of others
- Communicates effectively (verbal and written)
- Good interpersonal skills (develops appropriate professional relationships with peers, faculty, physician supervisors and other health care providers)
- Recognizes/maintains appropriate boundaries
- Displays tact and self-control

Integrity: Integrity is the quality of consistency and steadfast adherence to a defined code of ethics. It includes honesty and soundness of mind and body. Students are expected to demonstrate integrity by following all policies in the Naz Student Handbook, including those pertaining to academic dishonesty and unethical behavior. Physician Assistant students are also expected to display the highest ethical standards commensurate with work as a healthcare professional. These are outlined in the *Guidelines for Ethical Conduct for the Physician Assistant Profession* published by the American Academy of Physician Assistants:

- Accurately portrays personal qualifications
- Displays professional presentation (dresses appropriately and good personal hygiene)
- Performs in accordance with regulatory and legal requirements (follow the rules), as well as the appropriate role of the physician assistant
- Committed to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- Recognizes limitations and seeks, accepts and incorporates constructive feedback
- Behaves honestly/appears trustworthy

Professionalism Evaluations

PA students are evaluated on their professionalism in every course. If there are any problem areas identified, the student may be required to meet with the DDE, the DCE, and/or Program Director to discuss specific steps for improvement. Such steps may include, but are not limited to, referral to appropriate resources, developing a contract regarding behavioral modification, on-going advisory meetings and other means of assisting the student to improve problem areas. Disciplinary action will occur as outlined in the Professionalism Policy Violations section.

Behavioral concerns observed throughout the program will be documented on a Professionalism Concern/Violation Form to identify and document concerns and patterns of professional behavior violations. Professionalism Concerns do not constitute immediate adverse action. An Unprofessional Conduct Citation is indicated when the observed behavior constitutes a greater concern requiring a meeting of the SPC to determine the need for immediate intervention.

Anytime a Professionalism Form is completed the student must be notified. In the event that a professional warning or Unprofessional Conduct Citation is issued, the faculty member must meet with the student to discuss the identified behavioral concern at which time the student will be provided an opportunity to respond and provide their comments to the form. Once reviewed and completed, these forms will be placed in the student's file for the behavioral evaluation process by the SPC. {A3.17e}{A3.18}

Unprofessional Conduct Examples

Professionalism Concern:
- Tardiness or absence without appropriate notification/approval.
- Student verbal communication that indicates a lack of respect
- Student use of unprofessional language (e.g. swearing)

- Student use of potentially discriminatory or demeaning language (speak ill of a patient, use of joke that could reasonably be considered demeaning or discriminatory)

Professionalism Violation:
- Evidence of cheating on an assignment or test
- Student intoxication or presumed intoxication from alcohol, prescription, or other drugs
- Student communication or interaction that is openly discriminatory, demeaning, or could reasonably be physically or emotionally harmful to another

Student Code of Conduct Policy

Physician Assistant students are subject to the same level of conduct as Nazareth University students; students residing in university housing are subject to the rules for all students who reside in university housing. Any infractions of these rules will be handled by the Office of Student Conduct. All students are encouraged to study the sections concerning these violations in the University Student Handbook.

As members of the Naz community and future health care practitioners, students are expected to uphold these fundamental values including honor, personal and academic integrity, justice, freedom, leadership, civility, and loyalty to the University. Students are to respect diversity, spirituality, and personal and property rights of others. Like all other communities, the school will function properly only if its members (faculty, students and staff) adhere to clearly established goals and values. Essential to the fundamental purpose of the program is the commitment to the principles of truth and academic honesty, and the University Academic Integrity Policy. Accordingly, this policy is designed to ensure that the principles of academic honesty lie with the student.

All Naz PA students share the following responsibilities: to read, become acquainted with, and adhere to the Nazareth PA Program Student Handbook and the University Student Handbook; to respect personal and property rights of others, and to act in a responsible manner at all times, on or off campus; to protect and foster the intellectual, academic, research, cultural, and social missions of the university; and, to observe the laws of local, state and federal government agencies.

In addition to the University Student Handbook, PA students shall not:
- Fail to conform his/her conduct to the ethical and moral standards of the Physician Assistant profession as articulated in the American Academy of Physician Assistants (AAPA) Statement of Values.

- Intentionally make misrepresentation on a resume or curriculum vitae concerning class rank, grades, academic honors, student organization involvement, work experience, or any other matter relevant to job placement.
- Purposely furnish false information.
- Engage in disruptive behavior in class.
- Violate the Physician Assistant program attendance policy.
- Violate the Dress code policy.
- Demonstrate inappropriate or disrespectful behavior toward fellow students, faculty, staff, preceptors, and staff/employees at SCPE sites or other community organizations.
- Engage in inappropriate or disrespectful interactions with patients.
- Unauthorized use or removal of prescription or nonprescription drugs, devices, or confidential information from the clinical sites.
- Perpetrate any form of theft, forgery, falsification, or fraudulent use of university or experiential practice site property.
- Willfully conceal or misrepresent information material to an investigation of an alleged violation of this Professionalism Policy when the information is sought by the Physician Assistant Program faculty.
- Engage in the use and distribution of illegal drugs**.

Students are required to follow the Naz Alcohol and Controlled Substance Policies which can be found in the Student Code of Conduct.

E-Professionalism Policy

PA Program faculty and staff will not permit students access to their ***personal*** email, social networking sites (e.g., Facebook, Instagram), webpages, blogs, or any other internet-based communication networks. Because LinkedIn® is a professional networking site, faculty and staff may permit student access to their LinkedIn® profile.

Student email, blogs, webpages, social networking sites and all other internet-based communication networks are as much a part of your professional image as the clothes you wear. Therefore, all students in the Physician Assistant program are expected to demonstrate high standards of professional behavior in all educational settings, including classrooms and laboratories, professional and clinical sites, and in non-educational settings, including the internet, e-mail and other forms of electronic media.

Additionally, there are a set of generally accepted rules and conventions when participating in online classes and discussions. These guidelines are sometimes referred to as Netiquette. A set of common Netiquette rules for online classes has been published by Alma Mintu-Wimsatt and colleagues in the Merlot Journal of Online Learning and Teaching and has been adapted for the Naz PA Program:

- Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Be engaged.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using internet language. Do not capitalize all letters as this suggests shouting.
- Popular emoticons such as 😃 can be helpful to convey your tone but do not overdo or overuse them.
- Keep an open mind and be willing to express even your minority opinion. Minority opinions must be respected.
- Think and edit before you push the Send button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?

Attendance Policy

PA student attendance and promptness is considered an aspect of professional responsibility and individual dependability.

Absence During the Didactic Year
Classroom activities and participation are considered an important part of the teaching-learning process. As such, attendance is required for all scheduled program events (e.g. classes, lectures, labs, assessments and In-person Callback Days). It is the student's responsibility to work with the instructor to make up missed work. The faculty is not obligated to make-up missed activities.

Logging into the virtual classroom to appear present while being away from the screen for an extended period violates the attendance policy. Violations of the attendance policy will result in a review by the DDE and may lead to an Unprofessional Conduct Citation and/or referral to the SPC for disciplinary measures.

Repeated tardiness is considered unprofessional conduct and may be reflected in your professionalism score from your preceptor.

For emergent absences, students must notify the DDE and course instructor as soon as possible.

Absence During the Clinical Year
Regular clinical rotation and In-person Callback Days attendance *is essential to student success*. As such, attendance is required for all callback days, scheduled rotation hours and when requested while on call. **The work schedule will be determined by the preceptor**

or their designee and may include evenings and/or weekends hours. University holidays do not apply in the clinical year.

Students are not permitted to arrive late to a rotation or leave early without the permission of their preceptor and documenting the reason for shortening their day on the time log. Promptness is another professional trait the healthcare practitioner must display. Students are expected to arrive on site on time, preferably 5-10 minutes early. Repeated tardiness is considered unprofessional conduct and may be reflected in your professionalism score from your preceptor.

For emergent absences, students must notify the DCE and clinical preceptor as soon as possible.

Excused Absences
Each student is allotted five (5) discretionary days in the didactic year and three (3) discretionary days for the clinical year. The program encourages students to use those days for necessary appointments or employment interviews. Discretionary days during the clinical year are limited to one per rotation.

A Request for Time Off Form (Appendix E) must be submitted to the DDE or DCE two weeks in advance for a scheduled event or within 24 hours for an emergent event to be considered for approval. Absences exceeding the allotted discretionary days may be approved for specific circumstances (e.g. illness, jury duty, death of an immediate family member). Approval is at the discretion of the DDE or DCE. Unapproved absences are considered unexcused. Unexcused absences, repeated tardiness or leaving early are violations of our Professionalism Policy and may result in a lowered professionalism score by the course instructor/ preceptor, a review by the DDE/DCE, an Unprofessional Conduct Citation and/or referral to the SPC for disciplinary measures.

For absences exceeding three (3) days in the clinical year, students will be required to make up the missed time. If the missed time is not made-up prior to the end of the semester, a grade of "IP" (In Progress) will be awarded. Once the missed time is made-up, the earned course grade will be rendered. If this cannot be achieved at the current clinical site, the program may require the student to complete additional hours at another clinical site or may require an additional rotation. Students with prolonged illnesses or other personal issues that result in multiple absences should consult with the DDE or DCE regarding taking a leave of absence.

Absence from Assessment, Reassessment, and Remediation Periods
A student who must miss an exam due to illness must contact the course instructor and DDE or DCE by email and/or phone (preferably before the exam or as soon as possible); seek treatment from a healthcare provider and provide documentation of illness from the

healthcare provider. By starting an exam, a student affirms that they are well enough to take the exam, and the exam will count in the student's grading. Requests for make-up exams for reasons other than illness must be approved by the course instructor using the Request for Time Off Form, prior to the original exam date.

If an absence from a scheduled assessment or reassessment is documented with a healthcare provider's note, the make-up assessment will be arranged by the DDE or DCE. If the student is unable to participate in a team assessment, the student will not be entitled to receive team points on any makeup assessment.

Working with the student, the DDE/DCE will arrange for the student to take the assessment as soon as possible following the student's return. Efforts will be made to schedule the makeup assessment so that it does not jeopardize the student's performance on other scheduled assessments when possible. The date and time of the makeup assessment will be communicated to the Program Director and the student; and can be scheduled for outside of regular hours. Failure to adhere to the approved makeup date and time will result in a zero for the exam and no further make-up accommodation will be given for any reason unless approved by the Program Director. Exam "No Shows" are violations of our Professional Policy and if repetitive can result in an Unprofessional Conduct Citation.

Absence from Callback Days
A student who must be absent from callback days must contact the DDE or DCE by email and phone as soon as possible; seek treatment from a healthcare provider and provide documentation of illness from the healthcare provider. The program will evaluate the circumstances and determine the appropriate plan for making up missed material, skills sessions, and/or assessments. This may require the student to spend additional time on campus outside of scheduled callback days or attend a make-up session coordinated by the faculty. Due to the hands-on nature of in-person components, make-up activities may not always be immediate and could result in a delay in academic progression if requirements are not completed in a timely manner. Students that are required to return to campus outside of regularly scheduled callback days are responsible for any associated costs, including travel, lodging, or other related expenses.

Religious Observances
Nazareth University respects the diversity of religious holy day/holidays by providing reasonable accommodations for students who may be unable to fully participate in class, clinics, exams, rehearsals, labs, student teaching, or other assignments due to observation of a significant/major religious holiday. Students who are unable to participate in any class, examination, or assignment due to religious holy day/holiday requirements shall not be penalized, provided the instructor has been notified via email at least two weeks prior to the absence. Some accommodations may include travel time home for students who do not live locally. Accommodations for obligatory religious fasting (e.g., Ramadan):

Reasonable accommodations for religious fasting will be offered when possible. Such accommodations may include, but are not limited to:

- Allowing the student to take an exam or final exam before the fasting period begins (if possible)
- Allowing the student to take an exam or final exam at a different time during the day

Regardless of the reason for absence, it is the responsibility of the student to make up all missed work to the satisfaction of the instructor. Students must meet deadlines for course requirements during the period of absence unless the student makes alternate arrangements with the instructor prior to the original due date. Please contact the Center for Spiritually with questions: http://www.naz.edu/center-forspirituality/.

Student Identification {A3.06}

PA students are required to wear a name badge that includes their name and identification of program sponsorship during SCPEs or when required by the program to distinguish them from other health profession students and practitioners. In some instances, clinical affiliations sites will require additional identification and badges to be worn. Naz ID badges will be initially provided by Naz. Naz ID cards will also provide access to various Naz facilities and services.

Student Employment Policy {A3.04} {A3.05} {A3.15e}

Employment while matriculated in the PA Program is **strongly discouraged**. The PA curriculum has been designed to be a full-time activity for students. It consists of a very demanding course load with a great deal of time spent in class and in clinical experiences. There are also many special seminars, films and guest lecturers that may be available to students on relatively short notice. We encourage you to seek outside sources of financial support (scholarships, loans, etc.) so that you may devote as much time as possible to your professional education.

