



UNIVERSITY OF MARYLAND EASTERN SHORE

THE SCHOOL OF GRADUATE STUDIES DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

Physician Assistant Program Handbook (FALL 2024 - SUMMER 2026)

Policies and Procedures for PA Students and Faculty

The Physician Assistant (PA) program reserves the right to amend this handbook and change or delete any existing rule, policy, or procedure, or to add new rules, policies, and procedures at any time throughout the program and without prior notice. The student will be notified via email or Canvas announcement of any changes.

Last updated: July 2024; Approved: By the PA Program

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Contained herein are policies pertaining to students and faculty within the Department of Physician Assistant further referred to as the PA program. Students in the PA program are bound to the policies in the University of Maryland Eastern Shore (UMES) Student Handbook, the School of Graduate Studies Catalog, and the PA Program Handbook. The policies in the PA Program Handbook apply to all students, faculty, and staff in the UMES PA Program regardless of one's location or time in the program. Certain clinical sites may have policies that supersede the University and Program policies.

{A3.01} ¹{A3.02}²



**SCHOOL OF PHARMACY & HEALTH PROFESSIONS
DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES**

Welcome

We are excited to welcome you to The University of Maryland Eastern Shore (UMES) Physician Assistant (PA) Program! You are part of an exceptionally talented student body that is recognized for its academic abilities, energy, and creativity. We are proud that you chose UMES.

UMES offers exceptional opportunities for PA students to participate in activities outside the classroom that add value to their educational experience. Whether you participate in graduate research or community service, UMES has something for PA students to connect to the mission of medicine and service.

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

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

Again, thank you for choosing UMES. We hope your year ahead is both challenging and successful.

Nicole Wooten, MHS, PA-C
Interim Program Director and Department Chair

University and Program Information

General University Information

The University of Maryland Eastern Shore (UMES), which is also referenced as the 'University,' has been deemed the State's Historically Black 1890 Land-Grant institution, offers baccalaureate and graduate programs in over 38 disciplines ranging from the health professions and physical sciences, to engineering and education. In keeping with its land-grant mandate, the University's purpose and uniqueness are grounded in distinctive learning, discovery, and engagement opportunities in agriculture, marine and environmental sciences, technology, engineering and aviation sciences, health professions, and hospitality management conferring degrees at the bachelor, master, and doctoral levels.

UMES is committed to providing access to high quality value-based educational experience, with special emphasis given to individuals who are first-generation college students of varied demographic background to yield an environment of multicultural diversity and international perspectives. Additionally, UMES serves the education and research needs of businesses, industries, government and non-government organizations. Through engagement activities and partnerships, the University is committed to meeting the commercialization and entrepreneurial ventures of the University; the workforce development needs of the state; and international development priorities of the nation.

UMES is located in the small town of Princess Anne on the Eastern Shore of Maryland. The town dates back to 1733 and has many buildings and landmarks of historic interest. The quiet community environment is excellent for learning. The campus is located 13 miles south of the town of Salisbury, which provides shopping and recreational facilities. The state's famous seaside resort, Ocean City, is less than one hour from the campus and UMES is within two (2) to three (3) hours from the abundant cultural and recreational facilities of Washington, D.C., Baltimore, Philadelphia, and Virginia Beach.

The School of Pharmacy and Health Professions (SPHP) at UMES consists of five academic departments: Kinesiology, Pharmacy, Physician Assistant, Physical Therapy, and Rehabilitation Services. There are undergraduate programs in Sports Management, Exercise Science, Rehabilitation Psychology, and Rehabilitation Services. Existing graduate programs include the: Master of Science in Rehabilitation Counseling, Master of Science in Pharmaceutical Sciences, Master of Medical Science in Physician Assistant Studies, Doctor of Physical Therapy (DPT), Doctor of Pharmacy (PharmD), and Doctor of Philosophy (PhD) in Pharmaceutical Sciences. Students within these programs are actively involved in faculty initiatives to improve the health and well-being of the community through health education, promotion, and prevention activities.

