Alvernia University

Physician Associate Program

Class of 2027

Student Handbook & Policies (A.3.02)

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Welcome

It is our pleasure to welcome you to the Alvernia University Physician Associate Program. Your hard work, effort, and sacrifices have earned you a place here. The faculty and staff are committed to supporting you during your journey to becoming a Physician Associate!

The contents of this handbook describe the policies and procedures of the Alvernia University Physician Associate Program. The University reserves the right to make changes, without notice, in any course offering, requirement, policy, regulation, date, and financial or other information contained in this handbook.

This handbook is designed to provide guidance for students on the usual procedures for day-to-day conduct in the program. It does not represent an exhaustive list of all possibilities that might arise during the program. If unique situations arise, they will be handled in a manner that ensures fairness and is in line with existing policies and procedures.

Questions regarding the content of this handbook should be referred to the Program Director of the Alvernia University Physician Associate Program.

Alvernia University Mission Statement

Guided by Franciscan values and the ideal of "knowledge joined with love," and rooted in the Catholic and liberal arts tradition, Alvernia is a rigorous, caring, and inclusive learning community committed to academic excellence and to being and fostering broadly educated, life-long learners; reflective professionals and engaged citizens; and ethical leaders with moral courage.

Alvernia University Vision Statement

To be a distinctive Franciscan University, committed to personal and social transformation, through integrated, community- based, inclusive, and ethical learning.

Alvernia Core Values

Service, humility, peacemaking, contemplation, and collegiality—these core values are rooted in the mission statements of the Bernadine Franciscan Sisters and Alvernia University. They form the foundation for decision-making, for program development, and for our relationships with each other in the pursuit of our personal, communal, and educational goals. They make education at Alvernia University distinctive. As members of the Alvernia University community, each of us, no matter our role, willingly proclaims common ownership of the core values. https://www.alvernia.edu/about/franciscan- tradition/franciscan-values

Alvernia University Physician Associate Culture

Here at the Alvernia University Physician Associate Program, we foster a culture of collaboration, mutual respect, and accountability. All faculty, staff, and students work together to develop healthcare providers that are compassionate, respectful, and competent that practice professionally, in both the clinical and academic settings, with moral courage.

Our culture, goals, and mission are in alignment with the University.

The University and the Program are committed to welcoming students of all ages, genders, gender identities and expression, ethnicities, national origins, backgrounds, beliefs, religious affiliations, sexual orientations, abilities, and other visible or nonvisible differences. All members and guests of this program are expected to contribute to a respectful, welcoming, and inclusive environment; however, we understand there are limitations to our control of clinical environments outside of our institution. The Program encourages students to share experiences and feedback on sites where you feel these values are not demonstrated.

Alvernia University Physician Associate Program Vision

Serve local community needs by developing compassionate, talented healthcare providers who will lead the physician associate profession with compassion, moral courage, and integrity.

Alvernia University Physician Associate Program Mission Statement

Guided by our Franciscan foundation, the Alvernia University Physician Associate Program is committed to working collaboratively with the community and students to foster and support their development as Physician Associates who practice with moral courage and will provide sensitive, compassionate, ethical, professional, proficient, and person-centered care.

Alvernia University Physician Associate Program Faculty and Staff Information

Department Chair & Program Director (A2.02a)

Renee Langstaff, DMSc, MSPAS, PA-C Renee.Langstaff@alvernia.edu

Medical Director (A2.02a, A2.11a, A2.11b)

Ankit Shah, MD
Emergency Medicine Board Certified
Ankit.Shah@alvernia.edu

Principle & Instructional Faculty (A.2.02b)

Director of Curriculum Innovation & Program Assessment

Joy Henderson, DMSc, MMS, PA-C Joy.Henderson@alvernia.edu

Director of Outreach and Experiential Learning

Stephanie Pillai, DMSc, MPAS, MS, PA-C Stephanie.Pillai@alvernia.edu

Principal Faculty

Kimberly Henry, MSEd, MPA, PA-C, ATC
Kimberly.Henry@alvernia.edu

Administrative Assistant Mr.
Nelson Villegas
PA.admin@alvernia.edu

Program Operations Coordinator John Carl
Hepler, Ph.D. John.Hepler@alvernia.edu

Program Administration

The Physician Associate Program reviews the handbook annually (last reviewed July 2025). The Program reserves the right in its sole judgment to issue and change rules and regulations and to make changes of any nature in its program, calendar, admission policies, procedures and standards, degree requirements, and academic schedule whenever it is deemed necessary or desirable and will apply to all current students. This may include without limitations: changes in course content, the rescheduling of classes, canceling of scheduled classes and other academic activities and requiring or offering alternatives in any such case giving such notice as is reasonable and practical under the circumstances.

In addition, the University reserves the right to make whatever changes in admissions requirements, fee charges, tuition, instructors' regulations, and academic programs it deems necessary prior to the start of any class, term, semester. The University also reserves the right to divide, cancel or reschedule classes, and supervised clinical practical experiences (SCPE) if circumstances require.

Students are responsible for reading and understanding the content within this handbook. If you have questions or concerns about the contents, please contact the Program Director.

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

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) is the accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards.

The ARC-PA encourages excellence in PA education through its accreditation process by establishing and maintaining standards of quality for educational programs. It awards accreditation to programs through a peer review process that includes documentation and periodic site visit evaluation to substantiate compliance with the Accreditation Standards for Physician Assistant Education. The accreditation process is designed to encourage sound educational practices and innovation by programs and to stimulate continuous self-study and improvement. In addition to establishing educational standards and fostering excellence in PA programs, the ARC-PA provides information and guidance to individuals and organizations regarding PA program accreditation.

The Alvernia University Physician Associate Program is accountable to the Accreditation *Standards* for Physician Assistant Education, Fifth Edition and utilizes these *standards* to guide the development, maintenance, and improvement of the curriculum and program policies. You will see reference to these *standards* in this handbook and in other program publications, such as the course syllabi. The 6th edition of the ARC-PA Standards will go into effect on September 1, 2025.

We encourage you to become familiar with the ARC-PA by visiting their website at http://www.arc- pa.org/. The program accreditation history will be found here https://www.arc- pa.org/accreditation-history-alvernia-university/.

Accreditation Status (A3.12a/A3.11)

Standard A3.12a/A3.11a. The program must define, publish, and make readily available to enrolled and prospective students general program information to include (a) the program's ARC-PA accreditation status as provided to the program by the ARC-PA.

As of April 7, 2024, Alvernia University Physician Associate Program accreditation status is as follows (A3.12a/A3.11):

The ARC-PA has granted **Accreditation-Provisional** status to the **Alvernia University Physician Associate Program**
sponsored by **Alvernia University**.

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.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed on the ARC-PA website at https://www.arc-pa.org/accreditation- history-alvernia-university/.

Program Goals (A.3.12b/A3.11b)

Standard A3.12b/A3.11b. The program must define, publish, and make readily available to enrolled and prospective students general program information to include (b) evidence of its effectiveness in meeting its goals.

1. First-time PANCE pass rate at or above the national average.
    a. Outcome measure: PANCE first-time pass rate.
    b. Benchmark: At or above the national average
    c. Outcome status: pending first cohort to take PANCE in 2026
2. 100% student participation in community service.
    a. Outcome measure: Number (percentage) of students participating in community service.

b. Benchmark: 100% of the cohort
c. Outcome status: pending

3. Build a community with alumni engagement at or above the University average.
    a. Outcome measure: Percentage of alumni engagement.
    b. Benchmark: At or above the University average (2022-10.5%)
    c. Outcome status: pending first graduating cohort 2026
4. 100% of PA students will provide medical care in an underserved clinical setting.
    a. Outcome measure: Number (percentage) of students participating in an underserved clinical setting.
    b. Benchmark: 100% of the cohort
    c. Outcome status: pending
5. 100% of our students will acknowledge a better understanding and appreciation of how moral courage, compassion, ethics, professionalism, and proficiency are woven into the art of patient care.
    a. Outcome measure: Number (percentage) of students that indicate an understanding and appreciation of the Program mission.
    b. Benchmark: 100% of the cohort
    c. Outcome status: pending

PANCE Performance Summary (A3.12c/A3.11c)

Standard A3.12/A3.11. The program must define, publish, and make readily available to enrolled and prospective students general program information to include (c) the most current annual NCCPA PANCEExam performance Summary Report Last 5 Years provided by the NCCPA through its program portal, no later than April first each year.

As a newly developed program, the Alvernia Physician Associate Program does not have a PANCE performance summary to publish. However, the Program will update this information on the website by April 1st.

Attrition (A3.12i/A3.11i)

Standard A3.12/A3.11. The program must define, publish, and make readily available to enrolled and prospective students general program information to include (i) the most current annual student attrition information, on the table provided by the ARC- PA, no later than April first of each year.

As a newly developed program, the Alvernia Physician Associate Program does not have an attrition rate to publish. However, the Program will update this information on the website by April 1st.

ARC-PA Student Attrition TEMPLATE

	Graduated Classes		
	Class of Year	Class of Year	Class of Year
Maximum entering class size (as approved by ARC-PA)	#	#	#
Entering class size	#	#	#
Graduates	#	#	#
*** Attrition rate**	#	#	#
****Graduation rate**	#	#	#

Curriculum Components-Didactic and Clinical Phases (A3.12d/A3.11d, A3.12e/A3.11e)

Standard A3.12. The program must define, publish, and make readily available to enrolled and prospective students general program information to include (d) all required curricular components including required rotation disciplines and (e) academic credit offered by the program.

Didactic Phase (12-months):

Semester One (Fall)-August-December (19 credits)

- PA505-Fundamentals of Disease States (5 credits)
- PA510-Professional Practice I (2 credits)
- PA515-Professional Practice II (1 credit)
- PA525-Fundamentals of Dermatology (4 credits)
- PA525-Fundamentals of Hematology (3 credits)
- PA530-Fundamentals of Neurology (4 credits)

Semester Two (Spring)-January-May (23 credits)

- PA535-Fundamentals of Eyes, Ears, Nose, Mouth, Neck, and Throat (4 credits)
- PA540-Fundamentals of Pulmonology (5 credits)
- PA545-Fundamentals of the Cardiovascular System (5 credits)
- PA550-Fundamentals of Gastroenterology and Nutrition (4 credits)
- PA555-Fundamentals of Endocrinology (3 credits)
- PA560-Professional Practice III (2 credits)

Semester Three (Summer)-May-August (19 credits)

- PA605-Fundamentals of Nephrology (3 credits)
- PA570-Fundamentals of Genitourinary System (3 credits)
- PA575-Fundamentals of Reproductive Health (4 credits)
- PA580-Fundamentals Behavioral and Mental Health (4 credits)
- PA585-Fundamentals of the Musculoskeletal System & Rheumatology (3 credits)
- PA595-Professional Practice IV (2 credits)

Clinical Phase (12-months)

Semester Four (Fall)-August-December (14 credits)

- PA616 PA Program Clinical Rotation One (4 credits)
- PA626 PA Program Clinical Rotation Two (4 credits)
- PA636 PA Program Clinical Rotation Three (4 credits)
- PA620-Professional Practice V (1 credit)
- PA625-Ethics and Moral Leadership I (1 credit)

Semester Five (Spring)-January-May (14 credits)

- PA646 PA Program Clinical Rotation Four (4 credits)
- PA656 PA Program Clinical Rotation Five (4 credits)
- PA666 PA Program Clinical Rotation Six (4 credits)
- PA645-Professional Practice VI (1 credit)
- PA650-Ethics and Moral Leadership II (1 credit)

Semester Six (Summer)-May-August (11 credits)

- PA676 PA Program Clinical Rotation Seven (4 credits)
- PA686 PA Program Clinical Rotation Eight (4 credits)
- PA665-Professional Practice VII (2 credits)
- PA670-Ethics and Moral Leadership III (1 credit)

All students will participate in the following clinical rotations (4 credits each). The timing of these rotations will vary based on availability and programmatic needs:

- Behavioral & Mental Health Rotation
- Emergency Medicine Rotation
- Family Medicine Rotation
- Pediatric Rotation
- Reproductive Health Rotation
- Surgery Rotation
- Internal Medicine Rotation
- Elective Rotation

Solicitation of Clinical Sites & Preceptor Policy (A3.03/A3.08)

A3.03/A3.08 The program *must* define, publish, and make *readily available* and consistently apply a policy for prospective and enrolled students that they must not be required to provide or solicit clinical sites or *preceptors*.

Clinical rotation placement for each student is the responsibility of the PA program, and the program makes all decisions regarding student clinical placement. The Alvernia University PA program recruits, develops, maintains, and determines student placements for all supervised clinical practice experiences (SCPEs/rotations). Coordinating SCPEs/rotations by the program's faculty involves identifying, contacting, and evaluating clinical sites and preceptors for suitability and student safety as a required (core) or elective rotation experience. Additionally, the program orients clinical preceptors to the goals, expectations, and outcomes of the specific rotation.

Students may suggest or provide information regarding potential clinical sites or preceptors to the program's faculty, but no student will be required to provide or solicit clinical sites or preceptors. Any clinical site or preceptor recommended to the program by a student must be reviewed, evaluated, and approved for educational suitability and student safety by the program.

Students that want to submit a suggestion for a potential clinical site or preceptor must complete a "Student SCPE Request Consideration" form. Completion of the form does not guarantee placement.

Estimated Program Cost (A3.12f/A3.11f)

Standard A3.12/A3.11f. The program must define, publish, and make readily available to enrolled and prospective students general program information to include (f) estimates of all costs (tuition, fees, etc.) related to the program.

The Alvernia University Physician Associate Program Tuition and Fees as well as additional estimated costs of attendance are updated yearly and published on the physician associate program website. Tuition and fees are subject to an annual increase pending approval by the Alvernia University Board of Trustees.

Alvernia University Student Financial Services information can be found in the Alvernia University Graduate Catalog, which is updated yearly. Information on the Student Financial Services page includes the following:

Tuition for Graduate Programs

Billing Procedures and Payment Information

Refund Policy

Student Financial Services

Financial Aid Policies

Withdrawal (A3.15d/A3.14e)

A3.15d/A3.14e: The program *publishes*, consistently applies, and makes *readily available* to enrolled and *prospective students* policies and procedures for withdrawal.

Withdrawal: Withdrawal is the decision made by the student to voluntarily leave the Physician Associate Program.

Any student wishing to discontinue all studies and withdraw (during the semester or after the semester) from the Physician Associate Program must meet with their faculty advisor to discuss the reasons for withdrawal and to explore any alternatives. If, after meeting with their faculty advisor, the student still wishes to withdraw, then the student must meet with the Program Director, who will then direct the student to ensure compliance with the University procedures.

If the Program Director, after meeting with the student, accepts the student's withdrawal from the program, the student will be required to submit in writing (dated and with the student's signature) an official request to withdraw from the PA program. This letter of withdrawal, along with a letter of withdrawal acceptance from the PA Program Director, is sent to the Dean of the College of Health Sciences, the Director of Graduate and Adult Education, the Registrar's Office, and the Office of Student Financial Services.

Students who withdraw are entitled to tuition refunds in accordance with the refund policy that is published in the University Graduate Catalog.

Student Refund of Tuition and Fees (A1.02k/A1.02h)

Standard A1.02/A1.02. The sponsoring institution is responsible for (k/h) defining, publishing, making readily available and consistently applying to students, its policies, and procedures for refunds of tuition and fees.

The University refund policy is published in the University Graduate Catalog.

Distant Campus (A3.12h/A1.05, A3.11h)

Standard A3.12/A1.05, A3.11. The program must define, publish, and make readily available to enrolled and prospective students general program information to include (h) whether certain services and resources are only available to students and faculty on the main campus when the program is offered at geographically distant campus location.