While enrolled in the PA Program, Physician Assistant students may not perform service work for, or be employed by, the Naz Physician Assistant Program and will not be substituted for, or function as, instructional faculty; and/or clinical or administrative staff. Students are prohibited from substituting for administrative and/or clinical staff during clinical rotations. {A3.04} {A3.05}

Dress Code Policy

As a representative of the Naz Physician Assistant Program, a student's personal appearance is an extension of the program and will, to some degree, determine how customers, patients, and colleagues view the student, the program, and the profession of Physician Assistant.

Clothing that reveals cleavage, back, chest, stomach or underwear is *unacceptable*. Torn, dirty, or frayed clothing is *unacceptable*. Any clothing that has words, terms, or pictures that may be offensive to other students, faculty, staff or patients is *unacceptable*.

No dress code can cover all contingencies so students must exert a certain amount of judgment in their choice of clothing to wear during program activities.

Dress Code

White Coats
Student-style white coats are required for clinical settings and during certain laboratory sessions, simulation exercises, competency evaluations and any other times as designated by the course instructor. White coats must be clean and neat. They will possess the Naz Physician Assistant Student patch. Exceptions to this rule are at the discretion of the clinical preceptor and must be approved by the Director of Clinical Education. A clean white coat should be worn over scrubs when outside of the operating room.

Patches
Each student will be provided with a Nazareth PA Program patch for placement on white lab coats. The patch should be placed 3 inches down from the left shoulder seam of the white coat and centered from left to right.

Scrubs
In general, scrubs should not be worn outside of clinical courses, the hospital or clinic. Scrubs are expected to be clean when worn in a public area and should be covered with a white coat. ID Badge(s) must be worn outside the white coat. Scrubs may be worn only as delineated by individual clinical sites.

Slacks, Pants, and Suit Pants
Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy Capri, and nice-looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans (pants which contain rivets), sweatpants, athletic pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants people wear for exercise. Pants must be worn properly at the hips. No student shall dress in a way that underwear is exposed.

Skirts, Dresses, and Skirted Suits
Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length shall be no shorter than one inch above the knee (when standing). Short, tight skirts that ride halfway up the thigh are inappropriate for the program. Mini-skirts, skorts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate for the program.

Shirts, Tops, Blouses, and Jackets

Casual/dress shirts, sweaters, tops, tailored blouses, golf-type shirts, and turtlenecks are acceptable attire for the Program. Most suit jackets or sport jackets are also acceptable attire for the program. Inappropriate attire for the program includes tank tops, midriff tops, spaghetti straps, tube tops, swim tops, shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans, halter-tops, tops with bare shoulders, hoodies, sweatshirts and articles of fleece, and t-shirts unless worn under another blouse, shirt, jacket, or dress. Additionally, students should wear professional lab coats with name tags during school related health fairs and campus activities.

Shoes and Footwear

Conservative athletic or walking shoes, oxfords, loafers, clogs, boots, flats, dress heels, and leather deck-type shoes are acceptable for the Program and shall be clean and in good condition. Sandals, flip-flops, slippers, work boots, hiking boots, and any non-dress shoe with an open toe are not acceptable in the program. Closed toe and closed heel shoes are required in patient-care areas and laboratories.

Hats and Head Covering

Hats, caps, and other headgear may not be worn in the building halls aforementioned during the hours that the dress code is in effect. Only headgear worn for bona fide religious purposes or to honor cultural tradition is permissible.

General Personal Care Standards

Adequate precautions shall be taken to maintain good personal hygiene. These precautions include regular bathing, use of deodorants and regular dental hygiene.

Style

No sweatshirts or shirts with messages, lettering or logos (except Naz). No jeans, shorts, cut-offs, etc.

Fragrance

Do not wear colognes, perfumes or scented lotions in clinical settings as patients may be sensitive to fragrances.

Hands

Fingernails must be clean and short to allow for proper hand hygiene, use of instruments, prevention of glove puncture and injury to the patient. Artificial nails and decorative nail designs are discouraged. Some clinics/hospital settings do not permit any colored polish.

Hair

Mustaches, hair longer than chin length, and beards must be clean and well-trimmed. Students with long hair who participate in patient care should wear hair tied back to avoid

interfering with the performance of procedures or having hair come into contact with patients.

<u>Jewelry</u>
Jewelry should not be functionally restrictive or excessive. Students should avoid wearing long or dangling earrings for their own and for patient safety. Soldered jewelry will not be appropriate for the clinical year, specifically the surgery rotation and sterile procedures; thus, will need to be removed. There should be no visible jewelry in body piercings with the exception of earrings. In the case of religious requirement, certain piercings may be acceptable. Please consult the Program Director if you have a religious requirement for piercings. No other facial jewelry (e.g., tongue, eyebrow piercings, etc.) is allowed.

<u>Tattoos</u>
Tattoos shall be appropriately covered when possible.

If a student experiences uncertainty about acceptable attire for the program, the student should ask the DCE or DDE. Failure to comply with the dress code policy will result in review by the DCE or DCE and may lead to an Unprofessional Conduct Citation. If there are subsequent incidents, the student will be referred to the SPC for disciplinary measures.

Academic Integrity

The PA Program expects the highest standards of academic integrity throughout the university and our medical communities. Academic integrity and ethical behavior are vital to an academic environment and to the development of qualified PAs; therefore, graduate students are responsible for learning and upholding professional standards of research, writing, assessment and ethics.

In the academic community the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes plagiarism, cheating and other forms of dishonest behavior is prohibited.

Academic Dishonesty

Academic Integrity is defined as "honest and responsible scholarship" (University of Oklahoma, 2018) and is further characterized by the five values designated by the International Center for Academic Integrity: "honesty, trust, fairness, respect, and responsibility" (International Center for Academic Integrity, 2014, p. 16). Nazareth University shares the Center's preference for an academic, supportive, and promotive approach to academic integrity rather than one focused mainly on violation detection and disciplinary consequence.

Nazareth recognizes the interdependence among these five values. Trust of instructors follows fair treatment of students. Trust among scholars at all levels depends on honesty, and respect is earned when we hold ourselves as responsible as we expect others to hold themselves. In these ways, academic freedom is earned with academic integrity. In addition to modeling academic integrity, it is often the responsibility of faculty to teach students the importance of academic honesty as well as the procedures for recognizing the work of others. So informed, students are then responsible for holding themselves to the same standards. Course instructors are familiar with their students, with their own disciplines' conventions, and with their own coverage of those conventions at any given point in the semester. Therefore, instructors are best situated initially to assess the nature and extent of violations of academically honest practice. This begins with distinguishing errors due to insufficient education on the one hand, and deliberate violations on the other.

Procedures: The first step following an instructor's detection of a possible violation is to meet with the student to mutually share information. As a general guideline, if the instructor believes that an error was made due to a student's lack of information, then an educational solution is probably indicated. If the instructor suspects a case of deliberate academic dishonesty, the case will be referred to the Student Progress Committee for review. The SPC will determine if a violation occurred and the specific sanction to be implemented, scaled to the level of violation. If the SPC judges that a violation requires dismissal or suspension from the program or university, the recommendation will be made to the PA Program Director. If the Program Director agrees, they will recommend the action to the dean of CIHHS. If the dean agrees, the dean or designee will recommend the action to the provost or designee. If the provost or designee implements such sanctions, the provost or designee is the sanctioning party.

The sanctioning party will inform the student of the sanctions as soon as possible. Students who wish to appeal the judgment or the sanctions of the sanctioning party may follow the Graduate Procedures for Grade Appeals.

All judgments of the provost or designee are final, except when the sanctions of suspension or dismissal are involved. These sanctions may be appealed to the president of the University. Such an appeal, however, shall be entertained solely at the discretion of the president.

All violations of academic integrity will be recorded in the student's file. Serious violations will be reported to the associate provost to facilitate record-keeping.

An existing objective of the Physician Assistant Program is to promote the highest standards of professionalism among its students. The integrity of work performed is the cornerstone of professionalism. Acts of falsification, cheating, and plagiarism are acts of academic dishonesty, which show a failure of integrity and a violation of our educational

objectives; these acts will not be accepted or tolerated. The following definitions and guidelines describe violations related to academic dishonesty.

1. *Plagiarism* as a form of cheating is unacceptable. Plagiarism is the act of presenting as one's own creation works actually created by others. Plagiarism consists of:
   ● Taking ideas from a source without clearly giving proper reference that identifies the original source of the ideas and distinguishes them from one's own;
   ● Quoting indirectly or paraphrasing material taken from a source without clearly giving proper reference that identifies the original source and distinguishes the paraphrased material from one's own compositions;
   ● Quoting directly or exactly copying material from a source without giving proper reference or otherwise presenting the copied material as one's own creation.
   ● Submitting your own work use from other sources or classes. This includes resubmitting, copying, or paraphrasing already submitted assignments without proper citations. **Students are not permitted to resubmit work from previous coursework.**
2. *Falsification* is unacceptable. Falsification includes but is not limited to:
   ● Creating false records of academic achievement;
   ● Altering or forging records;
   ● Misusing, altering, forging, falsifying or transferring to another person, without proper authorization, any academic record;
   ● Conspiring or inducing others to forge or alter academic records.
3. *Cheating* is also unacceptable. Cheating includes but is not limited to:
   ● Giving answers to others in a test situation without permission of the tester;
   ● Taking or receiving answers from others in a test situation without permission of the tester;
   ● Having possession of test materials without permission;
   ● Taking, giving, or receiving test materials prior to tests without permission;
   ● Having someone else take a test or complete one's assignment;
   ● Submitting as one's own work, work done by someone else;
   ● Permitting someone else to submit one's work under that person's name;
   ● Falsifying research data or another research material;
   ● Copying, with or without permission, any works, (e.g., essays, short stories, poems, etc.), from a computer hard drive or discs and presenting them as one's own.
4. *Collusion* is also unacceptable. Collusion includes but is not limited to:
   ● Completing any portion of an assignment, report, project, experiment or exam for another student;
   ● Claiming as their own work any portion of an assignment, report, project, experiment or exam that was completed by another student, even with that other student's knowledge and consent;
   ● Providing information about an exam (or portions of an exam) to another student without the authorization of the instructor;

- Seeking or accepting information provided about an exam (or portions of an exam) from another student without the authorization of the instructor.

Artificial Intelligence Guidelines

The Naz PA Program recognizes that students may use Artificial Intelligence (AI) as a helpful tool for student assignments and studying. Below are guidelines that enable students to use AI effectively, ethically, and in a way that supports student learning.

Be open and honest about the use of AI
If you use an AI tool like ChatGPT for classroom work, acknowledge it, so that your professor knows. For example, if a student uses ChatGPT to draft a classroom presentation, the student should be completely transparent, "I used ChatGPT to write a first draft of this assignment. I critically evaluated the accuracy of ChatGPT's draft, verifying facts and ideas, then I largely rewrote the AI draft in my own words and phrases."

A student will need to cite an AI tool like ChatGPT in their reference list using appropriate guidelines. Failure to cite AI tools is plagiarism and if any student is found using AI without citation, the student will be reprimanded according to the Professionalism Policy Violations section.

Add your own research and ideas
Even if a student acknowledges that they used ChatGPT and checked the content's truthfulness, a student cannot simply turn in the ChatGPT content as your entire assignment. Use ChatGPT *as a basis* for classwork--for example, students can ask ChatGPT for good research topics, or have it help them create an outline for a paper--but cannot use ChatGPT for an assignment without adding their own research and ideas.
ChatGPT can help students, but the essential, meaningful core of any paper or other assignment is *their own* work and *their own* thoughts, not whatever fundamental elements they prompted ChatGPT for.

Evaluation of Professionalism, Values & Work Ethics {B4.01}

Evaluations are conducted by the faculty, your assigned clinical mentors and preceptors, members of the Student Progress Committee (SPC), and by academic committees and authorities. Standards for academic evaluation are applied to all students in a particular course of study. Such standards may be articulated, verbally or in writing as part of a course and included in course evaluation forms. Under academic standards relating to professional comportment, deficiencies in comportment give rise to adverse academic evaluations, grades and narrative reports of performance. Such matters are normally addressed in a remedial manner. However, if a faculty member, in the course of evaluating professional comportment, obtains evidence of wrongful misconduct by a student in violation of program or University policy, the allegation will normally be pursued as a disciplinary infraction. **The faculty evaluator may factor into the course evaluation the**

results of any such disciplinary case arising out of a particular course. Refer to the Professionalism Policy Violations section for possible consequences of infractions.

Professionalism Policy Violations

The Professionalism Policy includes standards for academic, non-academic, and clinical behavior. The Professionalism Policy represents general standards of behavior and illustrates ideals for which to strive; however, specific infractions reported by students, preceptors or faculty will be investigated with respect to both the magnitude and chronicity of incidents considered. It should also be understood that these general standards may not afford guidance in every conceivable situation or anticipate every possible infraction.