University Accreditation Statement

UMES is one of twelve (12) universities and three (3) Regional Education Centers within the University of Maryland System and is accredited by the Middle States Commission on Higher Education (MSCHE), an institutional accreditor that accredits institutions of higher education throughout the United States of America. There are seven standards that a college/university must meet in order to maintain its accreditation. UMES has a continued accreditation status at this time. It is currently preparing for reaffirmation of accreditation as part of the normal cycle. The site visit by MSCHE is planned for Spring, 2025. MSCHE accreditation is separate and distinct from the PA program specific accreditation.

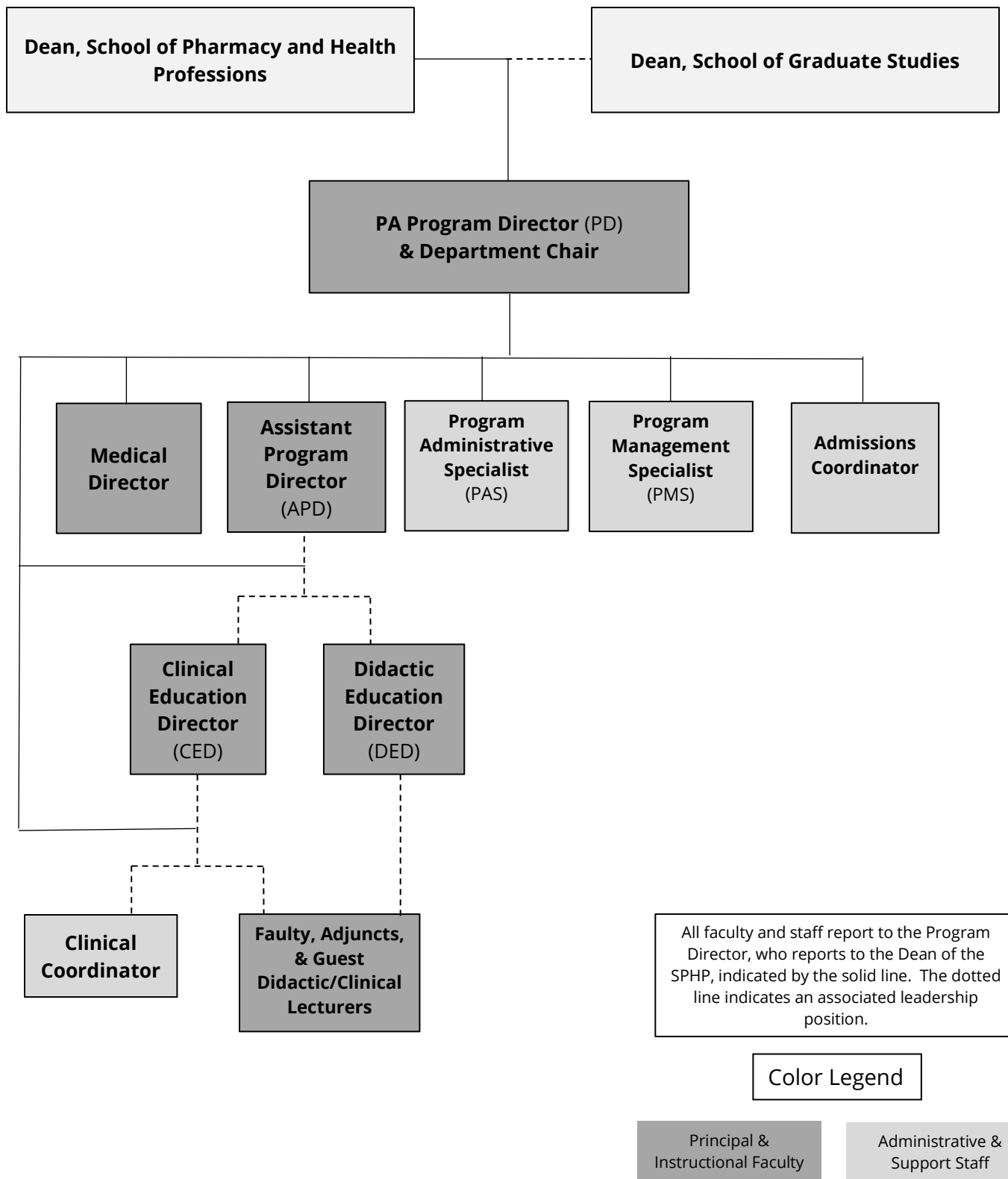
Program Accreditation Statement {A3.12a}³