The Physician Associate Program does not have a distant campus. The program is housed at the John R. Post Center located at 401 Penn Street, Reading PA 19601.

Security and Safety (A1.02g/A1.02e)

A1.02/A1.02. The sponsoring institution is responsible for (g/e) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs.

Public Safety

Our Public Safety Officers are on campus 24 hours a day, seven days a week to protect and serve our students. The Public Safety Office is located on the first floor of the and Franco Library and can be contacted by phone at 610.796.8350 or email public.safety@alvernia.edu.

Information about Public Safety Services can be found on the University Public Safety Services Webpage and the Public Safety Resources Webpage.

Identification Card (A3.06/A3.04)

Matriculated students will be issued a photo identification card through Public Safety which should be worn at all times. While at clinical sites, students must always wear Alvernia identification to identify them as a PA student. Students are discouraged from sharing personal information with patients and other individuals who are not directly affiliated with Alvernia University. Please visit the Public Safety Services website and refer to of the Alvernia University Student Handbook for additional information.

Emergency Guidelines and Procedures

Omnilert: To protect the health and safety of our community, Alvernia University uses the Omnilert emergency notification system to send emails, text messages and other forms of emergency communication. The system is used for all campus emergency types, including, but not limited to, inclement weather, power outages and gas leaks. Please visit the Public Safety Resources Page for further information including how to set up your account.

Major Harassment Policy (A1.02f/A1.02f, A1.02j/A1.02g)

A1.02. The sponsoring institution is responsible for (f) ensuring that all PA personnel and student policies are consistent with federal, state, and local statutes, rules, and regulations, (i) defining, publishing, making readily available and consistently applying to faculty, its policies and procedures for processing faculty grievances and allegations of harassment, (j) defining, publishing, making readily available and consistently applying to students, its policies, and procedures for processing student allegations of harassment.

The University Major Harassment Policy Statement can be found in the University Graduate Catalog The Alvernia University Sexual Harassment Policy is published online.

Nondiscrimination Policy

Please refer to the University Graduate Catalog.

Student Mistreatment Policy (A3.15f/A1.02g)

The Alvernia University Physician Associate Program is committed to maintaining an environment where there is mutual respect between instructors, students, and peers. Alvernia University students are expected to uphold our Franciscan values of service, humility, peacemaking, contemplation, and collegiality in professional relationships that overall should be characterized by civility. All Alvernia University instructors (principal and instructional) are expected to treat students with respect and dignity and to avoid abuse or misuse of authority.

The Alvernia University Physician Associate Program defines mistreatment as a behavior, either intentional or unintentional, that shows disrespect for the dignity of others and unreasonably interferes with the learning process. Examples of student mistreatment include, but are not limited to, the following:

- Sexual harassment
- Unwanted physical contact
- Physical punishment or threats
- Discrimination or harassment based on race, color, creed, religion, ethnicity, gender, sexual orientation
- Psychological punishment of a student by a superior
- Verbal harassment, including humiliation or belittlement in public or privately
- The use of grading and other forms of assessment in a punitive manner
- Assigning tasks for punishment rather than to complement student learning
- Requiring the performance of personal services
- Intentional neglect or intentional lack of communication

Pathways for Resolution:

If the student feels comfortable doing so, the student may speak directly with the individual involved in the incident. Open communication may clarify any misunderstanding or issue(s) and lead to a successful informal resolution. If the behavior stems from a misunderstanding or a need for increased sensitivity, the individual involved in the incident will often respond positively and stop the offending behavior. The PA Program supports students in utilizing professional communication to advocate for their needs.

If the student is unable to come to a resolution or is uncomfortable speaking directly to the individual involved in the incident, they should immediately notify the Director of Curriculum Innovation and Program Assessment during the didactic phase or the Director of Outreach and Experiential Learning during the clinical phase. All allegations of student mistreatment will be brought to the attention of the Program Director.

For allegations of sexual harassment, please refer to the “Title IX” policy.

Grievance & Appeals Policy (A3.15g/A1.02f, A3.14g, A3.14h)

The Physician Associate Program recognizes due process and the rights of students to appeal decision(s) or action(s) that affect their academic and professional progress throughout the program. The program will make every attempt to resolve student grievances about the Program, both academic and non-academic, internally.

Student appeals must be based on the Program’s failure to follow established program policies and procedures. As such, appeals must be based on evidence that a factual or procedural error was made or that significant information was overlooked. Furthermore, an appeal submission does not guarantee a change in the decision.

- The Director of Curriculum Innovation & Program Assessment (DCIPA) attends to grievances during the didactic phase of the program. The DCIPA is involved in a student grievance only if the proper steps have been followed as outlined:

1. The student appeals in writing to the course director within seven (7) days of receiving the grade or notification of professionalism infringement.
2. The DCIPA has seven (7) days to respond to the written appeal.
3. No accord is reached with the DCIPA, the student may appeal in writing to the Program Director within seven (7) days of the response from the DCIPA.

- The Director of Experiential Learning & Outreach (DELO) attends to grievances during the clinical phase of the program. The DELO is involved in a student grievance only if the proper steps have been followed as outlined:

1. The student appeals in writing to the course director within seven (7) days of receiving the grade or notification of professionalism infringement.
2. The DELO has seven (7) days to respond to the written appeal.
3. No accord is reached with the DELO, the student may appeal in writing to the Program Director within seven (7) days of receiving a response from the DELO.

- The Program Director (PD) attends to grievances during the program's didactic and clinical phases. The PD is involved in a student grievance only if the proper steps have been followed as outlined:

1. No accord is reached with either the DCIPA or DELO.

If no accord is reached with the PD, the student may initiate an appeal at the University level according to the Academic Grievance Procedure for Graduate students as outlined in the University Graduate Catalog.

Title IX (A3.15f/A1.02g)

The Alvernia University Title IX Officer for students is: Kimberly Lemon
Executive Director of Community Standards University Life
610.796.5508
Kimberly.Lemon@alvernia.edu

For more information, please refer to the University Title IX Webpage.

Diversity, Equity, and Inclusion (A1.11a, A1.11d)

A1.11. The sponsoring institution must demonstrate its commitment to student, faculty, and staff diversity and inclusion by
(a) supporting the program in defining its goal(s) for diversity and inclusion, and (d) making available resources which promote diversity and inclusion.

The Office of Justice, Equity and Inclusion is the hub for justice, equity, and inclusion here at Alvernia University. They provide programming and support for the PA program, faculty, staff, and students.

The Justice, Equity, and Inclusion (JEI) Council commits to ensure the Alvernia community is one of inclusive thoughts, culture, ideals and vision. We strive to create a safe and welcoming environment to all by eliminating barriers, while challenging our constituents to live through the Franciscan values of humility, contemplation, collegiality, service and peacemaking. jeicouncil@alvernia.edu

Student Records Policy (A3.18/A3.17, A3.19/A3.18, A3.16)

Academic Records

Student academic records in accordance with FERPA regulations will be stored in an electronic format on a secure platform. Electronic student records will remain with the program permanently. If any documentation is submitted in the form of a hard copy/paper copy, these documents will be scanned and stored electronically on the secure platform and the paper(s) and will be shredded.

Counseling Records

Counseling records are kept for seven (7) years according to American Psychological Association (APA) guidelines and then destroyed by shredding. Electronic counseling records are stored on a secured network folder accessible only by the user and administrator. An additional level of security is provided for these records to maintain their confidentiality, and the records are stored as secured documents accessible only by the user. Students should contact the Director of Health Services for the complete policy regarding counseling records.

Disciplinary Records

Disciplinary records are kept for seven (7) years following the student's graduation if all outstanding sanctions have been completed. Disciplinary records are kept in perpetuity for students who withdraw or are dismissed but who still have outstanding sanctions. Records are kept in locked cabinets located in the Office of Student Life and are destroyed by shredding. Students should contact the Office of Community Standards in the University Life Division for the complete policy regarding disciplinary records.

Medical Records

A3.19/A3.18. Student health records are confidential and must not be accessible to or reviewed by program, principal or instructional faculty or staff except for immunizations and screening result, which may be maintained and released with written permission from the student.

Medical records will be kept by Health Services for seven (7) years following graduation or withdrawal and then destroyed by shredding. Medical records are secured in locked cabinets located in Health Services. Students should contact the Director of Health Services for the complete policy regarding medical records.

Family Educational Rights and Privacy Act-FERPA (A3.18/A3.17, A3.19/A3.18)

A3.18/A3.17. PA students and other unauthorized persons may not have access to the academic records or other confidential information of other students or faculty.

A3.19/A3.18. Student health records are confidential and must not be accessible to or reviewed by program, principal or instructional faculty or staff except for immunizations and screening result, which may be maintained and released with written permission from the student.

Alvernia University maintains the confidentiality of student education records in accordance with the provisions of FERPA and accords all rights under the Act to students or alumni of Alvernia University. Please refer to the Registrar webpage for additional information.

Health Insurance Requirement

The University requires all full-time undergraduate and graduate students to maintain health insurance coverage and requires an annual copy of each student's current insurance card by August 1 for students enrolled in the fall semester and January 1 for students who are starting at Alvernia in the spring semester. This must be done once per academic calendar year.

The University does not offer a student health insurance plan. If you need health insurance coverage, the following sites offer access to purchase coverage through the federal and state insurance marketplace:

www.healthcare.gov www.pennie.com

Student Immunization and Health Screening (A3.07a/A3.09, A3.19/A3.18)

A3.07/A3.09. The program must define, publish, make readily available and consistently apply (a) a policy on immunization and health screening of students. Such a policy must be based on the current Centers for Disease Control and Prevention recommendations for health professionals and state-specific mandates.

A3.19/A3.18. Student health records are confidential and must not be accessible to or reviewed by program, principal or instructional faculty or staff except for immunizations and screening result, which may be maintained and released with written permission from the student. The program follows the University Medical Requirements which is based on current Centers for Disease Control and Prevention recommendations and state specific mandates. In addition, students are expected to comply with requirements that are set by clinical sites that are based on CDC recommendations for health professionals.

All students must have documentation of immunization based on current CDC recommendations prior to matriculating into the program and prior to beginning the clinical phase of training. Documentation is retained within the Complio platform (or other approved vendor platform utilized)

All full-time students are required to complete a Medical History form which includes immunizations verified by the primary care provider and a TB screening form and risk assessment. Students enrolled in certain professional majors are also required to have a physical exam. Pennsylvania State law requires all residential students to have the Meningitis vaccine or sign a waiver after reading the CDC Meningitis information sheet. Documents are retained within the Complio platform (or other approved vendor platform utilized).

(A3.19) In accordance with regulations contained within the Family Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), Alvernia University Health and Wellness Center will maintain all student medical information as a Treatment Record which is

separate from the student's Education Record. Information from a student's Treatment Record will only be disclosed to designated parties with the written consent of the student, except in certain cases of threat of harm to self or others, in keeping with professional codes and/or relevant laws.

Student Exposure Policy (A3.08a/A3.05a, A3.08b/A3.05b, A3.08c/A3.05c)

A3.08/A3.05. The program must define, publish, make readily available and consistently apply policies addressing student exposure to infectious and environmental hazards before students undertake any educational activities that would put them at risk. Those policies must (a) address methods of prevention, (b) address procedures for care and treatment after exposure, and
(c) clearly define financial responsibility.

Bloodborne Pathogens
(A3.08a/A3.05a) All students are required to complete mandatory training regarding blood-borne pathogens prior to any patient exposure or experiential learning activity. Students will be exposed to inherent risks while participating in clinical training, including possible exposure to blood, tissue, and/or other body or laboratory fluids that may contain human immunodeficiency virus (HIV), hepatitis B virus (HBV), and/or hepatitis C virus (HCV). This policy is based upon the available data and Public Health Service recommendations for post-exposure management of healthcare workers who have occupational exposure that may place them at risk of acquiring HIV and other blood-borne pathogen infections. CDC: Bloodborne Infectious Disease Risk Factors

How you protect yourself (https://www.cdc.gov/niosh/docs/2007-157/default.html)

- Get the hepatitis B vaccine.
- Read and understand the employer's Exposure Control Plan.
- Dispose of used sharps promptly into an appropriate sharps disposal container.
- Use sharps devices with safety features whenever possible.
- Use personal protective equipment (PPE), such as gloves and face shields, every time there is a potential for exposure to blood or body fluids.
- Clean work surfaces with germicidal products.

Post-Exposure (A3.08b/A3.05b):
If an exposure incident occurs at your clinical site:

- Act quickly
- Wash the exposure site thoroughly with soap and water (or water only for mucous membranes). If eyes, flush eyes with water only.
- The supervisor or designated person should request clinical information and blood work from the source-individual (e.g., HBsAG, HCV antibody, HIV) unless HIV, HBV and HCV status is already known.
- The site may require you to complete an incident report.
- Do NOT fill out a workman's comp or employee health claim
- It is very important to report all exposures and get follow-up care promptly
- This follow-up care begins by you going to the nearest emergency department or to the designated health care facility or department.

- After being seen emergently by a healthcare professional, follow-up with your primary care provider is recommended to determine if you need post-exposure prophylaxis.
- Notify the Director of Outreach and Experiential Learning (DELO) as soon as possible, no later than the next business day.
- Send bills directly to your insurance company as the student is financially responsible for any accrued costs associated (A3.08c/A3.05c).

Additional information from the CDC regarding blood-borne pathogen exposure can be found at https://www.cdc.gov/niosh/docs/2007-157/default.html.

It is important that documentation of the incident also takes place immediately on the Exposure Incident Report form (Reference: Exposure Incident Report). This document will contain the route(s) of exposure and how the exposure occurred. The exposed individual will be given the option for baseline blood testing. If the source individual is known, they will be given the option to consent for testing to determine HIV, HCV, and HBV status. If the source individual is already known to have a blood borne disease, new testing does not need to be performed. If their status is unknown and they consent to testing, laws protecting the confidentiality of this information will be followed.

Emergency Sharps Information (Needlesticks) CDC: Emergency Sharps Information

In the clinical setting, students may experience:

- A needlestick or sharps injury.
- An exposure to patient blood or other body fluid.

If any of these occur, take the following steps:

- Thoroughly wash needlesticks and cuts with soap and water.
- Flush splashes to the nose, mouth, or skin with water.
- Irrigate eyes with clean water, saline, or sterile irrigants.
- Report the incident to the appropriate supervisor.
- Immediately seek medical treatment.

If you have questions about proper medical treatment for workplace exposures:

- Call the Clinicians' Post Exposure Prophylaxis (PEP) Line at 1-888-448-4911, or
- Go to: http://www.nccc.ucsf.edu/

Policy on Faculty Providing Medical Care (A3.09/A3.06)

A3.09/A3.06. The program must define, publish, make readily available and consistently apply policies that preclude principle faculty, the program director, and the medical director from participating as healthcare providers for students in the program, except in emergency situations.

Although the Program Director, Medical Director, and Principal Faculty are experienced healthcare providers, they are precluded from participating as health care providers for students in the program unless under emergency circumstances.

Student Work Policy (A3.04/A3.02, A3.05a/A3.03a, A3.05b/A3.03b, A3.15e/A3.14i)

A3.04/A3.02. The program must define, publish, make readily available and consistently apply a policy that PA students must not be required to work for the program.

A3.05/A3.03. The program must define, publish, make readily available and consistently apply a policy that PA students must not substitute for or function as (a) instructional faculty and (b) clinical staff or administrative staff.