Non-academic Violations of the Professionalism Policy
Non-academic issues such as dress code or attendance policy violations may be resolved through the DDE or DCE initially with a warning and then an Unprofessional Conduct Citation. Inappropriate professional or personal behavior includes, but is not limited to, the following: excessive absences or disruptive behavior in class; inappropriate or disrespectful behavior toward fellow students, faculty, staff, preceptors, or staff/employees at clinical practice sites; inappropriate or disrespectful interaction with patients; and, unprofessional dress, language, or conduct as defined by the PA Program, clinical site or the University.

Attendance Policy Violations
The DDE and DCE monitor the attendance of students during the academic and clinical years. Students with more than five (5) absences in the Didactic Year and three (3) in the Clinical Year, as outlined in the Attendance policy, will be referred to the DDE or DCE. If the student has more than five (5) absences in the Didactic Year and three (3) in the Clinical Year, after all documentation is considered, the student may be placed on professional probation. Students with continued willful infractions while on professional probation will be referred to the SPC for additional sanctions including, but not limited to, continued professional probation, remediation, deceleration, or dismissal from the Program.

Dress Code Violations and other Non-academic Violations
Students are to adhere to the dress code policy while on campus and at their clinical rotation site. Students may report dress code and other non-academic violations of other students to faculty, preceptors, or staff.

Once aware of the violation, faculty, preceptors and staff may choose to first counsel the accused student. The student may be asked to leave the class if the behavior is disruptive, sent home to change into appropriate attire, or refer the student to the DDE or DCE with a warning. However, in all cases the incident should be documented in the student's program file. Minor non-academic violations will generally be resolved through the DDE or DCE. However, the DDE, DCE, and Program Director can refer students to the SPC for repeated

or severe non-academic violations of the professionalism policy for an Unprofessional Conduct Citation.

Unprofessional Conduct Citations and Probation
Over the course of Program progression, a student may not meet the professional standards of the program resulting from violations with professionalism involving the code of conduct, e-professionalism, academic integrity, attendance, professional attire, and/or other non-academic areas.

The DDE or DCE and the student's faculty advisor routinely monitor student professionalism. Should a student not meet standards set for professionalism, the following will occur:
- The student will be issued a warning for the incident by the Program Faculty, DDE, DCE, or Program Director.
- The warning will be placed in the student's file in the program.
- If the student has a serious or repeated violation, the Program Faculty, DDE, DCE, or Program Director will issue an Unprofessional Conduct Citation and refer the student to the SPC.
- The SPC will meet with the student and provide recommendations regarding the student's professional status, including:
  - Notifying student of change in professional status to professional probation
  - Warning of potential dismissal from the program
  - Identifying areas for improvement with professionalism
  - Remediation plans
- The Program Director reviews the SPC's recommendations and makes a final decision regarding their professionalism status. The PD issues a formal letter of notification and professional contract (when applicable) to the student outlining:
  - SPC's decision
  - Remediation plans
  - Requirements for probation to avoid dismissal
  - Timeline for student to meet the assigned requirements
- Attestation and acknowledgement of receipt of the Program Director's letter obtained from the student within twenty-four (24) hours.
- Attestation and acknowledgement of deficiencies by the student within one (1) week in a professionalism improvement plan (PIP) and signature of a professionalism contract, which will include any remediation plans, if applicable. A PIP is a structured, individualized plan developed to address concerns about a student's professional behavior, attitude, or conduct. The student will work with their faculty

advisor to identify areas of deficiencies and create a PIP to return to good professional standing. A PIP should also include self-reflection, must be signed by the student, approved by the SPC, and placed in the student file.

- Students who do not meet the Professionalism Improvement/Remediation Plan requirements will be placed on automatic professional probation.

Referrals, reviews, and outcomes are addressed in a timely manner, documented, and secured in the student file. PA students and other unauthorized persons will not have access to the student's file. {A3.17e} {A3.18}

Professional probation may result in forfeiture of certain student opportunities or privileges.

Students that receive two (2) Unprofessional Conduct Citations during the program will be automatically put on Professional Probation. Students on Professional Probation will be followed continuously and monitored via a Professionalism Improvement/Remediation Plan for the remainder of the didactic year/clinical year and will be required to check in with their advisors as outlined in the plan. Students who do not meet the Professionalism Improvement/Remediation Plan requirements may be continued on professional probation, decelerated or dismissed from the program.

Professional Probation Status: Conditions for Program Progression
Students on probationary status are required to meet the requirements designated by the SPC to continue program progression. These requirements (or conditions) are as follows:
- Complete and submit the attestation and acknowledgement issued by the program regarding the change in professional status.
- Meet the specified conditions or actions outlined by the SPC.
- Maintain the minimum performance requirements designated by the SPC.
- Complete, sign, and adhere to the created Professional Improvement Plan.

Students on professional probation status are reviewed by the SPC, at minimum, one (1) time per semester and must frequently meet with their advisors. Advisement frequency determined by the advisor based upon student need. Students who do <u>not</u> meet these conditional requirements, or who have an additional occurrence of professional violations following the change in status to professional probation may continue professional probation, decelerate or be dismissed from the program.

Refer to Professional Evaluation Process Flowchart (Appendix H)

Disciplinary Actions for Violations of the Professionalism Policy; or Unrelated to Grades or Dismissal from the Program Grievances {A3.15g}

A student may appeal decisions involving violations of the professionalism policy, or other matters unrelated to grades or dismissal from the program in writing including a date and signature (if email, must be from the student's Naz email account) within three (3) business days of the program's decision. **Non-written complaints or written complaints received after the deadline will not be accepted under any circumstance.** Students who enter a plea of "guilty" will forfeit their right to appeal the decision. This appeal process timeline supersedes Nazareth's university-wide appeal timeline.

A student seeking a professionalism appeal will proceed in the stated order in the following table:

Appeal Step	Maximum number of business days in each step of the appeals process
Student submits an appeal to the Dean of CIHHS	3
Dean of CIHHS rules on the appeal (first appeal level)	5
Student submits an appeal to the Provost	3
Provost rules on the appeal (final appeal level)	5
The student may request a meeting with the Dean or Provost. The Dean or Provost will determine whether such a meeting is necessary and will determine any terms of the meeting. As this meeting is purely an academic proceeding, no legal counsel will be allowed to attend or participate. Proceedings may not be recorded in any manner (audio, video, digital, etc.). All parties involved in the appeals process may respond/rule as soon as the ruling/request is received. If the person responsible for receiving the appeal is not available, another faculty member or administrator may be designated to function in their stead. If the program/university cannot make decisions within the allotted time frame due to extenuating circumstances (including but not limited to illness, seeking legal counsel, or request for additional information), such delay will be documented in an email that will be sent to the student and the time extended accordingly. In such cases, all reasonable efforts will be made to expedite the process to reach a final decision.	

> The student and Program Director will be informed of the ruling after each level of appeal.

Communication between the Program and Students

The program will utilize a wide variety of communication methods in order to maintain a constant connection between the program and students. In all electronic correspondence with Naz faculty and staff, preceptors, clinical sites, classmates, etc., students are expected to be professional and polite.

Email

Upon acceptance to the Naz Physician Assistant Program, each student will be issued a complimentary personal university email account (a "Naz account") for use while enrolled at Naz. All official university correspondence will be directed to these Naz accounts, and it will be the student's responsibility to monitor this account regularly and to read all posted University correspondence. Students may use these Naz accounts as they wish, subject to restrictions of Naz's Acceptable Use Policy. In addition, students are reminded that some of the Naz-generated correspondence to these accounts will contain confidential information, and it is important that they keep their passwords as secure as possible.

As part of the Professionalism Policy, students are required to check their Naz email accounts daily for correspondence from the PA Program, which may include program updates, class schedules, last minute class changes and other critical information. Students are responsible for keeping their email inboxes clean to prevent unsuccessful transmission of program correspondence due to insufficient space. **Please note, not checking emails for program updates and correspondence does not excuse student accountability or adherence to email content. Checking email and corresponding in a timely manner is part of the Program's Professionalism Policy.**

Moodle

Students will have access to Moodle, which will provide important information concerning their registered courses throughout their tenure in this program. Faculty and staff will use Moodle to communicate with students regarding courses, labs, and other schedule information.

Social Media

The PA Program recognizes the prevalence and importance of social media in modern education. Communication between preceptors and the program through social media is not an appropriate or professional means of communication and therefore is prohibited.

Contact Information

It is the responsibility of the student to provide the program with an accurate and up-to-date mailing address and telephone number(s). Any changes should be reported immediately to the Physician Assistant Department Assistant as well as the Registration & Records office.

Faculty Advising {A2.05e} {A3.10} {A3.17c}

Academic Concerns

Each student is assigned a member of the faculty as their academic advisor. The faculty advisor will serve as the student's first line of communication in addressing academic or professional issues. The role of the Faculty Advisor is to monitor student progress in the program and to serve as the student's advocate. Each student is encouraged to meet with their Faculty Advisor <u>at a minimum of once every semester</u>. ***However, when an academic problem arises, students are required to promptly meet with their Faculty Advisor***.

Students will attend a success coaching seminar reviewing study skills and time management offered during the orientation prior to the beginning of the didactic phase of the program.

Academic counseling will include a review of the student's progress in meeting the PA Program's academic and professional objectives, along with any other issues or concerns raised by the student. Prior to each scheduled advisement, the advisor will collect data concerning their advisee's performance including grades on various evaluation tools and feedback from instructors. The student's study skills, learning styles, and the quality and quantity of study sessions will also be reviewed at advisor meetings to identify areas for potential improvement. After the Introductory Advisement Session, students are to formally meet with their advisor at least three times per year (once each semester). The content of academic advisement will be documented and maintained in the student's program file.

The Student Progress Committee will meet mid-term, at the end of each term, at the end of the didactic phase, prior to graduation, and as needed, to discuss each student's academic progress. Each student's performance data and progress across the curriculum will be reviewed. Course instructors will be asked for input. Advisors will also give updates on any important events concerning their advisees. If a student is identified as having academic difficulties or other difficulties impacting academic and/or personal well-being, the assigned advisor will be asked to meet with the student and will document their conversation using the Student Advisement Form. Academic Improvement/Remediation Plans will be used to facilitate student success in accordance with remediation policies.

Students requiring remediation will be asked to meet with advisors more frequently. Advisors will frequently interact with advisees via email, especially those in the clinical

phase of study. Advisors will follow students throughout the curriculum to integrate the didactic and clinical phases. Students on Academic Improvement Plans will require longitudinal follow-up and assessment of subsequent progress. Students deemed at-risk as defined in the remediation section of this manual and students who are identified during advising sessions will receive early intervention and be referred by their advisor in a timely fashion for additional support services addressing personal issues which may impact their progress in the PA program. Support services include, but are not limited to: Student Success Coaching, Health and Counseling Services, Office of Culture, Community and Belonging. Refer to the Academic Support Services webpage for more information.

Faculty Responsibilities

Each student is assigned a Faculty Advisor for the duration of the program. The role and responsibilities of the advisor include but are not limited to the following:

- Provide communication between the student and faculty;
- Meet with student at least three times per year (once in the fall, spring, and summer semesters);
- Meet with student if problems arise, e.g., academic or professional difficulties;
- Know the student advisee's grades, skills and professional conduct;
- Assist the student in meeting the educational objectives of the program;
- Discuss strengths and areas for improvement;
- Suggest improvements in time management and study skills as needed;
- Help plan, in conjunction with a course instructor, remediation for deficiencies in skills or knowledge;
- Discuss summative academic, clinical skills and professional evaluations;
- Identify additional faculty member(s) who will be easily accessible if a student wishes to discuss a problem of a personal or professional nature;
- Record meetings with student advisee in student file;
  - PA students and other unauthorized persons will not have access to the student's file. {A3.17c} {A3.18}
- Refer to appropriate services including, but not limited to, counseling services, success coaching, student health, tutoring, etc., as needed;
- Work in collaboration with the DCE to assist the Clinical Year student with clinical site issues as they arise; and
- Enable the student to identify the materials necessary to achieve the educational and objectives and professional standards of the Program.

Student Responsibilities

- Discuss areas of strength and areas for improvement with the advisor;
- Help plan a course of action to remediate deficiencies and capitalize on strengths;
- Meet with advisor at least three times per year (once in the fall, spring, and summer semesters);

- Meet with advisor on an as-needed basis when problems arise; and
- Make an honest effort to follow the plans derived from the session.