The ARC-PA has granted Accreditation-Provisional status to the UMES PA Program, which is sponsored by the University of Maryland Eastern Shore.

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. Thus, the PA Program will be reviewed by the ARC-PA in October 2024 as part of the continued accreditation process.

PA Program Organizational Chart



Directory

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

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University | Sponsoring Institution

University Mission

As a public 1890 land granted Historically Black College & University (HBCU) that embraces diversity, UMES is committed to serving first-generation and underserved students and providing educational, research, and community engagement opportunities to transform the lives of its students who will impact the state, region, and the world.

University Vision

The University of Maryland Eastern Shore (UMES) will be the preeminent public HBCU that is recognized for leadership in student-centered education, exceptional research, innovation, and inclusiveness.

University Values

- Family- embracing our HBCU culture and principles of work, support and celebration
- Student-Centered- understanding that everything everyone does at UMES is because of our students
- Pride- remembering the history and traditions of patsy achievements, serves as our foundation for future accomplishments
- Collaboration- pursuing opportunities to work together across all parts of the campus
- Communication- striving to provide timely and relevant information that facilitates the embodiment of the UMES vision

University Elevator Pitch

University of Maryland Eastern Shore (UMES) is a Top-Public HBCU that believes in your potential and invests in your success. We're a family that values who you are, where you come from, and where you want to go. Our strong academics, affordable tuition, and mission-driven culture help students of all backgrounds **Soar Above and Beyond.**

Physician Assistant Program

Program Mission

The Physician Assistant Program at the University of Maryland Eastern Shore is dedicated to ensuring equal opportunities for all students, with an emphasis on supporting those from diverse backgrounds. Our mission is to empower students to deliver compassionate and competent care to patients in underserved and diverse communities locally, nationally, and globally.

Program Vision

The Physician Assistant Program at the University of Maryland Eastern Shore will become an innovative healthcare leader recognized for its excellence in PA education, research, and community service.

Program Goals

1. UMES PA program will recruit, select, and retain diverse applicants who can complete the rigorous Master of Medical Science in Physician Assistant Studies (MMS-PAS) program.
2. Prepare physician assistant students to demonstrate medical knowledge, clinical reasoning, clinical and technical skills, interpersonal skills, and professional behavior to provide high quality patient care.
3. Prepare graduates to master the skills necessary to become successful medical providers in interprofessional team-based practices.
4. Cultivate a diverse, equitable, and inclusive learning environment that prepares graduates to provide health care to underserved communities.
5. Foster an environment that inspires and supports student and faculty applied research initiatives related to the Physician Assistant profession.

Refer to the PA Program website, [Mission, Goals, and Vision | Physician Assistant Department \(umes.edu\)](#), for evidence of our effectiveness in meeting the goals. {A3.12b}⁴

PA Program Diversity, Equity, and Inclusion (DEI) Initiatives {A1.11}⁵

1. Identify, attract, and retain diverse students, faculty, and staff including members of underrepresented (UR) populations consistent with applicable law.
2. Recruit students from groups underrepresented in medicine consistent with applicable law.
3. Foster an environment that enriches graduate student learning, promotes faculty, staff, and student retention and value, and strives to encourage diverse perspectives, mutual respect, and inclusiveness for all.
4. Promote cultural humility and responsiveness in the didactic educational experience, service, and scholarship.
5. Prepare students to care for diverse patients, including serving vulnerable and underserved communities and populations.