A3.15/A3.14i The program must define, publish, consistently apply and make readily available to students upon admission:

e) policy for student employment while enrolled in the program

Students who have matriculated are strongly discouraged from obtaining or continuing outside employment because of the intensive nature of the program. Students who are involved in volunteer or paid work during their course of study in the PA program cannot use their affiliation with the program in any aspect of that job. Students are prohibited from applying compensated clinical experience toward academic credit. In addition, students may not provide services within a preceptor's practice apart from those rendered as part of the program. Clinical work outside the PA Program undertaken by the student, independent of the program, is not covered by the liability insurance required for clinical work associated with the educational experience of the Program. Students may not receive compensation for any work performed within the preceptor's site or practice.

Students are not permitted to have clinical, administrative, or teaching responsibilities within the Program.

Student Services (A1.04/A1.04, A3.10/A3.07)

A1.04. The sponsoring institution must provide academic support and student services to PA students that are equivalent to those services provided to other comparable students of the institution.

A3.10/3.07. The program must define, publish, make readily available, and consistently apply written procedures that provide for timely access and/or referral of students to services addressing personal issues that may impact their progress in the PA program.

Matriculated students have access to all services, including the Academic Success Center, Student Health Center, Wellness Center, Fitness Center, and Accessibility Services.

Accessibility Services (A1.04/A1.04, A3.10/A3.07)

Alvernia University is committed to the full and equitable inclusion of qualified learners with disabilities. Reasonable accommodations will be provided to individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students who have a disability and need reasonable accommodations should initiate a discussion with the Office of Accessibility Services in accordance with the University's policy, which can be found in the University Graduate Catalog. A determination will be made based on factors including the ability to preserve patient safety and avoid fundamental alteration in the curriculum, in addition to the student's ability to meet technical standards with reasonable accommodation.

The Office of Accessibility Services, with input from the Program, will make this determination through an interactive process with the student. Whenever possible, reasonable accommodations will be provided for those individuals with disabilities to enable them to meet these standards and ensure that students are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination. The PA Program may recommend that you utilize specific university services, such as the Office of Accessibility Services, as part of a remediation plan.

The Academic Success Center (ASC) is on the first floor of Bernardine Hall and offers student advising and support services. Accessibility Services is also located within the Academic Success Center. Accessibility Services is responsible for reviewing documentation and making recommendations for accommodations for students who have special needs, such as a learning disability or a physical disability, which may impact academic success.

Please refer to the Office of Accessibility Services Webpage for additional information and Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

Students who provide recent and appropriate documentation of disabilities are eligible to receive reasonable accommodations. The types of available accommodations will vary based on the nature of the disability and course content.

To obtain accommodations, the student must:

1. Inform the Director of Accessibility Services, in the Academic Success Center, of their need as soon as possible/practical and preferably prior to the start of classes so accommodation(s) can be made by the University as soon as possible.
2. Provide current and appropriate documentation describing their disability that supports the type of accommodation requested.
3. Meet with the Director of Accessibility Services to complete an accommodations letter that defines what classroom accommodation(s) is/are appropriate.
4. Request that the accommodation letters be generated each semester and deliver copies to course instructors.

ADA records are confidential and are maintained by the Director of Accessibility Services (A3.18/A3.17). The program is only notified of the accommodation(s) necessary and to ensure that the student need is met accordingly.

Questions should be directed to Dr. Andrea Swift, Director of Accessibility Services, located at:

Academic Success Center Bernardine
Hall Room 105A (610) 568-1499

Alvernia University does not exclude, solely by reason of disability, any otherwise qualified individual from participation in nor deny such an individual the benefits of, nor subject such an individual to discrimination under, any program or activity receiving Federal financial assistance.

Academic Success Center (A1.04/A1.04, A3.10/A3.07)

The Academic Success Center (ASC) provides student advising and support services. Located on the first floor of Bernardine Hall Room 105, its team includes professional, administrative, and student staff with responsibilities for Advising, Academic Support Services, and Accessibility Services. The PA Program may recommend that you utilize specific university services, such as the Academic Success Center, as part of a remediation plan.

Commons Fitness Center (A1.04/A1.04)

Whether you want to take a fitness class, join the weightlifting club, or just workout independently, all Alvernia students have access to the Commons Fitness Center. Please refer to the website for the current hours of operation.

Health and Wellness Center (A1.04A1.04, A3.10/A3.07)

Your mental and emotional health are just as important as your physical health. The PA Program may recommend that you utilize specific university services as part of a remediation plan. Alvernia University provides a variety of health and wellness services for all students.

The staff of the Penn Medicine - Alvernia Medical and Counseling Center believe physical and emotional health are vital to maximizing your time at our university. Thus, we pride ourselves on providing a safe, caring, and confidential environment for your healthcare and counseling needs.

The Penn Medicine - Alvernia Medical and Counseling Center's mission is to provide quality emotional and medical care to Alvernia University's population to promote an environment that encourages individuals to maximize their physical, emotional, and spiritual wellness, and to empower our community to make healthy lifestyle choices. Please visit the following webpages for additional information:

- Emergency Information
- Health Services
- Counseling Services
- Health Requirements
- Health Alerts

Financial Aid

At Alvernia, applying for financial aid is easy. We encourage all prospective Alvernia students to apply, even if you feel you may not be eligible for assistance. The Office of Student Financial Services is available to answer questions and guide you through any financial aid situation, email sfs@alvernia.edu or call 610-796-8201. Additional information about Student Financial Services and Financial Aid Policies may be found in the University Graduate Catalog.

The Franco Library

The Franco Library at Alvernia University is committed to excellence in providing scholarly research materials for the learning community. The library is responsible for the acquisition, organization, access, and maintenance of information sources in all formats.

Phone: 610-796-8223
Email: Alvernia.library@alvernia.edu

Career Development

The Office of Career Development provides students with the support they need as they navigate all phases of occupational exploration, career planning and job seeking. Through intentional partnerships, programs, and services, you will be able to collect knowledge and experience about careers and confidently prepare for life beyond Alvernia.

Program Expectations and Standards

Technical Standards for Admission (A3.13e/A3.12e)

A3.13e/A3.12e. The program must define, publish, consistently apply and make readily available to prospective students, policies and procedures to include (e) any required technical standards for enrollment.

The technical standards for the Alvernia University Physician Associate Program have been established to ensure that candidates have the ability to demonstrate academic mastery, competence when performing clinical skills, and ability to communicate clinical information.

These technical standards are intended to ensure that each candidate has the academic and physical ability to acquire competencies, as defined by the National Commission on Accreditation of Physician Assistants (NCCPA), the Accreditation Review Commission for Education of the Physician Assistant (ARC-PA), the Physician Assistant Education Association (PAEA), and the American Academy of Physician Assistants (AAPA). The technical standards are consistent with the technical standards set forth by the Accreditation Council of Graduate Medical Education (ACGME).

Alvernia University and the Physician Associate Program is committed to creating a respectful, accessible, and inclusive learning environment for all students and does not discriminate on the basis of race, sex, age, sexual preference, gender identity, ethnicity, handicap or socioeconomic status. https://www.alvernia.edu/office-justice- equity-and-inclusion

Out of that commitment, and in accordance with both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, the Program offers support to those individuals who may require a disability accommodation. If a candidate states they are unable to meet the technical standards due to a diagnosed disability, the Alvernia University College of Health Sciences will determine whether the candidate can meet the technical standards with reasonable accommodation. This includes a review of whether the accommodations requested would jeopardize patient safety or the educational process of the student or the institution, including all coursework and clinical rotations deemed essential to graduation.

A candidate with a documented disability who wishes to request academic accommodations is encouraged to contact the Office of Accessibility Services at 610-568-1499 or via email at accessibility.services@alvernia.edu.

All candidates, with or without reasonable accommodation, are required to master activities described herein, including patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice. These technical standards are required for admission and must be maintained throughout a student's progress from matriculation through graduation from the Physician Associate Program. Competency in technical standards will be assessed regularly throughout the Program. Students are obligated to alert the Program in a timely fashion of any change in their ability to fulfill the technical standards. Students are subject to dismissal and may not be able to graduate if they do not, with or without reasonable accommodation, participate fully in all aspects of PA training; are not deployable as competent PAs; or otherwise, do not meet the technical standards.

All candidates must be able to independently meet the following technical standards:

1. Observation
   - Students must be able to acquire information effectively and accurately from demonstrations in the classroom, laboratory, and clinical setting and apply relevant information.
   - Students must be able to acquire information effectively and accurately from patients, observe a patient's condition, and accurately describe these findings.
   - Students must be able to perform a complete history and physical examination and develop an appropriate assessment, order diagnostic studies, and formulate a treatment plan.
   - Students must have the ability to note non-verbal as well as verbal signals.
   - These skills require the use of visual, auditory, olfactory, and tactile senses or the functional equivalent.
2. Communication
   - Students must be able to communicate effectively, professionally, and empathetically with other students, faculty, patients, their family members, and other professionals in any health care setting.
   - Students must be able to listen attentively and speak clearly to individuals from different social and cultural backgrounds.
   - Students must be able to demonstrate proficiency in oral and written communication in the English language to elicit information, convey information, clarify information, and create rapport.
   - Students must be able to recognize and respond to non-verbal communication, accurately and legibly record observations, and plans in the patient record using various formats, and complete legal documents and forms in a timely manner.
3. Motor Function
   - Students must, after reasonable training, be able to elicit information from patients by performing a patient history and physical examination using palpation, auscultation, percussion, and other diagnostic maneuvers.
   - Students must be able to perform the basic and advanced clinical procedures that are requirements of the PA program curriculum after reasonable training.
   - Students must be able to provide timely routine and emergent medical care to patients, which includes, but is not limited to, recording information; performing basic laboratory tests, diagnostic and therapeutic procedures; interpreting diagnostic images; assisting in surgical care; performing medical procedures; and performing cardiopulmonary resuscitation.
4. Critical Thinking Ability
   - Students must be able to assimilate a large amount of complex information presented in the Program curriculum.
   - Students must be able to measure, calculate, reason, analyze, synthesize, and apply critical thinking to solve problems. In addition, students must be able to comprehend three-dimensional relationships and understand spatial relationships of structures.

- Students must be able to adapt to different learning environments and modalities, including, but not limited to, classroom instruction; small group, team, and collaborative activities; individual study preparation and presentation of information; and simulations and use of computer technology.
- Students must be able to critically appraise medical literature to provide evidence- based care by formulating accurate diagnoses and management plans.
- Students must demonstrate sound clinical judgment and identify/predict issues that require intervention and intervene in a timely manner.

5. Behavioral and Social Skills
    - Students must adapt to changing environments and learn in the face of uncertainties inherent in the practice of medicine.
    - Students must accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities during their training, as well as the responsibility attendant to the diagnosis and care of patients.
    - respond to supervision appropriately and act within the scope of practice, when indicated
    - Students must understand the legal and ethical standards of the medical profession.
    - Students must be able to work effectively, respectfully, and professionally as part of the educational and healthcare team, and to interact with instructors and peers, patients, patient families, and health care personnel in a courteous, professional, and respectful manner.
    - Students must demonstrate best practices related to cultural competency and providing services to individuals with diverse backgrounds.
    - Students must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes.
    - Students must be punctual for all program requirements and be able to participate in all scheduled training hours, which may not be limited to the standard workweek.
6. Ethical and Legal Standards
    - Students must behave in an ethical and moral manner consistent with professional values and standards
    - Students must be able to understand the basis and content of both general and medical ethics and demonstrate high ethical and moral behavior.
    - Students must demonstrate maturity, emotional stability, compassion, empathy, altruism, integrity, responsibility, and tolerance.
    - Students must be able to recognize limitations in their knowledge, skills, and abilities and to seek appropriate assistance with their identified limitations.
    - Students must understand the legal and ethical aspects of the practice of medicine and function within both the law and the ethical standards of the medical profession
    - Students must meet the legal standards to be licensed to practice medicine.

Due to the nature of the Program, students will be expected to submit to drug testing and comprehensive background checks and must promptly report through the identified channels if they are physically impaired by drugs or alcohol while performing tasks as part of the Program; or if they are

charged or convicted of any misdemeanor or felony offense while in the Program. Failure to disclose prior or new offenses can lead to disciplinary action that may include dismissal.

Program Competencies-Learning Outcomes (A3.12g/A3.11g)

A3.12/A3.11. The program must define, publish, and make readily available to enrolled and prospective students general program information to include (g) program required competencies for entry-level practice, consistent with the competencies as defined by the PA profession.

The following are the Alvernia Physician Associate Program, Master of Medical Science competencies. These competencies were developed based on the framework of the program's mission and goals along with awareness of the Physician Assistant Education Association (PAEA)'s Core Competencies for New PA Graduates and the Competencies for the Physician Assistant Profession which were written collaboratively by the American Academy of Physician Assistants (AAPA), the Physician Assistant Education Association (PAEA), and The National Commission on Certification of the Physician Assistant (NCCPA), and the Accreditation Review Commission on Education of the Physician Assistant (ARC- PA.)

1. Medical Knowledge
    a. Apply fundamental medical, social, and behavioral science knowledge in the evaluation, diagnosis, and management of patients.
2. Communication & Interpersonal Skills
    a. Obtain a focused and/or comprehensive patient history.
    b. Demonstrate the ability to effectively communicate clinical findings.
    c. Apply interpersonal and communication skills to collaborate and educate patients and/or caretakers.
3. Clinical & Technical Skills
    a. Demonstrate general clinical procedures safely and effectively.
    b. Perform a focused and/or comprehensive physical examination.
    c. Interpret diagnostic and screening studies.
4. Clinical reasoning & Problem-solving
    a. Generate a working differential diagnosis.
    b. Formulate appropriate therapeutic management plans.
5. Professional Behaviors
    a. In alignment with Alvernia's expectations, students will demonstrate professionalism in all interactions.

Didactic Phase Attendance & Absence Policy

Students are expected to attend all scheduled educational activities as noted on the PA Program master schedule. Students are expected to be in attendance for all live lectures, in-person, and virtual. In the event of illness or unforeseen circumstance, students must make every reasonable attempt to notify (before the start of the scheduled activity) the:

- Director of Curriculum Innovation & Program Assessment or the Course Director
- PA Program

Students should email:

- PhysicianAssociate@alvernia.edu

Failure to notify the program will be regarded as a breach of professionalism. Students are expected to treat all instructors, preceptors, colleagues, patients, and office staff with a professional level of respect. Students are expected to be adequately prepared for all educational activities. The success of each student is critically dependent upon student preparation and participation. Students must comply with all university and program requirements.

Students are not permitted to miss the day prior to a scheduled holiday or miss the first day back from a scheduled holiday or University break without previously granted approval from the program. As such, students are expected to make all travel arrangements to ensure they comply with this requirement. Students are advised to leave themselves one extra travel day in case of travel delays and/or cancellations.

Time off limits:

Students:

- may not miss the day prior to a scheduled holiday or miss the first day back from a scheduled holiday or University break without previously granted approval from the program.
- may miss up to five (5) excused days throughout the entire didactic phase of the Program. Valid reasons for an excused absence include personal or personal emergencies; however, excused absences will be determined on a case-by-case basis.
- may request up to two (2) excused personal days throughout the didactic phase at the discretion of the program.
- may not request personal days for examinations, OSCE, practical examinations, or workshop without expressed approval of the program.
- may need to provide a return to class/rotation note.

Students may take no more than three (3) sick and/or personal days during a single semester. Requests for any additional absences must be requested, reviewed, and preapproved by the Program.