Example of Output from Advising Sessions (Not Comprehensive)

- Referral to Counseling Center
- Referral to Student Success Coach
- Referral to Health Care Provider
- Referral to the Office of Institutional Equity and Compliance
- Student assessment for time management skills/make changes to allow additional study time
- Adjustment of Study Habits
- Behavior Modification
- Specific Remediation Program
- Discuss Availability of Tutoring Services
- Begin Exercise Program/Other Stress Reduction Techniques
- Career Goal Reexamination

Personal problems: If a personal problem arises, students are advised to meet with their Faculty Advisor at their discretion, particularly if the problem is impacting their academic performance. Students may be referred to on-campus services including the Student Health Services or the University's Counseling Service Center, depending on the problem. If further services are required, a student will be referred to providers in the community who are experienced in working with a graduate student.

Refer to Appendix C for more information on advising.

Program Infrastructure

Meetings with students

The Program Director, Director of Didactic Education, and/or Director of Clinical Education will meet periodically with students as a group. The purpose of the meetings is to:

- Update students about program issues and projects;
- Promote Physician Assistant leadership opportunities;
- Promote scholarship opportunities; and
- Address questions, concerns and suggestions related to the Physician Assistant Program and Physician Assistant profession.

The Program Director will conduct town hall meetings with both the first- and second-year students once each semester and more often as indicated. Student concerns from a global perspective will be addressed and brought back to the program executive committee or appropriate committee.

PA Program Committees

While each member of the Physician Assistant Program faculty has specific areas of responsibility, the planning and execution of the program is a highly collaborative effort.

Curriculum Committee (CC) {C2.01}
The CC reviews all didactic courses and clinical rotations, and makes decisions regarding programmatic changes based on quantitative and qualitative data findings (and subsequent faculty discussion). The committee utilizes national benchmarks for comparison with the program's curricular content and sequence, and may assist to prepare the ARC-PA's Self-Study Report (SSR).

Data Analytics Committee (DAC) {C2.01}
The DAC is responsible for collecting and analyzing data to help improve the PA program. They review trends, assess student and faculty feedback, and examine key metrics like graduation rates, PANCE scores, and admissions data. Their work helps identify areas for improvement, supports student success, and ensures the program meets accreditation standards.

Student Progress Committee (SPC)
The SPC evaluates student performance to ensure readiness for progression through the PA program and graduation. They review assessments, make data-driven decisions, address academic or professional concerns, and oversee remediation efforts to support student success.

Admissions Committee
The Admissions Committee oversees the applicant screening and selection process, ensuring fairness and consistency in admissions policies and materials. They review requirements to ensure applicants are well-prepared, analyze trends in the applicant pool, and assess student performance data to improve admissions strategies.

Program Executive Committee (PEC) {C2.01}
This committee oversees the PA program's operations, reviews policies, and makes strategic decisions. They ensure compliance with accreditation standards, provide student updates and training, promote leadership and outreach, and coordinate program marketing and university engagement.

Inclusive Excellence Committee (IEC) {A1.11}
This committee oversees the PA program's Diversity, Equity, and Inclusion (DEI) Action Plan, ensuring compliance with accreditation standards and institutional commitments to equity. The committee will work to embed inclusive excellence within policies, curriculum, and learning environments by reviewing admissions practices, faculty development, and student support initiatives as related to DEI via data-informed assessment. Additionally, it

will assess and refine policies to promote a welcoming, culturally competent educational experience that prepares graduates to serve diverse and underserved populations effectively.

Scholarship Committee

The Scholarship Committee reviews applications, selects recipients, and oversees scholarship disbursements. They annually assess eligibility criteria and requirements, ensuring fair distribution and developing new scholarships as needed.

PA Program Advisory Board

This committee advises on curriculum development, ensuring it aligns with healthcare trends and provides comprehensive training. They support strategic planning, identify growth opportunities, and foster partnerships for clinical rotations and job placements. Additionally, they advocate for the program, promote its value, and assist in securing resources for sustainability and expansion.

Nazareth University Physician Assistant Student Association (PASA)

Overview and Activities

With goals to promote academic achievement, clinical excellence and to promote the Physician Assistant as a member of the health care delivery team, the Nazareth Physician Assistant program established the Nazareth University Physician Assistant Student Association (PASA). Membership is open to all students in the Naz Physician Assistant Program and dues are determined on a yearly basis by the program and collected as part of the students' fees. A Physician Assistant Program faculty member serves as the advisor and provides direction in PASA activities.

During the second year, the president and other officers offer their knowledge and experience to officers in the first-year class. Additionally, the president may continue to serve the second-year class by assisting in the dissemination of information important to the class and by planning gatherings.

Each year PASA participates in numerous community-based service projects. The student association may participate in the Assembly of Representatives (AOR) each year, with the class president serving as the AOR representative. The AOR meets annually in the first two days of the AAPA Annual Conference to establish Student Academy (SAAAPA) policies and bylaws, elect the SAAAPA Board of Directors and direct activities of the Board for the following year. While at AAPA, students may participate in the student challenge bowl. Students may also attend the New York State Society of Physician Assistants (NYSSPA) conference and participate in the student challenge bowl.

Roles and Responsibilities of Class Officers (E-board)
President
This position requires a flexible, open-minded and motivated person who possesses excellent time management skills. The main responsibility of the class President is to be a good communicator. The President represents the class at state and national meetings, helps with organizing projects and facilitates communication between the class, faculty, campus administrators and other professionals. This position also requires a person to be a team player, since most decisions that are made on behalf of the class are discussed with the E-board members and classmates.

The President is the link between students and faculty. Classmates may raise a concern to the President who will bring the concern to the appropriate faculty. The President will also participate in the White Coat ceremony by giving a speech.

Vice President
The main role of the Vice President is to assist the President and other E-board members in all matters that pertain to class issues. The Vice President coordinates and organizes special student projects. The Vice President will fulfill the duties of the President in the event the President is unable.

Secretary
The class Secretary is responsible for recording important dates for class events, creating a class email list and forwarding email announcements from faculty and staff to the class list and recording meeting minutes. The Secretary must be extremely organized and able to maintain a good working relationship with other class officers.

Class Treasurer
The class Treasurer is responsible for maintaining the class bank account, tax-free identification number and budget; facilitating fundraisers to raise money for activities, travel to conferences, etc, and issuing checks for class functions. The ability to create spreadsheets, balance a checking account, keep/manage a budget and take a strong initiative to manage the budget and make reimbursements appropriately is required. The Treasurer also must have knowledge of (or willingness to learn) banking rules pertaining to clubs/organizations and appropriate (as outlined by the university) activities for your class to sponsor. This is by no means a time-consuming position once dues have been set, collected and registered, and a budget determined.

NYSSPA Liaison
The NYSSPA Liaison's main duties are to update NYSSPA with the PASA e-board information via the online form, keep classmates up to date on current NYSSPA issues, activities, and NYSSPA student scholarship information. The NYSSPA Liaison will interface with the NYSSPA Student Directors and the Executive Board Mentor of the Student Directors. Other optional duties are to submit program news to NYSSPA for consideration in the NYSSPA

Newsletter and facilitate the team registration for the [NYSSPA Challenge Bowl](#) which takes place at the annual conference in October.

Social Coordinator
The Social Coordinator is responsible for planning fun activities to give classmates a reprieve from the stresses of PA student life. Examples of possible activities include holiday parties, virtual happy hours, community service events and cohort projects.

The Social Coordinator will take pictures of class parties, outings, community service projects and other events. The Social Coordinator should submit photos to the program for posting on program social media pages.

Inclusive Excellence Student Representative {A1.11}
The Inclusive Excellence (IE) Student Representative will serve as a student representative on the Program's Inclusive Excellence Committee (IEC) and play a vital role in fostering a welcoming and equitable environment within the PA program. Responsibilities include assisting with DEI programming, organizing events that build cultural awareness and authentic connections across diverse identities, and serving as a liaison between students and program leadership. This role provides an opportunity to develop leadership skills while actively shaping a more inclusive learning community.

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a Federal Regulation dealing with health records. The purpose of the Act is to ensure the privacy and security of Protected Health Information (PHI) with regard to patient records and research subject data.

- Students will complete formal HIPAA training during the Fall 1 semester prior to the clinical year.

Naz Physician Assistant Program students must adhere to all HIPAA guidelines, which include:

- Patient information may not be discussed where the information may be overheard by unauthorized individuals (i.e., hallways, elevators, water coolers, at home or at social events).
- Dictation of patient information must occur in a private location where the information cannot be overheard by unauthorized individuals.
- Documents containing confidential information must be stored in a safe and secure location.
- Documents containing confidential information must be picked up as soon as possible from printers, copy machines, mailboxes, fax machines, etc.

- Confidential documents must be disposed of by shredding or otherwise destroying the documents. Tearing up and placing in a standard trash receptacle is not acceptable.
- Personal health information (PHI) should not be transmitted via unsecure sources including, but not limited to email, text messaging, group me, WhatsApp, social media, discussion boards, etc.
- PHI may not be accessed for personal use including writing SOAP notes, oral case presentations, capstone research, etc. PHI may only be accessed as is necessary to fulfill your professional duties.
- It is the provider's duty and responsibility to keep health care information completely confidential.
- Computer "passwords" must not be written down or shared.

Storage of Digital Personal Information
To ensure the security of patient information in compliance with HIPAA requirements, students are <u>strictly prohibited</u> from using any digital device to store or track patient information.

Student Support Services {A3.10}

Counseling Services

Naz Health and Counseling Services offers flexible mental health counseling services to Naz students. They provide in-person and telehealth services. Due to state mental health licensing laws, students must reside in the state of New York state to receive virtual mental health services. For students residing outside of New York state, Counseling Services will assist in connecting them to a therapist in their area who accepts their health insurance.

Students are responsible for listening to their mind, their heart, their soul, and paying attention to their mental health. As a graduate student, there may be times when personal stressors interfere with their academic performance and/or negatively impact their daily life. If a student or someone the student knows is experiencing mental health challenges at Naz, they can schedule an appointment online through the [Naz Student Health Portal](#) or by calling 585-389-2500. If the student needs to speak to a counselor after hours for crisis support, the student should call Mobile Crisis at 585-275-5151 or Campus Safety at 585-389-2850.

Office for Diversity & Inclusive Excellence Education

The Office for Diversity & Inclusive Excellence Education works to promote and support activities and events that celebrate and advocate diversity, inclusion, equity, access, as well as a sense of belonging at Nazareth and throughout the local Rochester community. This is done through the enhancement of diversity, inclusion, equity, and belonging-related educational opportunities and experiences to ensure that Nazareth students, faculty, and staff possess the knowledge and skills necessary for living and advocating toward working

effectively as members of a global, interconnected society. Students may contact the office via email at belonging@naz.edu or by calling 585-389-2449. Refer to the Office for Diversity & Inclusive Excellence Education website for more information.

Military & Veterans Services

Nazareth University is committed to creating an inclusive and supportive environment that allows student veterans, military service members, and their dependents to thrive and fosters students' educational and life goals. For the full list of benefits, including financial support, academic support, career services, and more, refer to the Naz Military & Veterans Services website.

Other Resources Available to Students

Students are referred to Success Coaching if academic need arises. The student's Advisor will coordinate with the Success Coach to introduce the student and provide any additional information needed for the coach to best help the student. It will be the student's responsibility to schedule an appointment with the success coach and keep the schedule recommended by the coach. Students with the greatest academic need e.g., on an academic improvement plan are required to attend success coaching. Tutoring may also be facilitated by the Academic Success Office.

Safety Policies {A1.02g}{A3.07a}{3.08c}

Health Insurance Requirements

Students are required to maintain personal health insurance during enrollment in Naz's Physician Assistant Program. Proof of insurance coverage must be provided prior to orientation.

Students are responsible for all personal health care costs incurred while enrolled in the PA Program. These costs may include, but are not limited to immunizations, illness, tuberculosis screening, health evaluation post exposure to a communicable disease, environmental exposure, or other accidental injuries sustained during program mandated training activities. Due to the potential for exposure to potentially infectious materials, insurance should cover screenings, diagnostics, treatments, and short- and long-term disability compensation that may result from any potential exposure. All screening, treatment, or disability maintenance costs that insurance does not cover will be the sole responsibility of the student. All covered, uncovered, or related costs are the exclusive responsibility of the student and not the responsibility of Nazareth University.

Standard Precautions/Prevention of Hazardous Exposures {A3.08a}

Definition: Standard precautions are the minimum safety and infection prevention practices that apply to **all** patient care, laboratory or technical skills training experiences in any setting where healthcare or healthcare training is delivered. These practices are

designed to protect healthcare professionals (HCP) and prevent HCP from spreading infections to others. Students will be instructed in Standard Precautions early in the program during orientation and prior to the start of the clinical phase of the program.

Compliance with all safety practices is not just a good procedure - it is a mark of your professionalism. Persistent failure to observe and practice Standard Precautions may result in adverse/disciplinary action for unprofessional behavior and referral to the Student Progress Committee.

Students will be required to complete any clinical site-specific safety or security training requirements in preparation for supervised clinical practice rotations.