Refer to the PA Program website, [Diversity, Equity, and Inclusion | Physician Assistant Department \(umes.edu\)](#) for more information.

The Program Director, Assistant Program Director, Medical Director, Principal Faculty, and Staff review and revise the mission, vision, goals, and DEI Initiatives as necessary during the

PA Department retreat in January. Following the retreat, the Program Executive Committee will approve or deny the proposed changes. {A2.05a}⁶

General Program Information

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

UMES PA Program 5- Year PANCE Pass Rates {A3.12c}⁷
[PANCE Performance | Physician Assistant Department \(umes.edu\)](#)

UMES PA Program Estimated Tuition and Fees {A3.12f}⁸
[Tuition and Financial Aid | Physician Assistant Department \(umes.edu\)](#)

UMES PA Program Attrition Rates {A3.12i}⁹
[Attrition Rates | Physician Assistant Department \(umes.edu\)](#)

UMES PA Program Admissions Information

Admissions Cycle

Important Steps	Important Dates
CASPA Opens	May 1
Application completed to CASPA	November 1
All requirements completed and verified	January 15
Interview selected candidates	November – February
Admission decision	No later than March 15
Applicant- Must confirm acceptance offer	Within 7 days of receipt of letter
Seat Deposit	Must be received within 2 weeks of receipt of acceptance offer
Supplemental UMES Graduate School Application and supporting documents	Only upon acceptance to the Program
Classes Start	End of August

Admissions Preferences {A3.13a}¹⁰

The Department will admit qualified candidates to matriculate through the Masters of Medical Science – Physician Assistant Studies (MMS-PAS) program. The PA Program will consider the following preferences when selecting applicants for interview and admission into the program:

- Applicants from underrepresented populations
 - Applicants from Health Personnel Shortage Areas (HPSA)

- <https://data.hrsa.gov/tools/shortage-area/hpsa-find>
- Applicants from Medically Underserved Areas/Populations (MUA/P)
 - <https://data.hrsa.gov/tools/shortage-area/mua-find>
 - Populations underrepresented within the PA profession
 - HBCU graduates
 - Graduates of the University of Maryland Eastern Shore (UMES) and other Historically black colleges or universities (HBCUs) who meet **all minimum admissions requirements** will be offered an interview. To ensure timely review of their application, after their application has been verified, applicants must notify the UMES PA Department that they are an HBCU graduate and have completed all admissions requirements.
- Science GPA ≥ 3.0- higher science GPAs will strengthen an applicant's application
- Overall GPA ≥ 3.2
- Health care experience requiring a technical certificate, degree, or license
- >500 hours of health care experience- greater patient contact hours will strengthen an applicant's application

Admissions Requirements {A2.05b}¹¹ {A3.13}¹² {A3.14}¹³

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

1. A Bachelor's degree from a US institution of higher education accredited by a regional accrediting association or the degree equivalent in another country with a 3.0 GPA on a scale of 4.0 from the institution.
 - Applicants may apply while their degree is in progress; however, degree completion is required prior to the January 15th UMES PA Program verification deadline. In this case only should the student send his/her official final transcripts documenting degree completion to PADept@umes.edu as soon as possible after degree completion.
 - The PA Program does not round-up any grades or cumulative GPAs.
2. If an applicant's cumulative undergraduate GPA is below 3.0 on a 4.0 scale and the applicant received a Master's degree, his/her Master's program cumulative GPA may be considered if the following criteria are met:
 - The applicant earned above a 3.0 GPA on a scale of 4.0 in the Master's program.
 - Courses were taken at an accredited US institution of higher education accredited by a regional accrediting association or the degree equivalent in another country.
 - If requested, applicants provide additional information related to the reasons for academic performance.
 - The applicant emails the waiver form requesting the Master's Degree GPA consideration to PADept@umes.edu. **The waiver must be approved by the Program Director.** Refer to the PA Program Website, [PA Student Admissions Waiver](#)

[Form](#), to access the form. **Waivers will not be considered until the application has been verified by CASPA.**