Students who miss more than three (3) consecutive calendar days due to illness must submit a medical provider's note from the students' personal medical provider or from the Alvernia University Office of Student Health stating that they were seen and may return to class or rotation site. Medical notes from the medical provider should not contain any personal information. Students must not share personal health information with PA program faculty or staff, nor can faculty act as healthcare providers to students (A3.19/A3.18, A3.09/A3.06).

Students are required to make up any exams or assignments due to absence(s), no matter the cause. Students who anticipate an extended absence should discuss their situation with the Program prior to the absence to make appropriate arrangements or discuss options, including a leave of absence. Excessive absenteeism and tardiness are considered significant professionalism infractions and may be grounds for referral to PAARC for consideration for dismissal from the Program.

Clinical Phase Attendance & Absence Policy

Students are expected to attend all supervised clinical practice experiences (SCPEs) and other educational activities as recommended by Preceptors. More hours may be required by individual clinical sites and preceptors but should not exceed 80 hours per week. In the event of illness or unforeseen circumstances, students must make every reasonable attempt to notify both (before the start of the shift):

- Preceptor
- PA Program

Students should email:
PhysicianAssociate@alvernia.edu

Students must:

- log absence in the clinical tracking system.

Failure to notify the preceptor, program, and log the absence will be regarded as a breach of professionalism. Students are expected to treat all instructors, preceptors, colleagues, patients, and office staff with a professional level of respect. Students are expected to be prepared for all SCPEs. The success of each SCPE is critically dependent upon student preparation and participation. Students must comply with all site-specific requirements and policies regarding all clinical sites associated with each SCPE.

Students are not permitted to miss the day prior to a scheduled holiday. Students are expected to be at their clinical site until they are released by the preceptor. Many SCPEs require weekend and night calls; therefore, students should not assume that a holiday will include a concurrent weekend and must discuss the expectations with the preceptor prior to making any travel arrangements. Students are not permitted to miss the first day back from a scheduled holiday or University break. As such, students are expected to make all travel arrangements to ensure they comply with this requirement. Students are advised to leave themselves one extra travel day in case of travel delays and/or cancellations.

Time off limits:

Students may:

- not miss clinical days prior to a scheduled holiday or miss the first day back from a scheduled holiday or University break without previously granted approval from the program.
- miss up to five (5) excused days throughout the entire clinical phase of the Program. Valid reasons for an excused absence include personal or family emergency; however, excused absences will be determined at the discretion of the program.
- request up to two (2) excused personal days throughout the clinical phase at the discretion of the program.

- may not request personal days for examinations, OSCE, practical examinations or workshop days without expressed approval by the program.
- need to provide a return to class/rotation note.

Students may take no more than three (3) sick and/or personal days during a single SCPE. Requests for any additional absences must be requested, reviewed, and preapproved by the Program.

Students who miss more than three (3) clinical shifts due to illness must submit a medical provider's note from their personal medical provider or from the Alvernia University Office of Student Health stating that they were seen and may return to their rotations. Medical notes from the medical provider should not contain any personal information.

Students who experience a significant illness or injury must notify the PA program of their absence and report to Student Health or their own primary care provider for evaluation and medical clearance prior to returning to their clinical site.

Students must not share personal health information with PA program faculty or staff, nor can faculty act as healthcare providers to students (A3.19/A3.18, A3.09/A3.06).

At the discretion of the Director of Outreach and Experiential Learning and/or the clinical preceptor, students may be required to make up any time missed during a SCPE, no matter what the cause. Students who anticipate an extended absence should discuss their situation with the Program prior to the absence to make appropriate arrangements for making up the time missed. Excessive absenteeism and tardiness are considered a significant professionalism infraction and may be grounds for referral to PAARC for consideration for dismissal from the program or a repeat of the SCPE. A repeat of the SCPE will delay graduation and additional associated costs. Repeat SCPEs are based upon clinical site availability.

Didactic Phase: Leave of Absence Policy

If a student requires an extended period of absence, greater than the five (5) days per the absence policy, from attending programmatic lectures, small group learning sessions, or other programmatic activities during the didactic phase, a leave of absence (LOA) must be requested.

Due to the rigor and pace of the sequential nature of the curriculum, students who request a leave of absence during the didactic phase will decelerate to the next cohort in August. Individuals requesting return from leave must submit the requested document(s), which will be reviewed by PAARC, and formal recommendation(s) to the Program Director will be submitted. The program will communicate decisions and requirements for returning from leave to the student. PAARC and the program reserve the right to determine the most appropriate return.

All student requests for LOA will be considered by the program. To request a LOA, students must:

- Submit a written letter of request to the Program Director and Director of Curriculum Innovation & Program Assessment.
- Complete formal evaluation with their own provider or Alvernia Health & Wellness Center, and/or Student Counseling Services may be requested; however, students are not to share specific medical information with the program (A3.19/A3.18). Only the recommendations from these services may be shared with the program to ensure that student needs are being met appropriately.

To return from a LOA, the student:

- Must contact the program four (4) weeks prior to the expected return, to confirm their intent to return in writing.
  - Returning students will need to repeat the pre-matriculation requirements, including background checks, immunization requirements, and drug screening. Students are financially responsible for the cost(s).
  - Students who do not contact the program by the deadline will be reviewed by PAARC and formally dismissed. Written confirmation of dismissal will be sent to the student.
  - All returning students will be reviewed by PAARC to ensure an appropriate planned return.

Clinical Phase: Leave of Absence Policy

If a student requires an extended period of absence from attending scheduled SCPE/rotation shifts during the clinical phase, a leave of absence (LOA) can be requested.

Only one (1) LOA per student will be granted during the clinical phase of the program. All requests for a LOA will be considered at the discretion of the program.

Students may request an LOA for a maximum of three (3) months. Students may only request one (1) leave of absence during the clinical phase. Any LOA during the clinical phase will result in delayed graduation with associated costs. Any outstanding SPCE/rotation will be scheduled based on availability.

Individuals requesting return from leave must submit the requested document(s), which will be reviewed by PAARC, and formal recommendation(s) to the Program Director will be submitted. The program will communicate decisions and requirements for returning from leave to the student. PAARC and the program reserve the right to determine the most appropriate return.

All student requests for LOA will be considered by the program. To request a LOA, students must:

- Submit a written letter of request to the Program Director and Director of Outreach & Experiential Learning.
- Complete formal evaluation with their own provider or Alvernia Health & Wellness Center, and/or Student Counseling Services may be requested; however, students are not to share specific medical information with the program (A3.19/A3.18). Only the recommendations from these services may be shared with the program to ensure that student needs are being met appropriately.

To return from a LOA, the student:

- Students must contact the Program to notify their intent to return in writing by the specified date determined with the approval of leave.
  - Students who do not contact the program by the predetermined date will be reviewed by PAARC and formally dismissed. Written confirmation of dismissal will be sent to the student.
- All returning students will be reviewed by PAARC to ensure an appropriately planned return.
  - Return plan may also include repeating background checks, drug screening, and immunization requirements.

LOA extension will be considered at the discretion of the program. However, students granted an extension will typically decelerate and return at the start of the clinical phase of the following academic

year. All students required to return at the start of the clinical phase of the following academic year will be required to repeat any SCPE/rotation previously completed. The student will be responsible for any associated costs.

To request an LOA extension, the student must:

- Submit a written letter of request to the Program Director and Director of Outreach & Experiential Learning.
- Complete formal evaluation with their own provider or Alvernia Health & Wellness Center, and/or Student Counseling Services may be requested; however, students are not to share specific medical information with the program (A3.19/A3.18). Only the recommendations from these services may be shared with the program to ensure that student needs are being met appropriately.

If an LOA exceeds three (3) months:

- All returning students will be reviewed by PAARC to ensure an appropriately planned return.
- Students will decelerate and be required to return at the start of the clinical phase of the following academic year.
- All students required to return at the start of the clinical phase of the following academic year will be required to repeat any SCPE/rotation previously completed.
- Students must contact the Program to notify the Program Director of their intent to return in writing by the specified date determined with the approval of leave extension.
    - Students who do not contact the program by the predetermined date will be reviewed by PAARC and formally dismissed. Written confirmation of dismissal will be sent to the student.
    - Returning students will need to repeat the pre-matriculation requirements, including background checks, immunization requirements, and drug screening.
    - The student will be responsible for any associated costs.

Student Professionalism & Citizenship Policy

As members of Alvernia University and the Physician Associate Program, students are required to be familiar with and abide by the provisions of the Student Code of Citizenship, outlined in the Alvernia University Student Handbook. The Code of Citizenship sets the minimum standards for non-academic conduct and defines the rights of students charged with a non-academic disciplinary violation.

Additionally, as members of the health care community, Physician Assistant students are expected to behave in a manner consistent with the principles and obligations inherent in professional practice. Please refer to the American Academy of Physician Assistants (AAPA) Guidelines for Ethical Conduct for the Physician Assistant Profession.

While medical knowledge and skill mastery are essential to clinical practice, professionalism and comportment (see definitions below) are equally important. Professional maturity, integrity, and competence are expected of students in every aspect of the educational and clinical setting with preceptors, instructors, coworkers, and patients. Students are obliged to practice diligence, loyalty, and discretion in all endeavors.

In addition to meeting minimum grade requirements, students must adhere to accepted standards of professional behavior, which include, but are not limited to the following:

- Mature demeanor
- Acceptable dress
- Ability to accept constructive criticism and develop appropriate behavioral changes in response to such criticism
- Personal integrity and honesty
- Sensitivity to patients and their families, with respect for their right to competent, compassionate, and confidential care
- Respectful and courteous behavior toward fellow students, faculty and health care workers and any support staff with whom they come in contact
- Adherence to program regulations, including attendance, punctuality, and performance in both the academic and clinical setting.

Programmatic Professionalism Policy

As healthcare stewards and representatives of Alvernia University, students are expected to maintain and demonstrate a high level of professionalism in all interactions and in any setting. Additionally, the PA program and the University consistently seek to maintain an environment free of harassment and violence for all students, faculty, and staff.

Students who exhibit unprofessionalism will receive a professionalism infringement, based on the tiered system outlined below.

Tier 0 – Flagged

A student will receive a Tier 0 Professionalism Notice for any concerning behavior or communication that is considered minor.

The student will receive written notification of the Tier 0 Professionalism Notice. Documentation of the Professionalism Notice will be placed
in the student's file.

Examples of Tier 0 Professionalism Notice during the didactic phase may include, but are not limited to:

- Arriving late to class.
- Submitting an assignment late.
- Failure to submit a course/lecturer evaluation.
- Concerning or questionable comments, email communication, attire, or behavior.
- Substantiated concerns reported by peers.

Examples of Tier 0 infringements during the clinical phase may include, but are not limited to:

- Arriving late at a clinical shift and/or patient visit.
- Submitting patient documentation or other clinical phase assignments late.
- Non-compliance with the dress code of the office/hospital setting.
- Non-compliance with the expectations of standards for behavior and/or communication in the office/hospital setting.
- Substantiated complaints reported by colleagues, supervisors, and/or peers.
- Failure to submit a course/lecturer/preceptor evaluation.

Tier 1 – Mild

A student will receive a Tier 1 Professionalism Notice for any concerning behavior or communication that is considered mild or if the student has received three (3) or more Tier 0 Professionalism Notices.

The student will receive written notification of the Tier 1 Professionalism Notice and will be required to have an in-person meeting with their faculty advisor and/or the faculty member involved. Documentation of the Professionalism Notice and meeting will be placed in the student's file.

Examples of Tier 1 Professionalism Notices during the didactic phase may include, but are not limited to:

- Arriving unprepared for a class, lab, small group session, or any other scheduled academic activity.
- Failure to submit an assignment.
- Unexcused absence from a class, lab, small group session, or any other scheduled academic activity.
- Unprofessional comments, email communication, attire, or behavior.

Examples of Tier 1 Professionalism Notices during the clinical phase may include, but are not limited to:

- Failure to confirm the start of a clinical site with the assigned clinical preceptor.
- Failure to complete patient documentation or other clinical phase assignments.
- Unexcused absence from a clinical shift and/or patient visit.
- Leaving a clinical shift early without expressed permission from the clinical preceptor and/or PA program.
- Failure to follow up with patients, colleagues, and/or clinical supervisor.
- Acting or dressing unprofessionally in a patient care setting.

Tier 2 – Moderate

A student will receive a Tier 2 Professionalism Notice for any concerning behavior or communication that is considered moderate or if the student has received three (3) or more Tier 1 Professionalism Notices.

The student will receive written notification of the Tier 2 Professionalism Notice and will be required to have an in-person meeting with the Director of Curriculum Innovation & Program Assessment, the Director of Outreach & Experiential Learning, the student's faculty advisor, and/or the faculty member involved. Documentation of the Professionalism Notice and meeting will be placed in the student's file.

Receiving a Tier 2 Professionalism Notice will result in the student being placed on professionalism probation.

Examples of Tier 2 Professionalism Notices during the didactic phase may include, but are not limited to:

- Failure to correct inappropriate or unprofessional comments, email communication, attire, or behavior previously discussed.
- Intentionally unprofessional comments, email communication, attire, or behavior.
- Non-compliance/breach of the University's Academic Honesty policy.

Examples of Tier 2 Professionalism Notices during the clinical phase may include, but are not limited to:

- Clinical preceptor feedback regarding unprofessional concerns and/or behavior.
- Failure to act upon clinical preceptor feedback for areas of improvement.
- Intentionally acting or dressing unprofessionally in a patient care setting.
- Non-compliance/breach of the University's Academic Honesty policy.
- Non-compliance/breach of Health Insurance Portability and Accountability Act (HIPAA) policy.

Tier 3 – Severe

A student will receive a Tier 3 Professionalism Notice for any concerning behavior or communication that is considered severe or if the student has received two (2) or more Tier 2 Professionalism Notices.

The student will receive written notification of the Tier 3Professionalism Notice. Documentation of the Professionalism Notice will be placed in the student's file.

Receiving a Tier 3 Professionalism Notice will result in the student being referred to the Physician Associate (Program) Academic Review Committee (PAARC) for consideration for dismissal from the Program.

Examples of Tier 3 Professionalism Notice during the didactic phase may include, but are not limited to:

- Actions that jeopardize the safety of peers, faculty, or staff.

Examples of Tier 3 Professionalism Notice during the clinical phase may include, but are not limited to:

- Actions that jeopardize the safety of colleagues, supervisors, or patients.
- Dismissal from a clinical placement due to professionalism or patient care/safety concerns.
- Actions that jeopardize a clinical site.

Classroom Etiquette

All students must adhere to professional standards of behavior when present in the learning environment.

- Always address faculty by their appropriate, professional title
- Always follow the program dress code
- Be respectful in communications with fellow students, faculty, and staff

- Arrive in a timely manner
- Report any absence to the program
- Cell phones or other electronic devices capable of emitting sounds will be in silent mode during classes and need to be secured away during exams.
- Mute microphone and avoid distracting behaviors during online virtual sessions

Email Etiquette

Email is an important tool which will be utilized daily. All students are expected to adhere to professional standards of behavior when utilizing email.

- Always address an email with an appropriate salutation ("Dear Professor Jones", "Dear Susan")
- Always sign an email
- All emails should be written in a professional and appropriate manner with proper grammar and punctuation – in short, write nothing in an email which you would not be comfortable putting on theboard in front of a class
- Emails that are sent to faculty that are not in proper format will be returned without a response until a properly formatted email is received.
- Be judicious when forwarding, replying, or copying additional people on emails
- All students are expected to check their Alvernia email at the beginning and end of each day
- Respond to email correspondences within 24 business hours
- Sample Email:

  Subject: Always Include the topic of your email in the subject line. E.g.: "Question about office hours"

  Dear Professor/Dr. _____,

  Your message should be written here using complete sentences and in a professional manner as outlined above.