Accidental Exposure {A3.08b,c}

There are several steps students should take in the event of Accidental Exposure. Those steps include, but may not be limited to, the following:
- Remove soiled clothing and administer immediate aid, including washing skin, flushing eyes for 10-15 minutes, etc. Remove contact lenses if eyes are exposed.
- Notify the preceptor immediately. **DO NOT DELAY. GET ASSISTANCE IMMEDIATELY.**
- Immediately report to or contact the designated person/department at the clinical site to receive information and counseling regarding proper protocol and treatment for accidental exposure. In some cases, this might be the Employee Health or Occupational Health Services Department. **PLEASE NOTE: Health care entities are not obligated to provide students with treatment although some may do so.** All Naz students are required to carry health insurance for the duration of the program.
- Should the clinical site not provide the student with treatment, students should go to the closest Urgent Care, Health Clinic or Emergency Department for immediate treatment at their own expense. Student injuries are not work-related injuries; and therefore, are not covered under Workers' Compensation Laws. Students are responsible for all healthcare costs related to incidents involving exposure to infectious and environmental hazards including evaluation and follow up care.
- Following an exposure, once the student has followed the clinical site's protocol, the affected student must contact the Director of Clinical Education within 24 hours of the incident. The student must also complete the Student Injury or Exposure Form (Located in the Clinical Education Student Handbook). Please complete the form as accurately and completely as possible.

Please refer to Appendix D for more information.

Liability Insurance

Naz PA students are covered under professional liability insurance throughout enrollment in the program and two years thereafter. Proof of insurance will be provided to clinical sites where students are assigned. Coverage will be in effect for program-assigned clinical rotations and experiences but will not be in effect for students working in a clinical setting not affiliated with the program or in the case of volunteer work, unless it is program-assigned.

Program as Healthcare Providers Policy {A3.09}

The Program Director, Medical Director, and Principal faculty are prohibited from participating as health care providers for students in the program, except in an emergency situation.

Criminal Background Check/Drug Testing {A3.07a}

Continued enrollment in the Naz PA Program is based upon satisfactory results on background checks. **The student is responsible for all costs related to background checks.**
Once admitted into the PA Program students will be required to complete a national criminal background check via Certiphi Screening. Accepted students will receive an email from Certiphi Screening with instructions on how to complete the background check process. During the clinical year, some sites may require repeat or additional testing of students, such as additional background checks, drug testing, and/or fingerprint screening. In the event a student has an unsatisfactory finding on a background check, such information will be forwarded to the Office of Institutional Equity and Compliance, for review. A student may be denied enrollment or continued progression depending on the circumstances regarding the offense. Failure to submit to a background check will result in dismissal from the program.

Drug Screenings
Naz PA students may be required to undergo one or more random drug screenings. Such randomized testing may be necessary in order to adhere to the requirements of our clinical affiliates. When required by clinical facilities, students must complete drug screening prior to the onset of the given clinical experience. **Students are financially responsible for services related to urine drug screening.** Depending on the specific clinical site requirements, this may need to be repeated annually or more frequently.

Drug screening results that limit the program's ability to secure clinical experiences may prevent a student from progressing within the program or recommended for graduation. By accepting admission into the Naz PA Program, students agree to submit to a drug screening if requested and agree to pay expenses associated with these requirements. Acceptance into and successful completion of the Naz PA

Program does not imply or guarantee that the student will be able to obtain state licensure upon graduation.

Other Screenings
A clinical site may request additional testing (e.g., fingerprinting, alcohol testing, respiratory fit testing) to which the student **must** agree to participate and for which the student will be held financially responsible. If a student refuses the testing, they will be unable to complete that clinical rotation and will be referred to the Student Progress Committee for review and possible disciplinary proceedings.

DISCLAIMER:
Please note that a criminal background may affect a student's ability to complete the program or be licensed as a physician assistant. A criminal background may affect a student's ability to enter the program. Once in the program, a criminal background may affect a student's ability to complete the program. For example, participation in clinical experiences is required for graduation. Most clinical sites have different eligibility requirements, some of which may bar participation based on a criminal history. Similarly, different states have different licensure requirements. It is possible that a student with a criminal history could be permitted to participate in and graduate from the program, but not meet the licensure requirements of any state. Information on state licensure requirements can be found on the website for the American Academy of Physician Assistants at
https://www.aapa.org/advocacy-central/state-advocacy/state-laws-and-regulations/.

STUDENT ACKNOWLEDGEMENT: By signing the receipt of this handbook, students agree that they understand and appreciate the risks associated with having a criminal history. These risks include but are not limited to: not meeting the eligibility requirements for a clinical site, not finding an acceptable clinical site, inability to meet one or more state licensure requirements, and inability to obtain employment as a physician assistant.

Campus Security Policies

Campus Safety {A1.02g}

At Nazareth University, the safety and security of our campus community are paramount. Students, faculty, staff, guests, and visitors have the right to expect our campus to be a safe environment to live, learn, teach, and work. Campus Safety at Nazareth University is committed to bringing safety and security awareness to the forefront of your day-to-day activities because a safe and secure environment requires resolve and response by all community members at all times.

Campus Safety is operational, 24/7, year-round, including evenings, weekends, holidays, and occasions when the University is closed. The Campus Safety Office is located in room 021 of the Shults Center and is staffed by a professional staff member at all times. Campus Safety can be reached at (585) 389-2850, through the Safe@Naz mobile app, or through email at Campussafety@naz.edu.

Campus Safety members are a well-trained team comprised of uniformed campus security officers who are licensed, registered, certified and trained in accordance with regulatory requirements of the New York State Division of Criminal Justice Services. Additionally, Campus Safety employs a large contingency of student auxiliary paraprofessionals that significantly augment our safety and security services. Campus Safety provides continuous patrols of campus properties and grounds and responds to emergency and non-emergency calls for service by foot and vehicle. Campus Safety partners closely with local police, fire and emergency medical services for response on and immediately adjacent to the campus. For more detailed information on Campus Safety resources and services, visit the website at https://www2.naz.edu/campus-safety/.

Reporting Crime and Incidents

Campus Safety maintains close working relationships with area law enforcement agencies. All criminal activities and motor vehicle accidents, as required, are reported to law enforcement by Campus Safety through the "911" system for reporting, investigative, and arrest purposes.

To file a report or concern with Campus Safety you can stop by the Campus Safety Office at 21 Shults Community Center or call 585-389-2850.

The Campus Safety Department uses a variety of methods to share information with the campus community regarding security and safety related issues:
- Safety notices and prevention flyers are distributed throughout campus.
- In the event that a situation arises, either on or off campus, that, in the judgment of the Director of Campus Safety, constitutes an ongoing or continuous threat, a campus wide "timely warning" will be issued. The warning will be issued through the university's NazAlert System and email system to students, faculty and staff. The Campus Safety Department may also post a notice on the Nazareth University website, providing the university community with more immediate notification.

Building Security and Safety

Members of the campus community, as well as guests and visitors, have access to most campus buildings and facilities during normal business hours, Monday through Friday, and for limited hours on Saturdays and Sundays when the University is in session (excluding most holidays). All exterior doors to the residence halls are locked 24 hours a day and are

equipped with a card access system. Students living in each residence hall must access their building using their University ID. Guests and visitors need to meet the student they are visiting at the entry to gain access to the building.

Campus Security and Residential Life conduct routine rounds and patrols of all residential facilities and immediately report door and security hardware problems for repair and maintenance. Members of the University community are strongly encouraged to immediately report faulty hardware and mechanisms to Facilities or to Campus Safety after hours. The propping of exterior doors is prohibited, and violations of university policy are referred to Student Conduct for appropriate action.

Exterior lighting is an important part of the University's commitment to safety and security. Parking lots, pedestrian walkways, and building exteriors are well lit and further augmented by blue light emergency/assistance call boxes strategically located across campus. Members of the campus community are encouraged to immediately report any exterior lighting problems or inefficiencies to Facilities or after hours to Campus Safety. Exterior doors of campus academic facilities are patrolled, locked and secured each evening by members of the Campus Safety Department, as scheduled. Shrubbery, trees, and other vegetation are landscaped on a regular basis for unobstructed view, and exterior lighting is surveyed annually for potential enhancements.

Escort Services

Escort services are provided to students after hours by the Department of Public Safety. Students desiring escort services should contact the Department of Public Safety at 585-389-2850.

Emergency Notification

Emergency notifications are triggered by a significant event occurring that potentially poses an imminent threat to the campus. Emergency notifications are issued upon confirmation of a dangerous or unsafe condition. In the event of conditions requiring more immediate notification, Campus Safety will coordinate with the Office of Marketing and Communications to issue a Campus Safety Alert – Emergency Notification. Multiple methods of dissemination may be used to provide pertinent information on the situation as well as appropriate response, and may include any or all of the following:
- NazAlert (the University's emergency mass notification system)
- social media (the University's Twitter and Facebook accounts)
- media release
- the University e-mail system (for students, faculty, and staff)
- the University's website home page, naz.edu
- a recorded message on the University's main phone number, 585-389-2525

For more detailed information on the University's and Emergency Notification policies and the issuance of Campus Safety Alerts, reference the University's Annual Security and Fire Safety Report, available on the Campus Safety website.

Reporting Misconduct

Racism, Discrimination and Diversity {A1.02j} {A3.15f}

Nazareth University embraces a society that is both diverse and inclusive, and values both respect for the person and freedom of speech. Respect for the dignity of all people is an essential part of the University's tradition, mission, and vision for the future as we advance a socially just and equitable community. The University promotes civility and denounces acts of hatred, violence, and/or intolerance. It's the position of the University that bias harms all members of the campus community.

The goal of Nazareth's bias reporting and response process is community building and education. Through our restorative justice process, people are held accountable to recognize harm that's been done and to take responsibility for harming others, and the community has a chance for healing and rebuilding trust.

Nazareth defines bias as behavior that is threatening, harassing, intimidating, hostile, unwelcoming, exclusionary, demeaning, degrading, or derogatory and is based on a person's real or perceived identity or group affiliation, including the following: age, ancestry, arrest or conviction record, creed, disability, domestic violence victim status, ethnicity, gender, gender identity, gender expression, genetic information or predisposing characteristic, familial status, marital status, military or veteran status, medical condition, national origin, pregnancy-related condition, race (i.e. Black, Indigenous, people of color — BIPOC), religion, reproductive health decision-making, sex, sexual orientation, and any other protected status under the law as identified under the university's [Statement of Diversity & Inclusion](). Students, staff, and faculty are encouraged to use the Bias Incident Form found on the [Culture, Community and Belonging website]() to report incidents of bias on campus.

Refer to the [Culture, Community and Belonging website]() for more information.

Student Mistreatment {A3.15f}

The Nazareth University Physician Assistant (PA) Program is committed to fostering a safe, respectful, and supportive learning environment where all students are treated with dignity and professionalism. Any form of mistreatment, harassment, or discrimination will not be tolerated.

Student mistreatment includes, but is not limited to:

- Verbal abuse, including belittling, humiliation, or intimidation.

- Physical abuse, threats, or unwarranted physical contact.
- Discrimination or harassment based on race, ethnicity, gender, sexual orientation, religion, disability, or other protected characteristics.
- Retaliation against students who report mistreatment.
- Unfair grading or evaluation practices based on personal bias.
- Exploitation of power imbalances between faculty, staff or preceptors and students, including coercion, undue pressure, or favoritism.

Students who experience or witness mistreatment are encouraged to report incidents to the PA Program Director or PA Program faculty. All reports will be reviewed promptly, and appropriate actions will be taken to ensure student safety and program integrity.

Sexual Assault Policy {A1.02j} {A3.15f}

Sex-Based Harassment is considered discrimination on the basis of sex if it includes harassment due to actual or perceived sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.

Contact Information for the Title IX Coordinator at Nazareth University:
Name: Heather Sourwine
Title: Title IX Coordinator
Office Address: 100A Otto A. Shults Community Center
Email Address: hsourwi8@naz.edu and titleix@naz.edu
Phone: 585-389-2877

Campus Safety:
Phone: (585) 389-2850
Office Address: 21 Otto A. Shults Community Center
Email Address: campussafety@naz.edu

Campus Safety is available 24 hours a day, 7 days a week. The department can also be reached through the Safe@Naz app. Refer to the Sexual Misconduct Policy for further details: https://www2.naz.edu/student-handbook.

Therefore, it is very difficult to have a procedure to cover all possibilities. It is best to refer to the Nazareth University Sex-Based Harassment Policy for guidance via the following link: https://www2.naz.edu/files/5817/2494/3808/Naz_Sex-Based_Harassment_Policy.pdf.

Title IX

Nazareth University is committed to fostering a climate free from sexual assault, dating and domestic violence, stalking and sexual harassment and to providing options, support and assistance to members of our community affected by various form of sexual misconduct.

Title IX is housed in the Office of Culture, Community and Belonging.

If you have been subject to, made aware of, or bore witness to an incident of sexual misconduct, report the incident by clicking the following link: [Sexual Misconduct/Harassment Reporting Form](#). Refer to the [Title IX website](#) for more information.