- If approved, the Program will consider the applicant’s graduate cumulative GPA when selecting the applicant for interview and admission into the program. Courses completed at a community college and courses taken alone (i.e., not with a full semester course load) will not be considered.
 - It is important to understand that this is done on a case-by-case basis. The program’s decision is final and not open to consideration for appeal.
3. Applicants with a Bachelor’s degree earned outside of the US must send their transcripts to one of the member organizations associated with the National Association of Credential Evaluation Services (<https://www.naces.org/members>) for translation. Then submit the results to CASPA, and complete all Medical Core prerequisite courses (see the Medical Core Prerequisite Course chart on the following page) in the United States. No exceptions will be made.
 4. Applicants who are not U.S. citizens are required to submit official test scores for either the Test of English as a Foreign Language (TOEFL) <https://www.ets.org/toefl>, the Pearson Test of English (PTE) <https://pearsonpte.com/> or the International English Language Testing System (IELTS) <https://www.ielts.org/en-us>. The following are the minimum scores for admission consideration:
 - TOEFL: 250 computer-based or 100 Internet-based
 - PTE: overall score of 68
 - IELTS: an overall band score of 7.0, with no individual band score below 6.0.
 5. All applicants must successfully complete the following Medical Core prerequisite courses with a grade of “C” or higher. Prerequisites that were not completed during the applicant’s bachelor’s program may be completed at any accredited US college/university. Master’s level courses will be considered.
 - Prerequisites will not substitute for more advanced content within the UMES PA Program. {B2.01}¹⁴
 - All prerequisite courses are to be completed within six years prior to the date of admission.

Medical Core Prerequisite Courses and Credit Hours

Coursework	Semester credit hours
Medical Terminology	1
Biology with Lab	4
Microbiology	3
Organic Chemistry I with Lab	4
General Chemistry/Biochemistry with Lab	4
Human Anatomy/Anatomy & Physiology I	3 – 4
Human Physiology/Anatomy & Physiology II	3 – 4
Psychology	3

6. A waiver of the six-year requirement for a prerequisite course may be requested by the applicant if the following criteria are met:
 - There is a continuous employment history that would demonstrate knowledge of the course content and/or
 - The applicant has a “B” grade or better, within the last six years, in a more advanced course in the same subject. A Master’s level course in the same subject is considered to be an advanced course.
 - The applicant emails the six-year requirement waiver form to PADept@umes.edu. **The waiver must be approved by the Program Director.** Refer to the PA Program Website, [PA Student Admissions Waiver Form](#), to access the form. **Waivers will not be considered until the application has been verified by CASPA.**

Application Deadline {A3.14}¹⁵

All applications must be submitted through the Central Application Service for Physician Assistants (CASPA) by November 1st for consideration for the following fall (next year’s) entering class. Incomplete CASPA applications will not be considered.

Available Seats and Wait List (Alternates) {A3.14}¹⁶

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

Interview and Admissions Criteria {A3.13}¹⁷{A3.14}¹⁸

1. Applicants submitting a complete CASPA application prior to the November 1st deadline may be invited for an early interview in the fall semester. Otherwise, interviews of selected candidates will be conducted in the spring semester.
2. Using criteria developed by the UMES PA Program’s Admissions Committee, applicants will be invited to interview. **Please note that not all qualified applicants will be invited for an interview.**
3. The Admissions Committee will use the following criteria to evaluate applicants:
 - Cumulative undergraduate and science grade point averages
 - Graduate GPAs will be evaluated in approved applicants
 - At least three (3) but no more than five (5) letters of recommendation (LOR) addressing the applicant’s potential to be successful in the PA Program and as a future Physician Assistant.
 - One of the letters of recommendation **must be from a practicing Physician Assistant** with whom the applicant has had a **minimum of 40 hours** of first-hand observation or “shadowing” experience. Applicants must document

shadowing hours using the following form, [Documentation of Physician Assistant Shadowing Hours](#).