  Thank you (Or Other Valediction to close).

  Full Signature: Jane/John Student, PA-S

Dress Code

The PA program requires "business casual" dress while on campus and attending all programmatic events. Jeans are permitted but without holes, tears, or cutouts (avoid leggings, gym attire/workout gear, slippers, and pajamas).

Social Media Etiquette

Online communication using social media and networking platforms are a form of daily communication for many individuals. Alvernia University and the Physician Associate Program expects all students to behave in an ethical and responsible manner with this form of communication.

The definition of social networking includes but is not limited to: Facebook, YouTube, Flickr, Twitter, Instagram, TikTok, Weblogs, Online Discussion Boards, or any other online application that allows an individual to post or publish content on the internet.

Students who communicate with others through social networks, blogs, online encyclopedias, and/or video and photo sharing websites should refer to the University's Social Media Policy in the Student Handbook for guidance regarding expectations for appropriate behavior and managing the risk associated with such use that may impact the reputation of Alvernia University, the PA Program and its faculty, staff, and students.

The line between professional and personal business is sometimes blurred. Be thoughtful about your posting's content and potential audiences. Be honest about your identity. In personal posts, you may identify yourself as an Alvernia University student or registered club or organization member. However, please be clear that you are sharing your views as an individual, not as a representative of the University.

Students will be expected to follow the social media policy of any experiential learning site. Occurrences of inappropriate use of social and electronic media may be submitted to the State Board of Medicine, which may affect licensure. Violation of HIPAA policies may result in legal action against the student and dismissal from the program for professionalism violations of HIPAA.

The Physician Associate Program has a ZERO tolerance for any violation of the social media policy and will investigate every complaint.

Student Identification Etiquette/Policy (A3.06/A3.04)

A3.06/A3.04. The program must define, publish, make readily available and consistently apply a policy that PA students must be clearly identified in the clinical setting to distinguish them from other health professional students and practitioners.

Alvernia Physician Associate students must always clearly identify themselves as a "physician assistant/associate" student. Students must wear an Alvernia University name tag and a short, white laboratory coat. This will distinguish students from physicians, medical students, and other health professionals.

Individual sites may also require students to wear an identification badge. If this is the case, students are expected to wear both forms of identification.

The Program expects all students to introduce themselves as a "Physician Assistant/Associate Student." Students must not represent themselves as anything other than a Physician Assistant/Associate Student, regardless of former experience or title. All clinical documents and chart entries must be signed with the student's first name, last initial, followed by PA-S.

Academic Integrity

All students are expected to adhere to the Alvernia Honor Code as outlined in the University Graduate Catalog.

Physician Associate Program CASPA Disclosure Policy

All applicants are expected to answer all questions honestly and provide accurate information in their CASPA application for program admission. Failure to do so will result in immediate referral to PAARC for consideration of dismissal from the PA program.

Physician Associate Program Illegal Drugs and Substances Testing Policy

Background and Purpose:

The purpose of this policy is to provide safe treatment, working and learning environments for patients, students, clinical and institutional staff and protection of property during any clinical education experiential course of the Alvernia University Physician Associate Program. Health care accreditation organizations mandate that hospitals and other health care agencies require students who participate in the care of patients to 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 clinical experiential learning opportunities offered during the didactic phase of the physician associate program curriculum, as well as certain Supervised Clinical Practice Experiences offered during the clinical phase of the program.

Policy Statement:

As a prerequisite to participating in patient care, the Alvernia University Physician Associate Program ("PA Program") conditionally admitted applicants and current students may be required to undergo one or more urine drug screens. Such testing is necessary to adhere to the requirements of our clinical affiliates. 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 annually or more frequently.

Non-negative urine drug screening results that limit the PA Program's ability to secure clinical experiences may result in the revocation of admission of non-matriculated students or prevent a matriculated student from progressing within the program or being recommended for graduation. By accepting admission into the PA Program, students agree to submit to urine drug screening and agree to pay expenses associated with these requirements.

Acceptance into and successful completion of the Alvernia University Physician Associate Program does not imply or guarantee that the student will be able to obtain state licensure upon graduation.

Process:

Process for obtaining a required urine drug screen

a. All conditionally admitted applicants are required to have a urine drug screen 45 days prior to classes starting, or as soon as possible if admitted within 45 days of classes starting.
b. Upon conditional acceptance, the physician associate program will instruct applicants in the process for contacting the American Data Bank Screening and Compliance vendor with which the program has established a reporting relationship. While in the program, there may be times when a clinical rotation site will require a repeat drug screen. These may be ordered

through American Data Bank's platform (Complio) or another vendor specified by the clinical site and student's will be responsible for any costs associated.

c. All matriculated students are required to have a urine drug screen 45 days prior to the first day of clinical rotations
d. The program will notify students via e-mail and /or via the Complio platform of the deadline for completion of any additional required urine drug screens throughout the course of the physician associate program.
e. American Data Bank/Complio will provide students with instructions regarding obtaining and authorizing the release of all required urine drug screen results.
f. Required urine drug screen will consist of, but not be limited to: Amphetamines, Barbiturates, Benzodiazepines, Cocaine, Opiates, PCP, Methadone, Methaqualone, Propoxyphene, Oxycodone, and THC,
g. Results of all student urine drug screens will be provided by the approved vendor to the Physician Associate Program Director, the Director of Curriculum Innovation and Program Assessment, and the Director of Outreach and Experiential Learning. Results will only indicate whether the test result is "negative" or "non-negative". No additional information will be provided to the program.
h. 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 toprovide additional information/documentation to the MRO for consideration. The physician associate program will be notified that the urine 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 "non-negative".

Program Examination of Urine Drug Screen Results

a. The Physician Associate Program Director, the Director of Curriculum Innovation and Program Assessment, and the Director of Outreach and Experiential Learning will review all required urine drug screen reports for conditionally admitted applicants and matriculated physician associate program students.
b. Urine drug screen results may be viewed by the Director of Outreach and Experiential Learning when required for student credentialing for supervised clinical practice experiences.
c.

Failed Drug Screen (Positive Results):

a. Because of the mandate to comply with health system policies and the serious implications of a "non-negative" test, conditionally admitted students may have their offer of acceptance revoked, and disciplinary actions against matriculated students may be imposed without the customary mechanisms of warning and probation.
b. 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 Physician Associate Program Director.
c. Please refer to the College of Health Sciences Drug Use Policy in the Student Handbook for further details.

Maintenance of Records and Confidentiality

Urine drug screen results will be retained within the Complio platform and may be viewed by the Physician Associate Program Director, Director of Curriculum Innovation and Program Assessment, and the Director of Outreach and Experiential Learning when necessary. This remains separate from other student educational and academic records. Confidentiality will be maintained consistently with the Family Educational Rights and Privacy Act (FERPA) and any other appropriate requirements and/or guidelines.

Drug and Alcohol Policy

Didactic Phase-Alcohol Policy:

Please refer to the University Student Handbook for a complete outline of the University's drug and alcohol policy.

Didactic Phase: Illegal Drugs & Substances Policy

Please refer to the University Student Handbook for a complete outline of the University's Illegal Drugs & Substances policy.

Students found to be using, possessing, selling, or distributing illegal drugs/substances will be immediately referred to PAARC for consideration of dismissal from the PA program.

Clinical Phase: Alcohol Policy

Please refer to the University Student Handbook for a complete outline of the University's drug and alcohol policy.

Alcohol Use/Intoxication at Clinical Site

Students are prohibited from using alcohol and/or being under the influence of alcohol while at a clinical rotation site. Any student found to be in violation of this will be referred to PAARC for consideration for dismissal from the program.

Clinical Phase: Illegal Drugs & Substances Policy

Please refer to the University Student Handbook for a complete outline of the University's Illegal Drugs & Substances policy.

Students found to be using, possessing, selling, or distributing illegal drugs/substances will be immediately referred to PAARC for consideration of dismissal from the PA program.

Physician Associate Program Federal Background Check Policy

Background and Purpose

The Alvernia University Physician Associate Program requires a background check on all of its conditionally admitted applicants and current students 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 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 Alvernia University Physician Associate Program conditionally admitted applicants and current students will be required to undergo a criminal background check prior to matriculation (45 days prior to classes starting, or as soon as possible if admitted within 45 days of classes starting), and 45 days prior to the date of the first clinical rotation. For conditionally admitted applicants, the offer of admission is conditional upon the results of the background check. If a conditionally admitted or current student declines to undergo a background check while enrolled in the program or if findings of a grievous nature are revealed, this will be grounds for revoking the offer of admission or dismissal from the program. The costs of the criminal background checks are the responsibility of the applicant/student. A copy of the criminal background check 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.

Criminal background check results that limit the Program's ability to secure clinical experiences may prevent a student from progressing in their didactic phase of study, being promoted to the clinical education phase, or being recommended for graduation. By accepting admission to the Program, applicants agree to submit to national criminal background checks and also agree to pay expenses associated with this requirement.

Acceptance into and successful completion of the Alvernia University Physician Associate Program does not imply or guarantee that the student will obtain state licensure upon graduation.

Process

Examination of information obtained through criminal background and sex offender check

- All conditionally admitted applicants and matriculated students will upload FBI clearance results to the physician associate program compliance platform (Complio). The physician associate program director will review the criminal background check report results for all conditionally admitted applicants and enrolled students.
- In the event a criminal background check report contains adverse information that may subsequently prevent progression through the didactic or clinical phase of study, limit the program's ability to secure clinical experiences, or be recommended for graduation, the applicant/student will be informed and provided with the contact information to challenge the finding or provide explanatory information. The applicant/student will also be instructed to contact the medical/licensing board directly to ask about their specific case and whether they will be

prevented from obtaining a medical license. The applicant must provide this information to the physician associate program director for review.

Maintenance of Records and Confidentiality

Information obtained for the purpose of and during the criminal background check will be retained by the Physician Associate Program Director on the Complio platform, separate from other student educational and academic records.

Confidentiality will be maintained consistently with FERPA and any other appropriate guidelines.

Student Society

With the ever-evolving healthcare system, it is paramount that we develop Physician Associates with leadership skills to help navigate the healthcare industry so that we can advocate for our patients and our profession. The American Academy of Physician Assistants (AAPA) has a student academy, the Student Academy of the American Academy of Physician Assistants (SAAAPA), that furthers the PA leadership mission. The Alvernia University Physician Associate Program is committed to encouraging all students to either start developing or continue to build these leadership skills by taking on leadership roles in the classroom and in the community.

The students elect officers each September to fill the following positions. For more information and descriptions, please refer to the Alvernia University Physician Associate Program Class of 2027 Student Society Bylaws:

1. President
2. Vice-President
3. Secretary
4. Treasurer
5. Assembly of Representative
6. Constituent Chapter Student Representative (CCSR)
7. Diversity Chair
8. Fundraising Chair
9. Historian
10. Outreach Chair
11. Student Navigator/Liaison

Programmatic Matriculation Requirements

Prior to matriculation, each student must meet the following program, College, and University requirements:

- All requirements for admission, including providing verified official transcripts from previously attended colleges/universities.
- Non-Refundable Deposit: Candidates who accept a seat in the program must pay a $1,000 non-refundable deposit to secure their place in the cohort. Additional information and details regarding the deposit can be found in the acceptance letter.
- CASPer: Accepted candidates must complete the CASPer online, open-response situational judgement test prior to matriculation. The CASPer test must be completed no later than Aug. 1 of each

year prior to entering the program. To register for the CASPer test, visit acuityinsights.app/casper
- Background check.
- Fingerprinting.
- Negative substance abuse test for illegal drugs and substances or controlled substances (students with a controlled prescription will need to meet with the Alvernia University Health and Wellness center).
- Immunizations as required by the Alvernia University Health & Wellness Center and CDC Recommended Vaccines for Healthcare Workers.
- Provide proof of active health insurance. Alvernia University does not offer student health insurance plans. However, below are websites that provide options for health insurance coverage. These are just suggestions; neither the University nor the PA program has any affiliations with either of these sites or coverage options.
    - www.healthcare.gov
    - www.pennie.com
- Required Matriculation Documents (need to be uploaded to the clinical tracking platform)
    - Emergency Contact Form
    - Immunization Release Form
- Attestation to technical standards (or University accommodations if applicable).
- Attestation to student handbook/policies.

On an annual basis, each student must maintain the following College and University requirements:
- Updated immunizations as required by the:
    - Alvernia University Health & Wellness Center, and
    - CDC Recommended Vaccines for Healthcare Workers.

Prior to entering the supervised clinical practice experiences (Clinical Phase), each student must maintain the following requirements (in addition to annual basis requirements):
- Negative substance abuse screen for illegal drugs, substances, or controlled substances, even with a prescription.
- Certification in basic life support (BLS) and advanced cardiac life support (ACLS).
- Verify proof of active health insurance.
- Updated emergency contact information.
- Satisfactory completion of the didactic phase.
- Satisfactory completion of the didactic summative written examination and didactic summative OSCE.

Duration of the Physician Associate Program

The standard time to achieve the Master of Medical Science degree is 24 months. The maximum time for completion of requirements for the Master of Medical Science degree is 48 months from the date of matriculation at the discretion and with the approval of the Program.

Advisor-Advisee Policy (A3.10/A3.07)

All matriculated students of the Alvernia University Physician Associate Program will be assigned to a PA Program principal faculty advisor. Students are required to meet with their faculty advisor at least once per semester, and it is the student's responsibility to schedule the meeting. During advising meetings, the faculty advisor will review student performance and address any concerns the student or the advisor may have in a timely manner.

Students are welcomed and encouraged to contact their faculty advisor at any time for academic or personal guidance. PA Program principal faculty advisors are at liberty to schedule advisee meetings when they deem appropriate. It is highly recommended that if a student has a concern regarding a particular course, they communicate with the course director/or designated faculty first.

During these meetings, principal faculty advisors may recommend services available to students, such as but not limited to:

- Academic Success Center for general advising and support.
  - https://www.alvernia.edu/current-students/academic-success-center
- Academic Support Services for: https://www.alvernia.edu/current-students/academic-success-center
  - Tutoring
  - Writing support
  - Academic coaching
- Accessibility Services:
  - https://www.alvernia.edu/current-students/accessibility-services
- Health & Wellness Center for physical, emotional, and/or mental health support.
  - https://www.alvernia.edu/current-students/health-wellness-center
  - https://www.alvernia.edu/current-students/health-wellness-center/health- wellness-center-counseling- services
- TimelyCare (24/7 Virtual Health)
  - timelycare.com/alvernia
- Career Development
  - https://www.alvernia.edu/current-students/career-development
- Library Resources
  - https://www.alvernia.edu/franco-library-alvernia-university
- Office of Student Financial Services (financial aid)
  - https://www.alvernia.edu/current-students/office-student-accounts

Program Progression & Completion Policy (A3.10/A3.07, A3.15b/A3.14b)

A3.10/A3.07 The program *must* define, publish, make *readily available,* and consistently apply written procedures that provide for *timely* access and/or referral of students to services addressing personal issues that may impact their progress in the PA program.

A3.15/A3.14 The program *must* define, publish, consistently apply, and make *readily available* to students upon admission:

b) requirements and deadlines for progression in and completion of the program,

The policy for Program Progression & Completion for the Master of Medical Science (MMS) Degree is established by the Physician Associate (Program) Academic Review Committee (PAARC) of the Department of Medicine within the College of Health Sciences ("College") at Alvernia University and applies to students enrolled in the PA program leading to the Master of Medical Science degree. This policy is an umbrella for several different policies and requirements, including:

- Programmatic matriculation requirements,
- Duration of the program,
- Progression in the program,
- Requirements for Degree Completion (Conferral),
- Maximum Duration of the Program,
- Grade Descriptions,
- Evaluation of Student Performance in the program,
- Academic Standing,
- Leave of Absence Policy,
- Withdrawal Policy, and
- Reinstatement Policy.