Conduct Violations and Harassment {A1.02j}{A3.15f}

Nazareth is committed to fostering a safe and healthy campus environment conducive to education, study, work, and personal development. In order to establish and maintain this environment, the University has adopted the Student Code of Conduct by which all students and student organizations are expected to abide at all times. All members of the Nazareth community are required to become familiar with these policies and comply with them.

The Student Conduct Office works with students who may have violated the Student Conduct Code to reflect on and accept responsibility for their own behavior.

The conduct process focuses on student development and on taking responsibility for your own actions. Through informal and formal hearings, we assist students in understanding how their actions negatively impact others and their own goals.

The Naz Physician Assistant Program adheres to the same policy adhered to by the University. This can be found in the Naz [Student Conduct Code](#).

Parking and Transportation

All students, faculty, and staff are required to register their vehicle(s) with Campus Safety and display a valid parking permit at all times parked on campus. Students must register/renew at the start of each semester. Permits can be purchased on the [Parking and Transportation website.](#)

Vehicles not registered with Campus Safety, not parked in an appropriate space or lot, or not displaying a valid parking permit, will be ticketed and are subject to booting, towing, and loss of parking privileges.

Inclement Weather Policy

The Naz PA Program will follow the inclement weather policy of the University with a few exceptions. Given the hybrid nature of the program, virtual lectures and activities will continue at the discretion of the instructor. All in-person lectures or activities may be shifted to an online modality or be rescheduled. Activities may be rescheduled during evening or weekend hours. Changes to the schedule will be communicated to students by the course instructor via e-mail or Moodle notification.

All clinical phase students follow the schedule of their clinical site. However, all clinical students are encouraged to use their judgment in regards to driving in inclement weather if transportation is not provided by the clinical site. Students are required to notify preceptors and the clinical year team. Please refer to the Clinical Education Student Handbook for more details.

Instructional Resources {A1.04}{A1.08}{A1.09}{A3.10}

PA Program Office Location

The Physician Assistant Program faculty and staff offices are located on the 3rd floor of Smyth Hall.

Student Study Space

Nazareth University provides many quiet study spaces for students to use to study or attend virtual meetings and lectures. A listing of study spaces and respective hours can be found here:
https://www2.naz.edu/academic-success-accessibility/quiet-study-space-locations.

Use of the Smyth Building

Students will have access to the Smyth building where the PA program is housed. The Smyth building will be used for classes, labs and student use as appropriate.

Doors Policies
The building is open to students from 8:00 am to 10:00 pm daily. After 10:00 pm the building is locked and secured by Campus Safety. The propping of exterior doors is prohibited, and violations of university policy are referred to Student Conduct for appropriate action.

Classrooms
The Smyth building houses several classrooms, with Room 260 designated as the PA classroom.

Student Lounge
- The Smyth building Student Lounge is located on the third floor (Room 303) and is available to all PA students.
- This room is equipped with a refrigerator and microwave oven.
- Please note that it is the responsibility of every student using this space to ensure the microwave and refrigerator in these areas are kept clean.

Skills Labs
- There are two skills laboratories located on the second floor of the Smyth building (Rooms 242 and 244). These rooms are accessible to PA students during scheduled

lab activities and for "open lab" practice when a student worker or faculty member is present. Hours for "open lab" will be scheduled distributed to students each semester.

Simulation Rooms
- Students are only allowed in the OSCE Suite, Simulation Rooms, and Mock Operating Room when a faculty member is present.
- Absolutely no food or beverages are allowed in these rooms.
- Doors accessing these areas should not be propped open.

Program and Faculty Office Spaces

The Physician Assistant Program faculty and staff offices are located on the 3rd floor of Smyth Hall. Students in the Physician Assistant program are encouraged to engage with faculty and program staff for academic support, advisement, and administrative needs. Faculty members are available during designated office hours, which will be posted and communicated to students at the start of each term. Appointments outside of office hours may be scheduled by request.

The PA program offices are open during regular business hours for administrative support, including scheduling meetings, submitting required documents, and addressing program-related inquiries. Students are expected to respect faculty and staff availability and utilize official communication channels (email, learning management system, or designated office hours) for non-urgent matters.

PA students and other unauthorized persons will not have access to the academic records or other confidential information of other students or faculty housed within the PA Program office. {A3.18}

Additional Notes

Event space can be reserved through the 25Live scheduling software.

Information Technology Services

The IT Help Desk can troubleshoot a variety of hardware and software issues with its tech assistance. Many resources are available on the ITS website. Additionally, students can submit a support request using the Self Service Portal.
- **Media Services** provides a wide range of audio/visual resources as well as on-call educational technical support for the classroom and computer lab needs of students and faculty. For a full list of media services, visit https://www2.naz.edu/its/services/technology-media-service-desk/.
- **Campus Printing –** Students may print on campus utilize Nazprint Release Stations and/or Computer Lab printers. Nazprint allows students to print from their computer and swipe their Nazareth ID card at any Nazprint Release Station to

retrieve the print job. Additionally, printers are available in every computer lab on campus and students may submit print job from the lab computers.

- **Wireless Internet Access -** Full wireless internet capabilities are available throughout the University.

Computing Resources

There are thirteen computer laboratories for student use located throughout campus, five of which are located in the Smyth building where the PA program is housed.

University Library Resources {A1.09}

The Lorette Wilmot Library houses over a quarter of a million books, 45,000 print volumes and over 137,000 electronic resources, in addition to a variety of special collections. Additionally, there are a wide variety of services and departments available to support research needs.

The library subscribes to a number of periodicals, electronic databases, electronic textbooks, and other electronic resources to support PA student instructional and reference needs. Please visit the [Library website](#) for further information about the Library, including Library hours.

Teach-Out Policy {A1.02h)

Purpose
The purpose of the teach-out policy is to ensure that all employees, current students and accepted students of the Physician Assistant Program affected by the closure of the University or the termination of the Physician Assistant Program due to loss of accreditation or other reason are provided with appropriate information regarding employment status, completion of studies, or non-matriculation. The University shall ensure that the Physician Assistant program is sufficiently supported to teach-out all remaining students up through the final day of the University or Physician Assistant Program.

Policy Statement
Should the University, an accrediting body, or the state or federal governments, decide to close the University or to terminate the Physician Assistant program, each student, faculty, and staff member affected by the decision shall promptly be informed, in writing, of the decision. Unless otherwise notified, Human Resources policies regarding re-assignment or termination shall apply to all affected employees.

All students affected by the closure or termination shall promptly be given an official letter outlining the University or program teach-out plan. This plan shall include a list of the student's outstanding requirements for course completion, the projected time period left for the student to complete the program, the proposed timeline and course schedule to

complete the program, and any relevant financial ramifications for the student including, but not limited to, eligibility for continued financial aid, any pending refunds, and any anticipated additional expenses for the student.

Upon the decision to close the University or terminate the Physician Assistant program, any and all new student recruitment and enrollment for the closed University or terminated Physician Assistant program shall cease immediately. All outstanding offers for incoming, non-matriculated students shall be immediately withdrawn and all marketing and recruitment materials shall be canceled or recalled. Any students who have been accepted to the closed University or terminated Physician Assistant program, but who have not yet matriculated, shall be given a full refund of all monies paid to the program in accordance with federal and state laws.

Immediately upon being notified of the decision to close the University or to terminate the Physician Assistant program, the Program Director shall conduct an audit of each currently enrolled and affected student to determine all outstanding courses and course requirements required to allow every student to complete his or her program of study. The Program Director shall provide both the University President and the Provost with a timeline and schedule of courses that will allow all remaining students to complete the program within a reasonable amount of time, and with minimal or no extra costs assessed to the students.

This timeline shall include provisions for students who need to remediate or who otherwise fail to progress in a timely fashion during the teach-out period, and it shall also state a specific end date when the last student will graduate and the University can officially close or the Physician Assistant program can officially terminate.

In the event appropriate course sequencing or timing will not allow all students to complete their programs within a reasonable time or without additional burdensome costs, the Dean of the College of Interprofessional Health and Human Services in collaboration with the Program Director will be directed to establish appropriate independent or directed study courses to allow each student to complete their programs with the same quality of education as would have been received in a traditional course. The University shall ensure that the terminated Physician Assistant program is adequately and sufficiently staffed with faculty and support personnel to guarantee the successful and orderly teach-out of all remaining students up through, and including, the final day of the University or program.

In the event that it is determined the best way to offer program completion to each affected student would be to enter into a teach-out agreement with another accredited University, the University shall assist each enrolled and affected students with the transfer of credits and enrollment into the partnering University, with as little additional expense to the students as possible. Nazareth University will abide by, and comply with, all teach-out

reporting and notification requirements mandated by the Higher Learning Commission, any and all relevant specialty accrediting bodies, and the state and federal governments.

PHYSICIAN ASSISTANT PROGRAM

Statement of Receipt and Acknowledgement of the Policies and Procedures {A3.02}

I attest that I have received, read, fully understand, and agree to comply with all policies and procedures set forth in the **Nazareth Physician Assistant Program Student Handbook of Policies & Procedures (2026-2027).**

I understand the following:

1. I acknowledge that I have received and read the 2026-2027 Nazareth PA Program Student Handbook of Policies & Procedures. I have had an opportunity to have any questions answered regarding its content. I agree to abide by the policies and procedures contained therein.

2. I have been made aware that, as a student enrolled in the Nazareth Physician Assistant Program, I am required to comply with the Program's policies on Health and Immunization, Student Health Insurance, and Criminal Background Checks.

3. I acknowledge that I must abide by the Academic Integrity Policy of Nazareth University.

4. I attest that I meet the Nazareth University PA Program Technical Standards.

5. I have also been made aware that I am bound by policies and procedures contained in the Nazareth University Student Code of Conduct and the PA Program Clinical Education Student Handbook.

6. Failure to read the PA Program Student Handbook, the PA Program Clinical Education Student Handbook, or the Nazareth University Student Code of Conduct; or my lack of knowledge of the policies and procedures does not excuse me, the Program, or the University from adhering to the policies and procedures outlined in the handbook.

PA Student's Name: _____

PA Student's Signature: _____   Date: _____

This form must be returned to the PA Department Assistant

Appendix A – Student Urine Drug Screen {A3.17} {A3.19}

Background and Purpose

Health care accreditation organizations mandate that hospitals and other health care agencies require students, who participate in the care of patients, be subject to the same compliance and work standards as their employees. Accordingly, submitting a negative urine drug screen is a condition for participation in certain Supervised Clinical Practice Experiences (SCPEs) offered during the clinical phase of the program.

Policy Statement

When required by clinical facilities, students must complete urine drug screening prior to the onset of the given clinical experience. Students are financially responsible for services related to urine drug screening. Depending on the specific clinical site requirements, this may need to be repeated throughout the clinical year. If a student declines to undergo a urine drug screen or if findings of a grievous nature are revealed, this will be grounds for dismissal from the program.

Urine drug screening results that limit the Program's ability to secure clinical experiences may prevent a student from progressing in the program or being recommended for graduation. By accepting admission into the Naz PA program, students agree to submit to urine drug screening when requested and agree to pay expenses associated with this requirement.

Process for obtaining a required urine drug screen

1. The Naz PA program will instruct students in the process for contacting the vendor with which the program has established a reporting relationship.
2. The approved vendor will notify students via e-mail of the deadline for completion of any required urine drug screens throughout the course of the program.
3. The approved vendor will provide students with instructions regarding obtaining and authorizing release of all required urine drug screen results.
4. Required urine drug screen will consist of, but not be limited to: Amphetamines (amphetamine and methamphetamine), Cocaine metabolite, Marijuana metabolites, Opiates (codeine and morphine), Phencyclidine, Barbiturates, Benzodiazepines, Methadone, Propoxyphene, Methaqualone, and MDMA (Ecstasy).
5. The approved vendor will ensure that all "non-negative" results are reviewed by a Medical Review Officer/physician (MRO). A test is not considered "non-negative" until the MRO determines that the results are not due to a legally prescribed prescription medication being used as directed by their health care provider, or due to some other plausible reason. In these cases, students will receive a complete report and will have the opportunity to provide additional information/ documentation to the MRO for consideration. The PA Program Director will be notified that the drug screen is undergoing review by the MRO. Following review, the program will receive notification of whether the results are deemed to be "negative" or "nonnegative".

6. Results of all student drug screens will be provided by the approved vendor to the PA Program Director. Results will only indicate whether the test result is "negative" or "non-negative". No additional information will be provided to the program.

Program examination of urine drug screen results
1. The PA Program Director will review all required drug screen reports for enrolled PA students.
2. Because of the mandate to comply with health system policies, and the serious implications of a "non-negative" test, disciplinary actions against students may be imposed without the customary mechanisms of warning and probation.
3. Students may not begin or continue coursework (clinical or non-clinical) immediately after a "non-negative" urine drug screen is received. As a result, the student will not be able to complete the requirements of the education program and will be dismissed from the program following final review by the Naz PA Program Director.