- To receive credit for the LOR, the recommendation must recommend or highly recommend the applicant for the PA program.
- A minimum of 500 hours of paid health care experience involving direct patient care are required; however, strong applicants will have > 500 hours in a field requiring a technical certificate, degree, or license.
 - Examples of strong patient care experience:

Paramedic	Certified Nursing Assistant
Phlebotomist	Medical Assistant
EKG Technician	Radiologic Technician
Dental Hygienist	Licensed Practical Nurse
Registered Nurse	Emergency Medical Technician
International MD	Behavioral Health Technician

Applicants must document patient care hours using the following form, [Documentation of Paid Patient Care Hours](#).

- The applicant's personal statement detailing their desire to become a Physician Assistant; understanding of the Physician Assistant role and scope of practice; and interests in working in an underserved or diverse community.
 - Personal statements will be evaluated on the applicant's ability to address these topics in an organized manner with minimal grammatical errors.
 - Emotional and intellectual maturity demonstrated during the interview including interpersonal skills, the ability to clearly communicate and establish rapport with others.
 - Other experiences, including but not limited to: Research, Leadership, Community Service, Volunteering, Extracurricular activities, and/or Teaching will be considered.
4. All applicants must be able to meet the PA Program's Technical Standards. Refer to the Technical Standards Policy, [Technical Standards](#).
 5. Applicants must be able to pass a criminal background check, Maryland Child Abuse check, and urine drug screen. Refer to the criminal background check and Maryland Child Abuse screen policy; and the urine drug screen policy.
 6. Applicants must have no history of dismissal from any Physician Assistant program for academic or disciplinary reasons.

Application Requirements are subject to change for the next application cycle. Please continue to check back on the website for any changes or adjustments.

Acceptance Policy {A3.14}¹⁹

1. Admission decisions will be based on information submitted in the candidate's CASPA application and the result of candidate interviews.
2. Admission decisions will be made no later than March 15th for the following fall admission cycle.

3. Upon acceptance to the MMS-PAS Program, the candidate will be notified of acceptance and given two weeks to respond to their acceptance letter.
4. A **non-refundable** acceptance fee of \$1,500.00 must accompany the acceptance letter. On admission, this acceptance fee will be credited toward PA program fees. The fee will not be refunded if the applicant withdraws his/her acceptance; or fails a criminal background check, Maryland Child Abuse Clearance check, or urine drug screen. There are special circumstances in which the acceptance fee can be refunded: sickness, pregnancy, or death preventing the student from matriculating into the program.
5. Upon acceptance, applicants will need to complete a supplemental UMES Graduate School Application and submit any supporting documents.
6. The program reserves the right to rescind the acceptance of any candidate who has submitted incorrect or false information or documentation; failed the criminal background check, Maryland Child Abuse check, and/or urine drug screen; exhibits unprofessional behavior; or has not met the benchmark for the pre-matriculation course.

A record that the candidate has met all published admissions criteria will be kept in the student record. PA students and other authorized persons will not have access to the student's academic records or confidential information. {A3.17a}²⁰ {A3.18}²¹

*** The UMES PA Program evaluates candidates and extends acceptance into the Program as candidates are interviewed. Therefore, it is highly recommended that candidates meet all admissions requirements by the November 1st deadline to be considered for an early acceptance. Once the class is filled, selected remaining interviewed candidates will be placed on the waitlist.

Matriculation Requirements

Forms

Accepted candidates must fill out the following forms as directed by the Admissions Coordinator: [Photo/Video Release](#), [Student Health Clearance Form](#), [Health and Immunization Form](#), and [Technical Standards Disclaimer](#).

Pre-Matriculation Course

Accepted candidates must take and complete the EXXAT Pre-Matriculation course.

- The course is at no charge to the student and consists of five (5) courses: Time Management, Critical Thinking, Anatomy & Physiology, Biochemistry, and Microbiology.
- At the end of each science module students are required to take an exam and are expected to score at least 75%. If a student does not achieve this minimum score, students will retake the exam in Study Mode.