PAARC is a committee that consists of four (4) program faculty, one (1) faculty from the College, and the PA program medical director as a consultant. PAARC convenes on an as-needed basis and is designed to ensure policies, procedures, and fair practices have been followed. When PAARC is called to action, voting members will deliberate and submit recommendation(s) to the PA Program Director for final decision(s).

Voting members of PAARC consist of the following members:

- Director of Experiential Learning and Outreach
- Director of Curriculum Innovation and Program Assessment
- Two (2) full-time PA program faculty members
- One (1) full-time faculty member who will vary based on availability from the College of Health Sciences

Academic Standing Policy (A3.15a/A3.14a)

The Physician Associate (Program) Academic Review Committee (PAARC) will determine each student's academic standing at the end of each semester of the program. Academic standing may be adjusted prior to the end of each semester if necessary.

Graduate Grading Scale		
A	4.0	94-100
A-	3.7	90-93
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C	2.0	73-79
F		72 and below

Rounding:

- Individual examinations and assignment scores are rounded to the nearest two (2) decimals
- Final course grades are rounded to the nearest whole number.

"I" is incomplete, which indicates that a grade for the course cannot be assigned due to the following circumstances:

- Didactic year, the student is remediating.
- Clinical year, the student is remediating and/or a Preceptor Evaluation of the Student is pending completion.

Passing course grades include 73% and above (A, A-, B+, B, B-, C).

- Students must pass all courses with a minimum of 73% (C).

The program provides instruction, and students are evaluated through student performance on assessments, which are based on the core competencies defined by the program.

Program Competencies: At the completion of the program, PA students will possess medical knowledge (MK), communication and interpersonal skills (CIS), clinical and technical skills (CTS), clinical reasoning and problem-solving skills (CRPS), and professional behaviors (PB) necessary to demonstrate progress toward entry-level proficiency.

Medical Knowledge (MK):

1. Apply fundamental medical, social, and behavioral science knowledge in the evaluation, diagnosis, and management of patients.

Communication & Interpersonal Skills (CIS):

1. Obtain a focused and/or comprehensive patient history.
2. Demonstrate the ability to effectively communicate clinical findings.
3. Apply interpersonal and communication skills to collaborate with and educate patients and/or caretakers.

Clinical & Technical Skills (CTS):

1. Demonstrate general clinical procedures safely and effectively.
2. Perform a focused and/or comprehensive physical examination.
3. Interpret diagnostic and screening studies.

Clinical Reasoning & Problem-Solving (CRPS):

1. Generate a working differential diagnosis.
2. Formulate appropriate therapeutic management plans.

Professional Behaviors (PB)

1. In alignment with Alvernia University's expectations, students will demonstrate professionalism in all interactions and settings.

The academic standing categories are as follows:

Good Academic Standing: A student who earns a passing grade in each course and meets expectations for professional conduct will be deemed by the PAARC to be in "good academic standing" and will be permitted to progress to the next semester or phase of the curriculum.

Good Academic Standing with Monitoring: A student who earns a failing grade in any course but successfully remediates the course will be deemed by the PAARC to be in "good academic standing

with monitoring" and will be permitted to progress to the next semester or phase of the curriculum. Monitoring includes a continuous review of student performance and weekly communication with the student, either via email or meetings. The duration of the period of "good academic standing with monitoring" will continue through the end of the following semester and then revert to "good academic standing" thereafter should the student qualify. Please refer to the remediation policy for further details.

Academic Notice:
A student will be deemed on "academic notice" if their semester GPA (Grade Point Average) is less than 2.7.

During the didactic phase, a student may only be on "academic notice" for one (1) semester. If a student earns another semester GPA less than <2.7, they will be reviewed by the PAARC and subject to dismissal.

During the clinical phase, a student may only be on "academic notice" for one (1) semester. If a student earns another semester GPA less than <2.7, they will be reviewed by the PAARC and subject to dismissal from the program.

**Please note that students must have a cumulative GPA of ≥2.7 to progress from the didactic phase to the clinical phase

Dismissal: A student is subject to dismissal after review by the PAARC:

- if the student demonstrates severe deficits in academic performance, as outlined in the Progression and Program Completion Policy and Withdrawal and Dismissal Policy,
- or for egregious or recurrent incidents of academic or professional misconduct,
- or who otherwise fails to meet the requirements for progression to the Master of Medical Science degree.

Reporting of Academic Standing to Third Parties: Third parties include SCPE/rotation sites, credentialing documentation, and employment references. The status of "good academic standing with monitoring" is an internal designation to the student's academic and professional development, and, therefore, will be reported only as "good academic standing" or, if appropriate, "academic notice."

(A3.10/A3.07) The PA program is committed to the personal and academic success, as well as the well- being of all students, thereby ensuring timely access to services addressing personal and academic issues that may impact progress in the PA program. Student performance is monitored at weekly faculty meetings, allowing the program to address student deficiencies in a timely manner. Additionally, course directors can notify the student's faculty advisor, Director of Curriculum Innovation and Program Assessment, or Director of Experiential Learning and Outreach at any time between meetings regarding a struggling student.

During a student's progression through the program, a student may be identified as academically or personally struggling through failed or borderline passing assessments, or behavioral changes, and may be referred to the faculty advisor or designated faculty for early intervention. The student will:

1. Meet with their faculty advisor or designated faculty member.
2. Discuss barriers they may be experiencing to allow maximum academic success.

3. Collaborate with a faculty advisor or designated faculty member to develop a plan for academic or personal success.

The plan and the outcome will be documented on the Early Intervention form and placed in the student's file. Students may need additional services, and the program is committed to assisting students, including scheduling issues. Although it is ideal if students receive services outside of their classroom hours, this is not always possible. In such cases when timely access is otherwise not possible due to severity, access, or after-hours availability, the PA program permits students' class release time to receive services from healthcare providers, student wellness center, and/or academic success services, counseling, and disability support services.

Progression & Program Completion Policy (A3.15b/A3.14a, A3.14b)

Progression through the didactic phase:
For students to progress through the didactic phase, they must:

- Pass all courses with a grade of "C" or higher,
- Maintain a semester GPA of 2.7 or higher, and
- Exhibit professional conduct.

Students who do not meet the semester GPA of 2.7 or higher will be placed on academic notice. During the didactic phase, a student may only be on "academic notice" for one (1) semester. If a student earns an additional semester GPA less than <2.7, they will be reviewed by the PAARC and subject to dismissal.

Failure to meet these requirements for progression may result in delayed graduation or referral to PAARC for consideration of dismissal from the program.

Progression from the didactic to the clinical phase:
For students to progress from the didactic to the clinical phase of the program, they must:

- Satisfactorily complete all-didactic year courses with a grade of "C" or higher,
- Satisfactorily complete the didactic summative written examination,
- Satisfactorily complete the didactic summative OSCE,
- Maintain a cumulative GPA of 2.7 or higher, and
- No significant professionalism infringement(s).

Failure to meet these requirements for progression may result in deceleration, delayed graduation, or dismissal.

Progression through the clinical phase:
For students to progress through the clinical phase, they must:

- Satisfactorily complete all clinical phase courses with a grade of "C" or higher,
- Maintain a cumulative GPA of 2.7 or higher, and
- No significant professionalism infringement(s).

Students who do not meet the semester GPA of 2.7 or higher will be placed on academic notice. During the clinical phase, a student may only be on "academic notice" for one (1) semester. If a student earns another semester GPA less than <2.7, they will be reviewed by the PAARC and subject to dismissal.

Failure to meet these requirements for progression may result in deceleration, delayed graduation, or referral to PAARC for consideration of dismissal.

Requirements for Degree Completion (Conferral) for the Master of Medical Science (MMS) Degree

The Master of Medical Science degree is conferred by the Alvernia University Board of Trustees upon the recommendation of the PAARC and the affirmative vote of the faculty of the Department of Medicine, Physician Associate Program.

Students must complete the program within 48 months (4 years) of initial matriculation to be eligible for degree conferral.

Degree Requirements: To be considered for recommendation by the PAARC, the candidate for the Master of Medical Science degree must:

- Earn a passing grade in (or successfully remediate) each required course (or approved equivalent) in the Physician Associate program, and
- Show competence in each of the program's competencies by successfully passing (or successfully remediating) all components of the summative evaluations, and
- Meet the professional conduct expectations of the program as outlined in this policy below, the Student Handbook, and the policies and procedures of Alvernia University, and
- Complete any documentation required by the Program, College, or University.

Evaluation of Student Performance in the Program

The program provides instruction and assessment that aligns with the Alvernia University Physician Associate Program Competencies, which are the core competencies of the program and required of the student upon completion of the program to enter clinical practice. Assessments align with what is expected and taught in the program and allow the program to identify and address any student deficiencies in a timely manner.

The performance of each student enrolled in the PA program will be reviewed on a semester basis by the program and assigned an academic standing status. Whereas professionalism is one of the core competencies, the program will review academic performance and professional conduct rubrics completed by the student's faculty advisor and/or another program faculty.

Academic Standing

The PAARC will determine each student's academic standing at the end of each semester of the program. Academic standing may be adjusted prior to the end of each semester if necessary. Academic Standing categories are as follows:

Good Academic Standing: A student who earns a passing grade in each course and meets expectations for professional conduct will be deemed by the PAARC to be in "good academic standing" and will be permitted to progress to the next semester or phase of the curriculum.

Good Academic Standing with Monitoring: A student who earns a failing grade in any course but successfully remediates the course will be deemed by the PAARC to be in "good academic standing with monitoring" and will be permitted to progress to the next semester or phase of the curriculum. The duration of the period of "good academic standing with monitoring" will continue through the end of the following semester and then revert to "good academic standing" thereafter should the student qualify. Please refer to the remediation policy for further details.

Program Academic Notice: A student will be deemed on "program academic notice" if their semester GPA (Grade Point Average) is less than 2.7.

- During the didactic phase, a student may only be on "academic notice" for one (1) semester. If a student earns another semester GPA less than <2.7, they will be reviewed by the PAARC and subject to dismissal.

- During the clinical phase, a student may only be on "academic notice" for one (1) semester. If a student earns another semester GPA less than <2.7, they will be reviewed by the PAARC and subject to dismissal.

**Please note that students must have a cumulative GPA of ≥2.7 to progress from the didactic phase to the clinical phase. **

Dismissal: A student who has severe deficits in academic performance, or for egregious or recurrent incidents of academic or professional misconduct, or who otherwise fails to meet the requirements for progression to the Master of Medical Science degree.

Specific policy violations that may warrant dismissal include, but are not limited to:

- Failure of a remediation course: the student will meet with the PAARC upon failure of a remediated course and may be dismissed from the program unless extenuating circumstances have occurred.
- Students who receive an initial "I" grade in more than three courses (one per semester) across the didactic phase, or two courses in the clinical phase, will not be allowed any further course remediations. Therefore, the student will be dismissed from the program.
- Egregious or recurrent incidents of academic or professional misconduct: this encompasses a wide range of potential incidents, including but not limited to behavior that creates a safety concern, continually disrupting the learning environment, disregard for maintaining an environment of psychological safety, falsifying documents, or academic dishonesty on an assessment.
- Failure to maintain the PA program matriculation requirements listed in this document.
- Failure to abide by the University or PA program policies, including, but not limited to:
    - Professionalism & Citizenship Policy
    - Alcohol Policy
    - Illegal Drugs & Substances Policy
    - Title IX Policy
    - Non-discrimination Policy

Dismissal Process: The PAARC will submit a recommendation of "dismissal" and supporting documentation to the PA Program Director and the Dean of the College of Health Sciences or designee. Written notification will be provided to the student. A dismissal from the Program will require the endorsement of the Dean of the College of Health Sciences.

Due Process and Appeals: The right of the student to due process within the PA program and is defined in the Programmatic Grievance & Appeals Policy. The right of the student to due process within the University and defined in the Alvernia University Student Handbook.

The status of "good academic standing with monitoring" is an internal designation to promote the student's academic and professional development and, therefore, may not be appealed.

Reporting of Academic Standing to Third Parties: Third parties include SCPE/rotation sites, credentialing documentation, and employment references. The status of "good academic standing with monitoring" is an internal designation to the student's academic and professional development, and, therefore, will be reported only as "good academic standing" or, if appropriate, "academic notice." Please refer to the Academic Standing policy.

Progression to completion (conferral) in the PA Program During the didactic phase, the student must:

- Pass (or successfully remediate) the required courses of each semester. Remediation must take place at the end of that semester and before starting the next semester.
- Meet the professional conduct expectations of the PA Program as outlined in this policy, the PA Program Student Handbook, and the Alvernia University Student Handbook.

To progress to the clinical phase, the student must:

- Pass (or successfully remediate) all didactic phase courses.
- Meet the professional conduct expectations of the PA Program as outlined in this policy, the Student Handbook, and the policies and procedures of Alvernia University.
- Complete the requirements outlined in the Matriculation Program Requirements that refer to prior to entering the clinical phase.

Leave of Absence Policy

A leave of absence may be requested by a student who is enrolled in the PA program and encounters medical/personal hardships that necessitate an extended absence from the program for more than five (5) days in the didactic or clinical phase.

Please see the leave of absence policy for details. Withdrawal Policy

A student will be designated as having withdrawn from the PA program if the student:

- Gives notice that they will not continue in the program, or
- Declines the option to return to the program following a leave of absence, or
- Fails to communicate their intent to return to the program within one (1) semester prior to the anticipated return, or
- Fails to appear before the PAARC when directed, without due cause for their absence.

Delayed Graduation Policy

Delayed graduation is defined by the Alvernia University, College of Health Sciences, Department of Medical Science, and Physician Associate Program as a student who must extend their coursework beyond the traditional 24-month curriculum, for a maximum duration of 48 months, to complete the program for any reason.

PAARC will convene to discuss any student who requires delayed graduation to ensure an appropriate plan for progression, completion, and graduation is in place. The student is responsible for any accrued costs associated with delayed graduation.

Remediation Policy (A3.15c/A3.14c)

Didactic and Clinical Course Remediation

Each course syllabus specifies the requirements needed to successfully pass the course. There may be additional passing requirements specific to a course which will be outlined in the course syllabus and is in addition to achieving the minimum passing score for the course. Students are responsible for familiarizing themselves with the passing requirements specified in each course syllabus. If a student does not meet the minimum passing requirements of the course, remediation is required.

Remediation is the program-defined and applied process for addressing deficiencies in a student's knowledge and skills, such that the correction of these deficiencies is measurable and can be documented. The Alvernia Physician Associate Program's remediation process is designed to help students achieve expected competencies, core academic, and technical skills, as outlined in each course syllabus. Each course syllabus within the didactic and clinical curriculum outlines the assessments (both formative and summative) for the given course and specifies the minimum passing requirements for each assessment. Remediation is required if the minimum standard for passing is not met so that students can successfully progress through the program as defined in the "Program Progression and Completion Policy".

The Student Progression Committee (SPC) is a committee that consists of the program faculty. This committee meets weekly and as needed to monitor student progress and to ensure that student deficiencies are identified in a timely manner and that early intervention can be initiated. The committee also collaborates to develop individual education plans (IEP) for the remediation process if needed. The SPC also ensures that the process and policy for remediation are followed by all students and for both the didactic and clinical phases of the program.