Grievance Process for Urine Drug Screen Appeals {A3.15g}
A student may appeal decisions involving urine drug screens in writing including a date and signature (if email, must be from the student's Naz email account) within three (3) business days of the program's decision as a result of a "non-negative" urine drug screen. **Non-written complaints or written complaints received after the deadline will not be accepted under any circumstance.** The appeal must include any supporting documents the student wishes to submit. This appeal process timeline supersedes Nazareth's university-wide appeal timeline.

A student seeking a urine drug screen appeal will proceed in the stated order in the following table:

Appeal Step	Maximum number of business days in each step of the appeals process
Student submits an appeal to the Dean of CIHHS	3
Dean of CIHHS rules on the appeal (first appeal level)	5
Student submits an appeal to the Provost	3
Provost rules on the appeal (final appeal level)	5

Maintenance of Records and Confidentiality

A record of the student's completed urine drug screen requirement will be placed in the student file. Student health records are kept confidential and not accessible by the Program or Program Faculty, except for immunization and screening results, which may be maintained and released with written permission from the student. {A3.17b} {A3.19}

Appendix B – Criminal Background Check Policy {A3.17} {A3.19}

Background and Purpose

Nazareth University's PA Program requires a criminal background check (CBC) on all of its conditionally admitted applicants and current students in order to enhance the health and safety of patients, students, faculty, and staff in the academic and clinical environments, to adhere to applicable healthcare regulations, and to attest to affiliated clinical facilities a student's background and eligibility status. The criminal background check will identify incidents in an applicant's or student's history that might pose a risk to patients or others.

Policy Statement

All Naz Physician Assistant Program conditionally admitted applicants and current students will be required to undergo a CBC prior to matriculation or more frequently when required by clinical facilities. For conditionally admitted applicants, the offer of admission is conditional upon results of the background check. If a conditionally admitted or current student declines to undergo a background check or if findings are revealed, this may be grounds for rescinding an offer of admission or dismissal from the program. Costs of the CBC are the responsibility of the applicant/student. A copy of the CBC results will be made available to the applicant/student upon request. Other copies will be distributed as appropriate on a need-to-know basis. All applicants/students will sign a release form indicating that the program has the right to release appropriate information to clinical sites.

CBC results that limit the Program's ability to secure clinical experiences may prevent a student from progressing in the program or being recommended for graduation. By accepting admission to the Program, applicants agree to submit to national criminal background checks and agree to pay expenses associated with this requirement.

Program Examination of Criminal Background Check

1. The Program Director will review the CBC report results for all conditionally admitted applicants and enrolled students.
2. If a background check report contains adverse information, that report will be referred to the Student Progress Committee (SPC); and the applicant/student will be informed and provided with contact information to challenge the finding or provide explanatory information.

Criminal Background Check Review Process

1. The SPC will be responsible for reviewing all materials referred to it by the Naz PA Program Director. Other University officials may be consulted, as appropriate.
2. The SPC will evaluate adverse CBC reports in order to make a determination about the student's suitability for continuation in the program. The committee may

consult with the Naz PA Program Director in order to clarify program and professional standards prior to final determination.

3. Conditionally admitted applicants and students who have adverse information in their CBC report and who believe that there are mistakes in the report or extenuating circumstances to be taken into account, may submit a written request for consideration to the Committee. Any written request for consideration must occur within seven (7) days of notification of adverse information.

4. The SPC will conduct a careful review of the information in the CBC report, any self-reported information in the student's file, including criminal convictions and pending adjudications, and any relevant supplementary information obtained from the student or from other sources, including court documents. Factors involved in the individual case review may include, but are not limited to:
   ● The nature, circumstances, and frequency of any reported offense(s)
   ● The length of time since the offense(s)
   ● Available information that addresses efforts at rehabilitation
   ● The accuracy of the information provided by the student in their application materials
     ○ The relationship between the duties to be performed as part of the educational program and the offense committed

5. The SPC will be responsible for deciding whether the results of their CBC report investigation indicate if the applicant should be disqualified from entrance into the program or if the student should be dismissed from the program. **Final decisions on student dismissal from the program are determined by the Program Director.** The Program Director will send their decision in writing to the applicant/student within fifteen (15) days after receipt of the report.

Grievance Process for Criminal Background Check Appeal {A3.15g}
A student may appeal decisions involving criminal background checks in writing including a date and signature (if email, must be from the student's Naz email account) within three (3) business days of the program's decision. **Non-written complaints or written complaints received after the deadline will not be accepted under any circumstance.** The appeal must include any supporting documents the student wishes to submit. This appeal process timeline supersedes Nazareth's university-wide appeal timeline.

A student seeking a Criminal Background Check appeal will proceed in the stated order in the following table:

Appeal Step	Maximum number of business days in each step of the appeals process
Student submits an appeal to the Dean of CIHHS	3

Dean of CIHHS rules on the appeal (second appeal level)	5
Student submits an appeal to the Provost	3
Provost rules on the appeal (final appeal level)	5

The student may request a meeting with the Dean or Provost at the respective stage of the process. The Dean or Provost will determine whether such a meeting is necessary and will determine any terms of the meeting. As this meeting is purely an academic proceeding, no legal counsel will be allowed to attend or participate. Proceedings may not be recorded in any manner (audio, video, digital, etc.).

All parties involved in the appeals process may respond/rule as soon as the ruling/request is received.

If the person responsible for receiving the appeal is not available, another faculty member or administrator may be designated to function in their stead.

If the program/university cannot make decisions within the allotted time frame due to extenuating circumstances (including but not limited to illness, seeking legal counsel, or request for additional information), such delay will be documented in an email that will be sent to the student and the time extended accordingly. In such cases, all reasonable efforts will be made to expedite the process to reach a final decision.

The student and Program Director will be informed of the ruling after each level of appeal.

Maintenance of Records and Confidentiality

A record of the student's completed criminal background check requirement will be placed in the student file. Student health records are kept confidential and not accessible by the Program or Program Faculty, except for immunization and screening results, which may be maintained and released with written permission from the student. {A3.17b} {A3.19}

Appendix C – Faculty Advising Policy {A2.05d, e, f} {A3.10}

Background and Purpose
The purpose of this policy is to clarify the role of the faculty as an advisor and the expectation of both faculty and students in the advising process.

Advising
All students who have been accepted into the program will be assigned a principal faculty mentor who will act as their official student advisor. Advisors will officially meet with each of their advisees on a regular schedule as outlined below. Additionally, students or advisors may request unscheduled meetings as the need arises.

Faculty advising is designed to be vertically progressive through the course of the program. General advisement begins with such topics as transition to graduate education. Over time, there are greater discussions about such topics as readiness for clinical practice and professional development, including faculty and student self-assessment. Student-specific advisement topics will usually include discussion of current course grades and overall GPA, study habits, time management, test-taking skills, and any other aspects of PA education that are particularly difficult for the student. It is critical that any weaknesses or academic problems be identified proactively and interventions initiated to maximize each student's opportunity for success.

When appropriate, advisors will assist the student in locating helpful resources, and promptly initiate referrals. Both on-campus and off-campus resources may be utilized. Financial responsibility/insurance coverage for the cost of mental health or psychological counseling is solely the responsibility of the individual student. **Under no conditions is the faculty advisor to assume the role of professional provider of needed mental health or counseling services for any student.**

Appendix D – Infection Control, Safety and Personal Security Policy {A1.02g} {A3.08}

Background and Purpose
To keep students, faculty, staff, preceptors and SCPE-sponsoring institutions up to date on program and University policies and procedures for exposure to bodily fluids, provider safety, and personal security.

Policy Statement
Policy on Safety and Infection Control
Compliance with all safety practices is not just a good procedure - it is a mark of your professionalism. **Persistent failure to observe and practice Standard Precautions may result in adverse/disciplinary action for unprofessional behavior and referral to the Student Progress Committee.**

Students will be required to complete any clinical site-specific safety or security training requirements in preparation for supervised clinical practice rotations. The safety of all students, faculty, staff, patients and clinical personnel is of primary concern. PA students, staff and faculty must adhere to all established Naz and PA Program safety policies. Didactic students must notify their course instructor and the Director of Didactic Education as soon as possible of any exposure to bodily fluids or potentially serious infectious diseases. Clinical students must notify their clinical preceptor and the Director of Clinical Education as soon as possible of any exposure to bodily fluids or potentially serious infectious diseases. All faculty, staff and students will utilize **Standard Precautions** during all activities that present a risk of exposure to bodily fluids, potentially serious infectious diseases or chemical hazards. Failure to do so will be grounds for disciplinary action.

Standard Precautions {A3.08}
Standard precautions are the minimum safety and infection prevention practices that apply to **all** patient care, laboratory or technical skills training experiences in any setting where healthcare or healthcare training is delivered. These practices are designed to protect healthcare professionals (HCP) and prevent HCP from spreading infections to others. Students will be instructed in Standard Precautions early in the program during orientation and throughout the didactic phase of the program.

Standard Precautions include:

- **Hand hygiene.** Good hand hygiene is critical to reduce the risk of spreading infection. Current CDC guidelines recommend use of alcohol-based hand rub for hand hygiene except when hands are visibly soiled (e.g. dirt, blood, body fluids), or after caring for patients with known or suspected infectious diarrhea, in which cases soap and water should be used. Key situations where hand hygiene should be performed include:
  - Before touching a patient, even if gloves will be worn.
  - Before exiting the patient's care area after touching the patient or the patient's immediate environment.
  - After contact with blood, body fluids or secretions, or wound dressings.
  - Prior to performing an aseptic task (e.g. placing an IV, preparing an injection).
  - If hands will be moving from a contaminated-body site to a clean-body site during patient care.
  - After glove removal.
- **Use of personal protective equipment (PPE):**
  - *Exam gloves* will be worn when there is risk of contact with or when handling blood or body fluids or when there is a potential for contact with mucous membranes, non-intact skin or body orifice areas, or contaminated equipment.
  - *Facial masks, protective eyewear and/or gowns (as well as gloves)* will be worn when performing/assisting procedures with a risk of body fluid or other hazardous material splashes or sprays.
- **Safe injection practices:**
  - No recapping of needles unless required by the specific procedure being performed.
  - Use of self-sheathing needles and/or needleless systems when available.
  - All needles and other disposable sharps will be placed in designated puncture resistant containers as soon as possible after their use.
- **Safe handling of potentially contaminated surfaces or equipment:**
  - Environmental cleaning: Areas in which patient care activities are performed will be routinely cleaned and disinfected at the conclusion of the activity as outlined by the laboratory course director/instructor.
  - Medical equipment safety. Reusable medical equipment must be cleaned and disinfected (or sterilized) according to the manufacturer's instructions. If the manufacturer does not provide guidelines for this process the device may not be suitable for multi-patient use.
- **Respiratory hygiene/Cough etiquette:**
  - Cover mouth/nose when coughing or sneezing.
  - Use and dispose of tissues.
  - Perform hand hygiene after hands have been in contact with respiratory secretions.

- Consider using a mask to prevent aerosol spread. Consult with your clinical preceptor regarding specific clinical policy on when masks must be used.
- Sit as far away from others as possible when ill with respiratory symptoms.

Student Safety During SCPEs {A3.08}

The Naz PA program will ensure that appropriate OSHA training is provided to students prior to SCPEs. The facility at which the SCPE takes place shall provide Naz PA students access to the facility's rules, regulations, policies and procedures with which the Naz PA students are expected to comply, including, the facility's OSHA, personal and workplace security and personal safety policies and procedures. Clinical facilities shall address all appropriate safety measures for Naz PA students and any Naz PA instructors on site. It will be the preceptor's responsibility to take reasonable steps to ensure personal safety and security of students during the SCPE.

Post-Exposure Protocols {A3.08}

Should an exposure to blood and/or other body fluid or a needle stick injury occur, the procedure for obtaining appropriate medical care is as follows:

When an exposure occurs:
- Remove soiled clothing and administer immediate aid, including washing skin, flushing eyes 10-15 minutes, etc. Remove contact lenses if eyes are exposed.
- Notify the preceptor immediately. DO NOT DELAY. GET ASSISTANCE IMMEDIATELY.
- Immediately report to or contact the designated person/department at the clinical site to receive information and counseling regarding proper protocol and treatment for accidental exposure. In some cases, this might be the Employee Health or Occupational Health Services Department. PLEASE NOTE: **Health care entities are not obligated to provide students with treatment, although some may do so.** All Naz students are required to carry health insurance for the duration of the program.
- Should the clinical site not provide you with treatment, students should go to the closest Urgent Care or Emergency Department for immediate treatment at their own expense. Student injuries are not work-related injuries and therefore are not covered under Workman's Compensation Laws.
- Following an exposure, once the student has followed the clinical site's protocol the affected student must contact the Director of Clinical Education within 24 hours. The student must also complete the Student Injury or Exposure Form (Refer to the Clinical Education Student Handbook) and follow the directions at the top of the form. Please complete the form as accurately and completely as possible.

Insurance: The student's insurance identification card should be shown when medical evaluation is needed. Students will be financially responsible for all costs incurred during compliance with this policy. (See Student Health Policy).

Policy on Campus Security {A1.02g}

Prevention Education

Nazareth Campus Safety offers services, tools, and crime prevention programs to keep the campus safe. Campus Safety Department services and Naz specific safety information can be found on the website: https://www2.naz.edu/campus-safety. Information is also provided to the University community through presentations, training classes, and mass notifications.

Emergency Response Plans

The University's Crisis Action Team is an appointed, inclusive, core group of university administrators and staff representing a multitude of experience and disciplines. The Team is responsible for making decisions regarding crisis situations that affect Nazareth University and its community members. The team is trained in response (specialized roles and responsibilities) and meets regularly to plan and participate in crisis simulations. Debrief meetings after all incidents evaluate the campus's response, and response plans and procedures are regularly updated to reflect the latest industry best practices. Questions or clarification regarding the published plans may be made through the Department of Campus Safety at 585-329-2850.

PHYSICIAN ASSISTANT PROGRAM

Appendix E - Student Request (Didactic) for Time Off Form

Name: _____   Today's Date: _____

Requested Date(s) for Time Off: _____

Scheduled Course(s): _____

Steps for Requesting Time Off:
- Requests for time off must be submitted to the DDE by specific deadlines.
- DDE will approve or deny time off requests for all absences outside of illness or emergency.

☐ **Student Illness or Emergency:** Students should immediately notify the DDE and course instructor directly; and submit the Request Form for Time Off within 24 hours. Students will need to make up missed assignments. This will count towards students' discretionary days.

☐ **Non-Urgent Personal Reasons**: All requests should be submitted at least 2 weeks in advance or as soon as possible. Requests for time off for non-urgent personal reasons exceeding the five (5) discretionary days should be for *major life events only* and are **NOT** guaranteed to be approved by the DDE. Justification of time off requests exceeding five (5) discretionary days is required. Students must notify the instructor once the request has been approved and make up any missed assignments.

☐ **Religious Observance**: Requests should be submitted at least 2 weeks in advance or as soon as possible if accommodation for coursework/testing is needed. Students must notify the instructor once the request has been approved and make up any missed assignments. This will count towards student's discretionary days.

Student Signature: _____
                                                                                    Date

Director of Didactic Education Signature:_____
                                                                                    Date

Discretionary Days Taken: _____   Discretionary Days Remaining: _____

Action Taken: ☐ Reviewed   ☐ Approved   ☐ Denied

PHYSICIAN ASSISTANT PROGRAM

Appendix F –Technical Standards Attestation Form

I, _____, have read the below Technical Standards for Nazareth University's Physician Assistant Program and attest that I am able to meet the technical standards for the duration of the program.

Technical standards for PA program admission, continuation, and graduation

The study of medical sciences is not pure intellectual exercise. Candidates for the PA Program must possess the ability to learn, integrate, analyze, and synthesize data. In general, students should have certain minimum physical, emotional, cognitive and social capacities to complete all requirements of the PA Program.

Students must possess all of the abilities described in the five categories below, with or without reasonable accommodations as determined by the Office of Academic Success & Accessibility. Fulfillment of the technical standards with reasonable accommodation does not guarantee a graduate of the program will be able to fulfill the technical standards for employment or residency. Candidates with disabilities are encouraged to contact the program and/or the Office of Academic Success & Accessibility early in the application process to discuss accommodation needs.

Observation:
Candidates must acquire information as presented through demonstrations and experiences in lectures and laboratories. Candidates must be able to evaluate patients accurately and assess their relevant health, behavioral, and medical information. Candidates must be able to obtain and interpret information through a comprehensive assessment of patients, correctly interpret clinical data, accurately evaluate patients' conditions and responses, as well as develop a diagnostic and treatment plan. Vision, hearing and touch or the functional equivalent is required.

Communication:
Candidates must exhibit interpersonal skills to enable effective caregiving of patients, including the ability to communicate effectively and sensitively in English, with all members of a multidisciplinary health care team, patients, and those supporting patients, in person and in writing. Candidates must be able to clearly and accurately record information and accurately interpret verbal and nonverbal communications.

Motor & Sensory Functions:

Candidates must have adequate physical endurance, motor function and sensory ability to be able to provide the:

- Provision of general care and emergency treatment to patients.
- Performance of routine physical examination and diagnostic maneuvers.
- Performance of treatment maneuvers, which may include lifting, transferring of patients, and assisting during ambulation while assuring their own safety as well as the safety of the patient.
- Elicitation of information from patients by palpation, auscultation, percussion, and movement of limbs.

Candidates must meet applicable relevant safety standards for the environment and follow universal precaution procedures.

Intellectual-Conceptual, Integrative, and Quantitative-Abilities:

Candidates must effectively interpret, assimilate, and understand the complex information required to function within the PA Program. Problem solving is a critical skill that requires conceptual integrative and quantitative thinking abilities. Candidates must also be able to comprehend three-dimensional relationships, the spatial and functional relationships of structures, and to analyze and apply this information for problem-solving and decision-making. Candidates must be able to effectively participate in educational activities either online or in person, individually and in small groups in all learning environments. They must have the ability to organize, prioritize, analyze, and evaluate detailed and complex information individually, in small groups, in clinical settings, both in person and via remote technology. Candidates must be able to learn, participate, collaborate, and contribute as part of a team.

Behavioral and Social Skills:

Candidates must exercise good judgment and promptly complete all responsibilities attendant to the diagnosis and care of patients. A candidate must have the emotional health to fully use their intellectual ability, exercise good judgment, and to complete all responsibilities attendant to the evaluation and treatment of patients. They must be honest, able to self-assess mistakes, respond constructively to feedback and assume responsibility for maintaining professional behavior. The skills required include the ability to effectively handle and manage heavy workloads, function-effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of the uncertainties inherent in the practice of their profession.

Candidates must be able to develop mature, sensitive, and effective relationships with faculty, patients, families, caregivers and colleagues. Candidates must be able to tolerate physical and emotional stress, maintain alertness and wakefulness, and continue to function effectively. They must have a high level of compassion for others, motivation to serve and integrity. They must behave in an ethical and moral manner consistent with professional values and standards. A candidate must possess sufficient interpersonal skills to interact positively and sensitively with all people.

Candidates must be able to satisfy the above requirements with or without reasonable accommodations. For questions about reasonable accommodations, see the Nazareth [Office of Academic Success & Accessibility](#) website.

PA Student's Name: _____

PA Student's Signature: _____   Date: _____

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PHYSICIAN ASSISTANT PROGRAM

Appendix G – Request for Extended Leave of Absence or Program Duration Form

Name: _____ Email Address: _____

Last Enrolled in the Physician Assistant Program: Term _____ Year_____

Requested return date to the PA Program: Term _____ Year _____

Reason for waiver request: (Choose which applies)
☐ Extension of the twelve (12) months' leave of absence maximum

☐ Extension of the three (3) years' Program completion time requirement

Use the space below to type/write your request for waiver of policy. Please provide all supporting documents with your request.

Click or tap here to enter text.

Student Signature: _____
                                                                                              Date

Advisor
☐ Support this position
☐ Do not support this request (Comments (if any) are attached)

Advisor Printed Name: _____

Advisor Signature: _____
                                                                                              Date
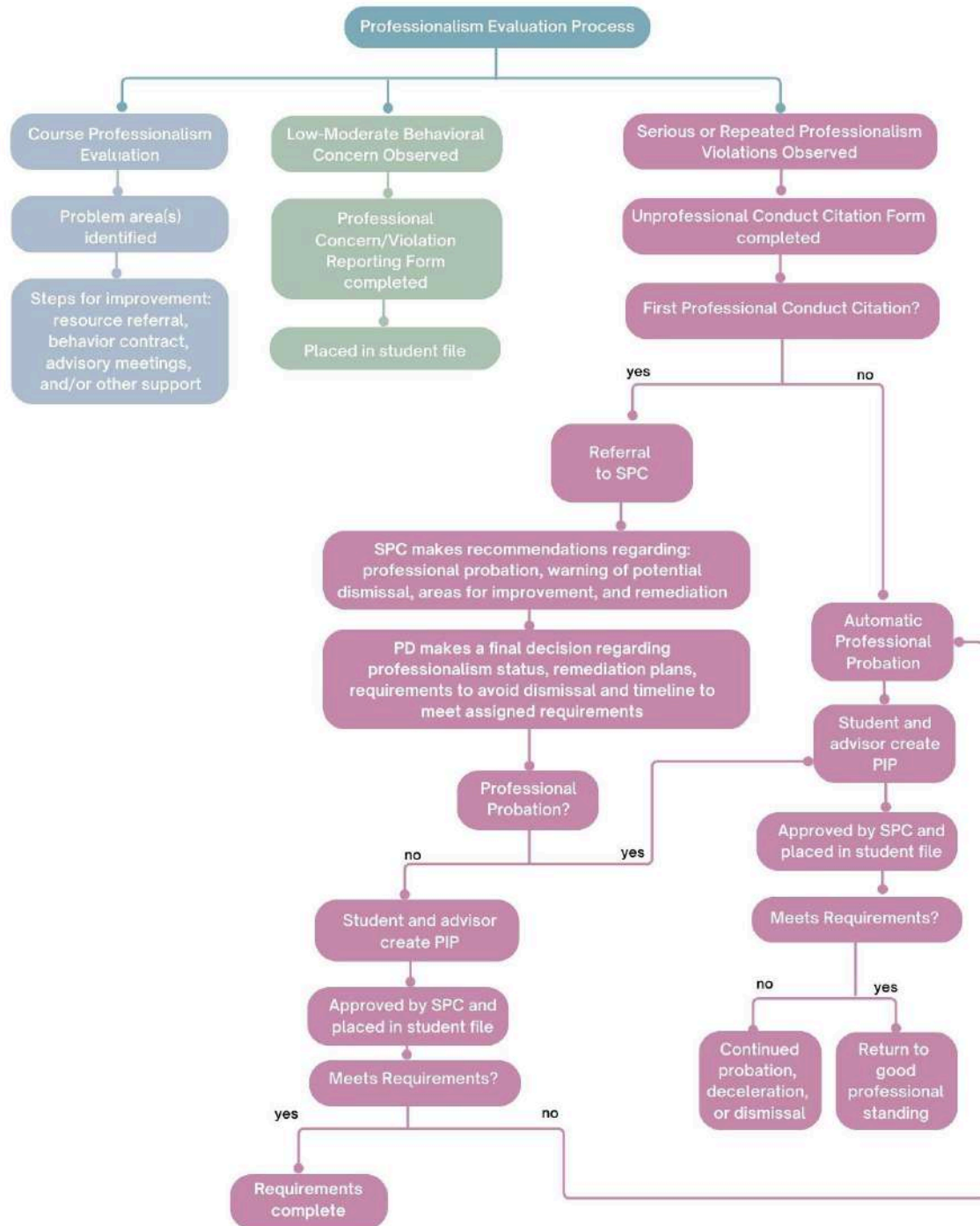
Program Director
☐ Support this position
☐ Do not support this request (Comments (if any) are attached)

Program Director Printed Name: _____

Program Director Signature: _____
                                                                                              Date

Appendix H – Professional Evaluation Process Flowchart

Professionalism Evaluation Process

- **Course Professionalism Evaluation**
  - Problem area(s) identified
  - Steps for improvement: resource referral, behavior contract, advisory meetings, and/or other support

- **Low-Moderate Behavioral Concern Observed**
  - Professional Concern/Violation Reporting Form completed
  - Placed in student file

- **Serious or Repeated Professionalism Violations Observed**
  - Unprofessional Conduct Citation Form completed
  - First Professional Conduct Citation?
    - **yes** → Referral to SPC
      - SPC makes recommendations regarding: professional probation, warning of potential dismissal, areas for improvement, and remediation
      - PD makes a final decision regarding professionalism status, remediation plans, requirements to avoid dismissal and timeline to meet assigned requirements
      - Professional Probation?
        - **no** → Student and advisor create PIP → Approved by SPC and placed in student file → Meets Requirements?
          - **yes** → Requirements complete
          - **no**
        - **yes**
    - **no** → Automatic Professional Probation
      - Student and advisor create PIP
      - Approved by SPC and placed in student file
      - Meets Requirements?
        - **no** → Continued probation, deceleration, or dismissal
        - **yes** → Return to good professional standing

Endorsement

Program Director: __Heather Grotke, MS, PA-C_____   Date: ___4/1/2025___

The name that appears here is deemed an electronic signature.

CIHHS Dean: ___Cathy Rasmussen, PhD, CCC-SLP___   Date: ___4/1/2025___

The name that appears here is deemed an electronic signature.