The Physician Associate (Program) Academic Review Committee (PAARC) is a committee that consists of four (4) program faculty and one (1) faculty member from the College of Health Sciences. PAARC convenes on an as-needed basis and is designed to ensure policies, procedures, and fair practices have been followed when remediation efforts have not been successful. When PAARC is called to action, voting members will deliberate and submit recommendations to the Program Director for final decisions regarding student status in the program.

Didactic Phase Remediation

During the didactic phase, students are eligible to remediate the following:

- System-based course cumulative examination
- System-based course OSCE
- System-based course
- Didactic summative examination
- Didactic summative OSCE
- Professionalism

The process for remediation is as follows:

1. Contact the Director of Curriculum Innovation and Program Assessment within 24 hours of receiving the failing grade.
2. Complete the remediation form and return it to the designated faculty member by the specified date.
3. The designated faculty member will develop an appropriate remediation plan based on the failed assessment.
4. Complete reassessment.

Remediation assignments are developed specifically for the area needing improvement and the students' needs. Remediation assignments may be in the form of the following (but are not limited to):

- Written assignments
- Video viewing
- Video creation
- Self-reflection
- Additional readings
- Oral assignments
- Simulation training
- Referrals for University services

Reassessments may be in the form of the following (but are not limited to):

- Retesting (written or oral)
- Written assignments may be used as the reassessment
- Skills proficiency demonstration
- Recording
- Self-reflection
- Simulation

Students must pass the remediation with the same minimum passing standard specified in the course syllabus for the original assessment. The final score on the remediation shall not exceed the minimum passing benchmark for the purpose of calculating final course grades or semester GPAs. Course remediation letter grades will not exceed the minimum benchmark of "C." The remediation plan and outcome will be documented on the Remediation Form by the designated faculty member and placed in the student's file.

Below are descriptions for didactic, clinical, and programmatic assessments that are subject to remediation.

System-Based Course Cumulative Examination Remediation

Students must complete a cumulative examination at the end of each system-based course. The minimum passing score of the cumulative course examination is 73%. If a student fails a cumulative course examination, and remediation is not completed prior to the end of the semester, the student will receive an incomplete "I" for that course until the remediation has been completed. If a student fails the system-based course cumulative examination, the student must:

1. Contact the Director of Curriculum Innovation and Program Assessment within 24 hours of receiving the failing grade.
2. Complete the remediation form and return it to the designated faculty member by the specified date.
3. Meet with the designated faculty member to review the failed assessment to determine the areas needing improvement.
4. Collaborate with the designated faculty member to develop an appropriate remediation plan based on the failed assessment.
5. Meet with the designated faculty member to discuss the completed remediation to determine the reassessment date.
6. Complete reassessment.

Despite the reassessment grade, the final score on the reassessment shall not exceed 73% for the purpose of calculating the final course grade. The remediation plan and outcome will be documented on the Remediation Form by the designated faculty member and placed in the student's file.

- If the remediation and reassessment for a system-based cumulative examination are unsuccessful, the student will fail the course, and the student must remediate the entire course. Please refer to the didactic system-based course remediation section of this document for more information.

Students may only remediate up to a maximum of one (1) system-based course cumulative examination during the didactic phase. More than one (1) system-based cumulative examination failure will result in a referral to PAARC for consideration for dismissal.

System-Based Course OSCE Remediation

Students must complete an OSCE at the end of each system-based course. The minimum passing score of an OSCE is 73% in each component of the OSCE:

System-Based OSCE (0-100%)	
History	25%
Physical Examination	25%
Medical Decision Making (including DDx), Diagnostic Testing & Interpretation, Treatment & Management (including patient education & referrals), Clinical Skills	20%
Post-Encounter note	20%
Oral presentation	10%
Professionalism	PASS/FAIL

If the student fails two (2) components of the OSCE, they must remediate the two individual components. The student will receive an incomplete "I" for the given course if remediation is not completed prior to the end of the semester. The student must:

1. Contact the Director of Curriculum Innovation & Program Assessment within 24 hours of receiving the failing grade.
2. The designated faculty member will develop an appropriate remediation plan based on the failed component(s).
3. Student will complete reassessment.

A maximum of two (2) attempts on the failed OSCE component(s) will be provided to demonstrate proficiency. Despite the reassessment grade, the original score for that component(s) will remain.

If the student is unable to demonstrate proficiency in the 1 or 2 components after two (2) attempts, the student will be referred to the PAARC.

Full system-based OSCE remediation: If the student fails MORE than two components of the system-based OSCE or the overall score is <73%, they must remediate and be reassessed on the entire OSCE activity. The student will receive an incomplete "I" for the given course if remediation is not completed prior to the end of the semester. The student must:

1. Contact the Director of Curriculum Innovation & Program Assessment within 24 hours of receiving the failing grade.
2. Complete the remediation form and return it to the designated faculty member by the specified date.
3. The designated faculty member will develop an appropriate remediation plan based on the failed assessment.
4. Student will complete a reassessment.

The student MUST pass all the components when remediating and reassessing the whole OSCE. A maximum of two (2) attempts at the full OSCE remediation will be provided to demonstrate proficiency in ALL the components. If a student fails a component, they will fail the remediation resulting in a failed course. The student will then follow the course failure remediation process. Please refer to the didactic system-based course remediation section of this document for more information.

If the student successfully remediates and reassesses, despite the reassessment grade, the final score on the reassessment shall not exceed 73% for the purposes of calculating the final course grade. The remediation plan and outcome will be documented on the Remediation Form by the course director and placed in the student's file.

If the remediation and reassessment for a full system based OSCE are unsuccessful, the student will fail the course and must remediate the entire course. Please refer to the didactic system-based course remediation section of this document for more information.

Students may only remediate up to a maximum of one (1) full system based OSCE during the didactic phase. More than one (1) full system based OSCE failure will result in referral to PAARC for consideration for dismissal.

Didactic Phase Course Remediation

If a student fails a didactic phase course, an incomplete "I" will be assigned for the given course if remediation is not completed prior to the end of the semester.

1. Contact the Director of Curriculum Innovation & Program Assessment within 24 hours of

receiving the failing grade.
2. Complete the remediation form and return it to the designated faculty member by the specified date.
3. A designated faculty member to develop an appropriate remediation plan based on the failed assessment.
4. Student completes the reassessment.

Despite the reassessment grade, the final course letter grade will not exceed "C." The remediation plan and outcome will be documented on the Remediation Form by the program and placed in the student's file. Students are only given one attempt to remediate deficiencies. A student may only remediate one (1) didactic course each semester of the didactic phase.

If the reassessment for a didactic course is unsuccessful, the student will be referred to the PAARC for consideration for dismissal.

Didactic Summative Written Examination Remediation

To progress to the clinical phase, students must successfully complete the didactic summative written examination at the end of the didactic phase. This is a standardized examination provided by PAEA. The didactic summative written examination is pass/fail, with a passing benchmark of ≥ 73%. If a student fails the didactic summative written examination, the student must:

- Contact the Director of Curriculum Innovation & Program Assessment within 24 hours of receiving the failing grade.
- Complete the remediation form and return it to the designated faculty member by the specified date.
- The designated faculty member will develop an appropriate remediation plan based on the failed assessment.
- Student completes the reassessment.

The reassessment must meet the 73% benchmark and must be completed before the start of the clinical phase. The failure to pass the didactic summative written examination will result in delayed start of rotations, delayed graduation, and addition tuition. The remediation plan and outcome will be documented on the Remediation Form by the designated faculty member and placed in the student's file.

- Students are only given one (1) attempt to remediate the didactic summative written examination.
- If the reassessment of the didactic summative written examination is unsuccessful, the student will be referred to the PAARC for consideration for dismissal.

Didactic Summative OSCE Remediation

To progress to the clinical phase, students must successfully complete the didactic summative OSCE examination at the end of the didactic phase. The didactic summative OSCE is pass/fail, with a passing benchmark of ≥ 73% in all components.

Didactic Summative OSCE (0-100%)	
History	25%
Physical Examination	25%
Medical Decision Making (including DDx), Diagnostic Testing & Interpretation, Treatment & Management (including patient education & referrals), Clinical Skills	20%
Post-Encounter note	20%
Oral presentation	10%

Professionalism	PASS/FAIL

If the student fails one or two (1 or 2) components of the didactic summative OSCE, they must remediate those components. The student must:

1. Contact the Director of Curriculum Innovation & Program Assessment within 24 hours of receiving the failing grade.
2. The designated faculty member will develop an appropriate remediation plan based on the failed assessment.
3. Student completes reassessment.

A maximum of two (2) attempts on the failed OSCE components will be provided to demonstrate proficiency. Despite the reassessment grade, the original score will remain for grading purposes.

If the student is unable to demonstrate proficiency in the single component after two (2) attempts, the student will be referred to the PAARC.

Full didactic summative OSCE remediation: If the student fails MORE than two components of the summative OSCE or the total score is less than 73%, they must remediate and be reassessed on the entire OSCE activity. The remediation and reassessment must be completed before the start of the clinical phase. The student must:

1. Contact the Director of Curriculum Innovation & Program Assessment within 24 hours of receiving the failing grade.
2. Complete the remediation form and return it to the designated faculty member by the specified date.
3. The designated faculty member to develop an appropriate remediation plan based on the failed assessment.
4. Student completes reassessment.

A maximum of one (1) attempt on the full didactic summative OSCE remediation will be provided to demonstrate proficiency. Despite the reassessment grade, the final score on the reassessment shall not exceed 73% for the purposes of calculating the final course grade. The remediation plan and outcome will be documented on the Remediation Form by the designated faculty member and placed in the student's file.

If the reassessment for the full didactic summative OSCE are unsuccessful, the student will be referred to PAARC for consideration for dismissal.

Professionalism Remediation

As healthcare stewards and representatives of Alvernia University, students are expected to maintain a high level of professionalism in any setting during both the didactic and clinical phases. Students are expected to adhere to professional guidelines outlined by the University and the program. Additionally, professionalism is one of the core competencies of the PA program and meeting professional conduct expectations is a requirement for degree conferral. Please refer to the Professionalism policy for more details.

A student who fails this criterion during the didactic phase or accrues the maximum infractions must:

1. Contact the Director of Curriculum Innovation & Program Assessment within 24 hours of receiving the failing grade or when accruing the maximum infractions.
2. Complete the remediation form and return it to the designated faculty member by the specified date.
3. Meet with the designated faculty member to discuss the professionalism issue.
4. The student will submit a self-reflection or assignment as the reassessment.

The student will be reassessed after the remediation. The remediation plan and outcome will be documented on the Remediation Form by the designated faculty member and placed in the student's file. A student is eligible for remediation of professionalism two (2) times for the entirety of the Program. If a student exceeds the two (2) times, they will be referred to PAARC.

Unsuccessful remediation will result in referral to PAARC for consideration for dismissal.

Egregious or recurrent incidents of academic or professional misconduct may result in dismissal from the program, as outlined in the Student Handbook, and therefore would not qualify for remediation.

Clinical Phase Remediation

Each clinical course syllabus specifies the requirements needed to successfully pass the given course. There may be additional passing requirements specific to a course which will be outlined in the given course syllabus and is in addition to achieving the minimum passing score for the course. Students are responsible for familiarizing themselves with the passing requirements specified in each clinical course syllabus. If a student does not meet the minimum passing requirements of the course, remediation is required for students to successfully progress through the program.

Any non-examination assessments and assignments, except for the Preceptor Evaluation of the Student, will be required to be remediated per the terms and conditions of the course syllabus to successfully pass the SCPE/rotation. Examples of non- examination assessments and assignments during the clinical phase include:

- Patient encounter logs
- Student Evaluation of Preceptor
- Student Evaluation of the Site
- Student Self-Assessment of Learning Outcomes

If the non-examination assessments and assignments are not successfully completed within two weeks of the last day of the rotation, the student will fail the SCPE/rotation and be required to remediate (repeat) the entire rotation. This will result in delayed graduation and additional associated costs. A student may only repeat one (1) rotation throughout the entire clinical phase. Repeat rotations are scheduled based on availability. A failure of more than one rotation will result in dismissal from the program.

The remediation process is designed to help students achieve expected competencies and core academic and technical skills, as outlined in each syllabus. Each course syllabus within the clinical curriculum outlines the assessments (both formative and summative) for the given course and specifies the passing requirements for each assessment. Remediation is required if the minimum standard for
passing is not met so that students can successfully progress through the program as defined in the "Retention, Promotion, and Graduation Requirement Policy".

During the clinical phase, students are eligible to remediate the following:

- PAEA End-of-Rotation (EOR) Examination
- End-of-Rotation (EOR) OSCE
- Supervised Clinical Practice Experience (SCPE/rotation)
- Preceptor Evaluation of the Student

The process for remediation is as follows:

1. Contact the Director of Experiential Learning and Outreach within 24 hours of receiving the failing grade.
2. May need to complete the remediation form and return it to the designated faculty by the specified date.
3. The designated faculty member will develop an appropriate remediation plan based on the failed

assessment.
4. Student will complete reassessment.

Remediation assignments and reassessments are developed specific to the area needing improvement and student need and may be in the form of the following (but is not limited to):

- Retesting with a different version of the exam
- Skills proficiency demonstration
- Reading or video viewing assignment
- Self-reflection
- Simulation training
- Referrals for University services

Students must pass the remediation with the same minimum passing standard specified in the course syllabus for the original assessment. The final score on the remediation shall not exceed the minimum passing benchmark for the purposes of calculating final course grades or semester GPAs. The remediation plan and outcome will be documented on the Remediation Form by the course director and placed in the student's file.

Below are the descriptions for clinical and programmatic assessments that are subject to remediation.

PAEA End-of-Rotation (EOR) Examination Remediation

If a student fails an End-of-Rotation (EOR) examination, an incomplete "I" will be assigned for the given rotation until the remediation has been completed during the call-back week at the end of the next rotation. *Please note that the student will be required to take two (2) EOR examinations during the subsequent call-back week: the current rotation EOR and the remediation EOR.* The student must:

1. Contact the Director of Experiential Learning and Outreach within 24 hours of receiving the failing grade.
2. Complete the remediation form and return it to the designated faculty member by the specified date.
3. The designated faculty member will develop an appropriate remediation plan based on the failed assessment.
4. Student will complete reassessment.

Despite the reassessment grade, the final score of the reassessment shall not exceed 73% for the purposes of calculating the final course grade. The remediation plan and outcome will be documented on the Remediation Form by the designated faculty member and placed in the student's file. Only one (1) attempt at remediation of any given PAEA EOR examination is allowed.

- If the reassessment for the PAEA EOR examination is unsuccessful, the student will need to repeat the SCPE/rotation at the end of the clinical phase and pass the EOR on the first attempt.
- Students may only repeat one (1) SCPE/rotation during the clinical phase due to a EOR failure.
- A maximum of one (1) SCPE/rotation can be repeated in the Clinical Phase for any reason.
- If the repeat rotation is unsuccessful, the student will be referred to PAARC for consideration for dismissal.
- Repeat rotations are scheduled based on availability. This will result in delayed graduation and additional associated costs.

SCPE/Rotation OSCE Remediation

Students must complete an OSCE at the end of each SCPE/rotation. The minimum passing score is 73% in each component of the OSCE:

SCPE/Rotation OSCE (0-100%)

History	25%
Physical Examination	25%
Medical Decision Making (including DDx), Diagnostic Testing & Interpretation, Treatment & Management (including patient education & referrals), Clinical Skills	20%
Post-Encounter note	20%
Oral presentation	10%
Professionalism	PASS/FAIL

If a student fails one or two (1 or 2) components of the end-of-rotation OSCE, the student will receive an incomplete "I" for the given course if remediation is not completed prior to the end of the semester.

If the student fails one or two (1 or 2) components of the end-of-rotation OSCE, they must remediate those components. The student must:

1. Contact the Director of Experiential Learning and Outreach within 24 hours of receiving the failing grade.
2. The designated faculty member will develop an appropriate remediation plan based on the failed assessment.
3. Student completes reassessment.

A maximum of two (2) attempts on the failed OSCE components will be provided to demonstrate proficiency. Despite the reassessment grade, the original score will remain for grading purposes.

- If the student is unable to demonstrate proficiency in the components after two (2) attempts, the student will be referred to the PAARC.

For full SCPE OSCE remediation: If the student fails MORE than two components of the system-based OSCE or the overall score is <73%, they must remediate and be reassessed on the entire OSCE activity. The student will receive an incomplete "I" for the given course if remediation is not completed prior to the end of the semester. The student must:

- Contact the Director of Experiential Learning and Outreach within 24 hours of receiving the failing grade.
- Complete the remediation form and return it to the designated faculty member by the specified date.
- The designated faculty member will develop an appropriate remediation plan based on the failed assessment.
- Student will complete a reassessment.

If the student successfully remediates and reassesses, despite the reassessment grade, the final score on the reassessment shall not exceed 73% for the purposes of calculating the final course grade. The remediation plan and outcome will be documented on the Remediation Form by the course director and placed in the student's file.

A maximum of one (1) attempt on the full OSCE reassessment will be provided to demonstrate proficiency. Despite the reassessment grade, the final score on the reassessment shall not exceed 73% for the purposes of calculating the final course grade. The remediation plan and outcome will be documented on the Remediation Form by the designated faculty member and placed in the student's file.

- If the reassessment for the SCPE OSCE is unsuccessful, the student will need to repeat the SCPE/rotation at the end of the clinical phase and pass the entire OSCE on the first attempt.
- Students may only repeat one (1) SCPE/rotation during the clinical phase due to a failure of an OSCE.
- A maximum of one (1) SCPE/rotation can be repeated in the Clinical Phase for any reason.

- If the repeat rotation is unsuccessful, the student will be referred to the PAARC for consideration for dismissal.
- Repeat rotations are scheduled based on availability. This will result in delayed graduation and additional associated costs.

Preceptor Mid-Rotation Evaluation of the Student Remediation

The Preceptor Mid-Rotation Evaluation of the Student must be passed by achieving a "satisfactory" in each category, which is the equivalent of "achievement."

If a student receives an "unsatisfactory" in any section of the preceptor mid-rotation evaluation, the program will investigate by conducting a thorough review of the student's evaluations/assessments of the specific area of deficit(s) to determine if the student has demonstrated meeting the course learning outcomes (CLOs) via other sources. Should the "unsatisfactory" be substantiated, then formal remediation for that specific deficit will be initiated.

Should a deficit be identified, the student must:

1. Contact the Director of Experiential Learning and Outreach within 24 hours of receiving the failing grade.
2. Complete the remediation form and return it to the designated faculty member by the specified date.
3. The designated faculty member will develop remediation plan based on preceptor feedback.
4. The student will submit a self-reflection or assignment as the reassessment.

- Egregious or recurrent incidents of academic deficiencies or professional misconduct may result in referral to the PAARC, as outlined in the Student Handbook, and therefore would not qualify for remediation.

Preceptor Evaluation of the Student Remediation

The Preceptor Evaluation of the Student must be passed by achieving a minimum score of 3/5 in each category, which is the equivalent of "achievement."

If a student receives a low rating (1-2) in any section of the preceptor evaluation, the program will investigate by conducting a thorough review of the student's evaluations/assessments of the specific area of deficit(s) to determine if the student has demonstrated meeting the course learning outcomes (CLOs) via other sources. An incomplete "I" will be assigned for the given rotation until the conclusion of the investigation and/or the completion of the remediation and reassessment.

Should a deficit be identified, the student must:

1. Contact the Director of Experiential Learning and Outreach within 24 hours of receiving the failing grade.
2. Complete the remediation form and return it to the designated faculty member by the specified date.
3. The designated faculty member will develop a remediation plan based on preceptor feedback.
4. The student will submit a self-reflection or assignment as the reassessment.

The remediation plan and outcome will be documented on the Remediation Form by the designated faculty member and placed in the student's file. Students are only given one (1) attempt to remediate the deficiencies from the Preceptor's Evaluation of the Student.

- If the reassessment is unsuccessful, the student will need to repeat the SCPE/rotation at the end of the clinical phase. A maximum of one (1) SCPE/rotation can be repeated in the Clinical Phase for any reason.

This will result in delayed graduation and additional associated costs. Repeat rotations are scheduled based on availability. If the repeat rotation is unsuccessful, the student will be referred to PAARC for consideration for dismissal.

- Egregious or recurrent incidents of academic or professional misconduct may result in dismissal from the program, as outlined in the Student Handbook, and therefore would not qualify for remediation.

Professionalism Remediation

As healthcare stewards and representatives of Alvernia University, students are expected to maintain a high level of professionalism in any setting during both the didactic and clinical phases. Students are expected to adhere to professional guidelines outlined by the University and the program. Additionally, professionalism is one of the core competencies of the PA program, and meeting professional conduct expectations is a requirement for degree conferral. Please refer to the Professionalism policy for more details.

A student who fails this criterion during the clinical phase of the program must:

1. Contact the Director of Experiential Learning and Outreach within 24 hours of receiving the failing grade.
2. Complete the remediation form and return it to the designated faculty member by the specified date.
3. The designated faculty member will develop remediation plan based on the area of professionalism.
4. The student will submit a self-reflection or assignment as the reassessment.

The remediation plan and outcome will be documented on the Remediation Form by the designated faculty member and placed in the student's file.

A student is eligible for remediation of professionalism two (2) times for the entirety of the Program. If a student exceeds the two (2) times, they will be referred to PAARC.

- Unsuccessful remediation will result in referral to the PAARC for consideration for dismissal.
- Egregious or recurrent incidents of academic or professional misconduct may result in dismissal from the program, as outlined in the Student Handbook, and therefore would not qualify for remediation.

Programmatic Summative Assessment Remediation

Programmatic Summative Written Examination Remediation

To graduate, students must successfully complete the programmatic summative written examination. The programmatic summative written examination is pass/fail, with a passing benchmark of ≥ 73%.

If a student fails the programmatic summative written examination, the student must:

1. Contact the Director of Experiential Learning and Outreach within 24 hours of receiving the failing grade.
2. Complete the remediation form and return it to the designated faculty member by the specified date.
3. The designated faculty will develop an appropriate remediation plan based on the failed

assessment.
4. Student completes reassessment.

The remediation plan and outcome will be documented on the Remediation Form by the designated faculty member and placed
in the student's file.

- If the remediation and reassessment for the programmatic summative written assessment are unsuccessful, the student will be referred to PAARC for consideration for dismissal.
- Students are only given one (1) attempt to remediate the programmatic summative written examination.

Programmatic Summative OSCE Remediation

To graduate, students must successfully complete the programmatic summative OSCE at the end of the clinical phase. The programmatic summative OSCE is pass/fail, with a passing benchmark of ≥ 73% in all components.

Programmatic Summative OSCE (0-100%)	
History	25%
Physical Examination	25%
Medical Decision Making (including DDx), Diagnostic Testing & Interpretation, Treatment & Management (including patient education & referrals)	20%
Post-Encounter note	20%
Oral presentation	10%
Professionalism	PASS/FAIL

If a student fails one or two (1 or 2) components of the programmatic summative OSCE, the student will receive an incomplete "I" for the given course if remediation is not completed prior to the end of the semester.

If the student fails one or two (1 or 2) components of the programmatic summative OSCE, they must remediate those components. The student must:

1. Contact the Director of Experiential Learning and Outreach within 24 hours of receiving the failing grade.
2. The designated faculty member will develop an appropriate remediation plan based on the failed assessment.
3. Student completes reassessment.

A maximum of two (2) attempts on the failed OSCE components will be provided to demonstrate proficiency. Despite the reassessment grade, the original score will remain for grading purposes.

- If the student is unable to demonstrate proficiency in the components after two (2) attempts, the student will be referred to the PAARC.

For the full Programmatic summative OSCE remediation: If the student fails MORE than two components of the summative OSCE or the total score is less than 73%, they must remediate and be reassessed on the entire OSCE activity. The remediation and reassessment must be completed before the start of the clinical phase. The student must:

1. Contact the Director of Curriculum Innovation & Program Assessment within 24 hours of receiving the failing grade.
2. Complete the remediation form and return it to the designated faculty member by the specified date.
3. The designated faculty member to develop an appropriate remediation plan based on the failed assessment.
4. Student completes reassessment.

A maximum of one (1) attempt on the full summative OSCE remediation will be provided to demonstrate proficiency. The remediation plan and outcome will be documented on the Remediation Form by the designated faculty member and placed in the student's file.

If the remediation and reassessment for the full summative OSCE is unsuccessful, the student will be referred to PAARC for consideration for dismissal.

Deceleration Policy (A3.15c/A3.14d)

ARC-PA defines deceleration as "the loss of a student from the entering cohort, who remains matriculated in the physician assistant/associate program."

The Alvernia University Physician Associate (PA) Program curriculum is designed to be delivered and completed full-time over a 24-month period. The PA Program does not offer a part-time option. Deceleration is a mechanism for allowing students in the PA Program an opportunity to complete the 24-month curriculum through the required repetition of either the didactic or clinical phase of the curriculum. The maximum time to complete the program is 48 months from initial matriculation. Deceleration may be considered when:

- A student is granted a leave of absence and will return with the next cohort OR
- A student is granted an extended leave of absence during the clinical phase and will return to restart the clinical phase with the next cohort OR
- Recommended by the Physician Associate (Program) Academic Review Committee (PAARC)

Please note that deceleration is not an option in lieu of disciplinary action, including but not limited to probation, suspension, or any other situation that would be considered grounds for dismissal from the program.

Student Request: A student may not petition to decelerate.

PAARC Recommendation: PAARC may recommend deceleration to the Program Director when a student is unable to successfully progress through the program according to the Progression and Completion Policy. Approval for deceleration is determined by the Program Director and may be contingent upon approval of class size increase by the ARC-PA.

While on leave of absence of any type, students are not permitted to be enrolled in any PA Program courses.

Dismissal Policy (A3.15d/A3.14f)

Dismissal: Applies to a student who has severe deficits in academic performance, or for egregious or recurrent incidents of academic or professional misconduct, or who otherwise fails to meet the requirements for progression to the Master of Medical Science degree.

Specific progression requirements during the didactic phase that may warrant referral to the PAARC and may result in dismissal include:

- Failure of course remediation.

- Failure of more than one (1) system based cumulative examination.
- Failure of more than one (1) system based OSCE.
- Less than 2.7 GPA at the end of the didactic phase.
- More than one (1) semester on academic notice.
- Failure of the Didactic Summative Examination remediation.
- Failure of the Didactic Summative OSCE remediation.
- Egregious or recurrent incidents of academic or professional misconduct.

Specific progression requirements during the clinical phase that may warrant referral to the PAARC and may result in dismissal include:

- Failure to maintain the PA program matriculation requirements.
- Failure of more than one (1) SCPE/rotation ~~or~~ remediation.
- Failure of more than one (1) EOR.
- Failure of more than one (1) SCPE/rotation OSCE remediation.
- More than one (1) semester on academic notice.
- Egregious or recurrent incidents of academic or professional misconduct

Specific Programmatic Requirements that may warrant referral to the PAARC and may result in dismissal include:

- Failure to maintain the PA program matriculation requirements throughout the program.
- Failure of the Programmatic Summative Examination remediation.
- Failure of the Programmatic Summative OSCE remediation.
- Failure to abide by the University or PA Program policies.

Please note that egregious or recurrent incidents of academic or professional misconduct encompasses a wide range of potential incidents, including but not limited to behavior that creates a safety concern, continually disrupting the learning environment, disregard for maintaining an environment of psychological safety, falsifying documents, or academic dishonesty on an assessment.

Dismissal Process:
Any student at risk of being dismissed will be reviewed by the PAARC. Clarifying information may be requested by students. The PAARC will review the circumstances and submit a recommendation to the PA Program Director that is in alignment with the program's policies and procedures. A written notification of the final decision will be provided to the student by the PA Program Director.

Dismissal from the PA Program is final; however, students may request readmission. Students requesting readmission must:

- Submit a written request to the Program Director, no later than six (6) months after the date of dismissal (beyond 6 months, the student will be required to reapply through CASPA).
- The request will be evaluated by the PAARC.
- Additional information or plan(s) for success from the student may be requested during the evaluation by the PAARC.

Readmission is not guaranteed. If offered readmission, the PAARC will develop a readmission plan after careful review of the student's academic record. While advanced placement is not granted by the Program, credit may be granted to readmitted students for some of the courses already successfully completed prior to dismissal. Students may also be assessed to ensure that content knowledge is up to date.

Due Process and Appeals:

The right of the student to due process is defined in the Alvernia University Student Handbook and the PA Program "Grievance & Appeals Policy."

Teach Out Policy (A1.02h)

A1.02 The sponsoring institution is responsible for:

h) *teaching out* currently matriculated students in accordance with the institution's regional accreditor or federal law in the event of program closure and/or loss of accreditation, Alvernia University regularly reviews each of its major and minor degree programs and certificate programs ("Offering") to ensure that they meet student and University expectations. This policy defines "teach out" of an Offering for Alvernia University ("AU"). Please refer to the full policy that is published on the University Policy Page.

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Attestation Page

By initialing the individual statements and signing this document, I attest that I have received, read, and understand the contents of the Alvernia University Physician Associate Program Handbook & Policies:

I am aware of the following:

- ☐ (A3.15a) I am aware of the required academic standards.
- ☐ (A3.15b) I am aware of the requirements and deadlines for progression and completion of the program.
- ☐ (A3.15c) I am aware of the policy and procedure for remediation and deceleration.
- ☐ (A3.15d) I am aware of the policy and procedure for withdrawal and dismissal.
- ☐ (A3.15e) I am aware of the policy for student employment while enrolled in the program.
- ☐ (A3.04) I am aware that I am not required to work for the program.
- ☐ (A3.05) I am aware that I am not able to substitute or function as instructional faculty, clinical staff, or administrative staff.
- ☐ (A3.15f) policy and procedure for allegations of student mistreatment.
- ☐ (A3.15g) policy and procedure for student grievances and appeals.
- ☐ (A1.02i) I am aware of the student grievance policy.
- ☐ (A1.02j) I am aware of the harassment policy.
- ☐ I am aware of where I can find the Title IX contact information.

- ☐ (A1.02k) I am aware of the refunds of tuition and fees policy.
- ☐ (A1.04) I am aware of the academic support services available to me.
- ☐ (A1.04) I am aware of the student services available to me.
- ☐ (A3.03) I am aware that I am not required to provide or solicit clinical sites or preceptors.
- ☐ (A3.06) I am aware that I must clearly identify myself to distinguish myself from other health professional students and practitioners.
- ☐ (A3.07a) I am aware of the immunization and health screening policy.
- ☐ (A3.08a) I am aware of the infectious exposure/environmental hazard policy.
- ☐ (A3.08b/c) I am aware of methods of preventing infectious exposure/environmental hazards and the process to follow should I be exposed.
- ☐ (A3.08d) I am aware that I am financially responsible for any care that I may require due to infectious exposure/environmental hazards.
- ☐ (A3.09) I am aware that the principal faculty, program director, or medical director cannot participate in my healthcare unless in an emergency situation.

X _____

Signature and Date

Print First and Last Name: _____

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