PA-CAT: Early Alert Tool

Students matriculating in 2025 (Cohort 2027) are required to take the PA-CAT after they are accepted into the program and before the start of the Fall I semester. The PA-CAT is at no charge to the student and will not be used as part of the selection process for admission into the program. Students will be given a voucher and instructions from the Admissions Coordinator to register for the exam. The PA-CAT will only be used as a predictor for student success in the program identifying students needing early intervention to promote student retention and ensure a smooth successful transition into the didactic year. Students receiving a composite score <1418 will receive additional resources e.g. early success coaching and advisement within the first few weeks of the semester.

Success Coaching Course

All students will take a virtual success coaching course 2 weeks prior to the start of the Fall I semester to learn study habits and time management skills that will prepare them for the intense semester ahead. Students with a science GPA below 3.0 and a PA-CAT score below the national average will be placed in more intense success coaching that will begin within the first few weeks of the semester.

Immunizations/Screenings

The following health requirements are mandatory prior to any experiential education course at offsite facilities. The immunization requirements must be fully complied with in the first 30 days post matriculation, or the student will be withdrawn from classes without credit.

- Tuberculosis Skin test or QuantiFERON Gold blood test
- Immunizations:
 - Hepatitis B
 - Measles, Mumps, & Rubella
 - Varicella
 - Tdap (Tetanus/Diphtheria/Pertussis)
 - Influenza
 - Others maybe needed on a case-by-case basis

Refer to [Appendix C](#) for the detailed Student Health and Immunization Policy.

Criminal Background Check, Maryland Child Abuse Clearance Check, Urine Drug Screen, and Health Insurance matriculation requirements will be discussed during the [Safety Policies](#) section of this handbook.

Basic Life Support

All entering students are required to have current Basic Life Support (BLS) certification designed for health care providers. The BLS certification is required for attendance at clinical practice mentorship and SCPE sites during both the academic and clinical phases of

the program. Proof of current certification will be required on or before the first day of summer term. If students have never been BLS certified, they can contact their local chapter of the American Heart Association to inquire about registering for potential classes. Students can do this through the AHA website ([Course Catalog Search | American Heart Association CPR & First Aid](#)) by entering their zip code to locate a local chapter.

Competencies {A3.12g}²²

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

- Medical Knowledge
 - Recognize normal and abnormal health states across all organ systems.
 - Discern among acute, chronic, and emerging disease states across the lifespan.
 - Apply principles of basic and clinical science to identify, diagnose, and provide patient care to healthy and ill patients.
- Clinical Reasoning and Problem-Solving
 - Formulate a most likely diagnosis and differential diagnoses based on an appropriate history, and physical examination for a variety of acute, chronic, and emergent medical conditions for patients across the lifespan.
 - Recommend appropriate diagnostic laboratory and imaging studies relevant to the history and physical and provide or obtain interpretations.
 - Develop appropriate treatment plans based on the clinical assessment and findings that include pharmacologic and non-pharmacologic interventions.
- Clinical and Technical Skills
 - Demonstrate ability to obtain a medical history, perform a physical examination, and document patient information.
 - Perform diagnostic and routine therapeutic procedures.
 - Implement appropriate strategies for disease prevention and health care maintenance.
 - Demonstrate ability to provide appropriate patient education by utilizing evidence-based medicine to guide clinical decision-making.
- Interpersonal and Communication Skills
 - Demonstrate the ability to provide effective verbal and nonverbal communication with patients, families, and members of the health care team.
 - Review medical records, complete documentation, and communicate diagnostic findings and management strategies in a timely manner.
 - Demonstrate strong reading, writing, and presentation skills.
- Professional Behaviors
 - Uphold academic integrity and professionalism.
 - Demonstrate cultural competencies affecting the health of the individual and the community being served.
 - Apply the core principles of medical ethics to provide medical care that is respectful, ethical, considerate, empathetic, and equitable.

- Establish respectful and collaborative relationships with all members of academic and healthcare teams.
- Demonstrate understanding of professional responsibilities around certification, licensure, credentialing, reimbursement, advocacy, and legal policies and regulations regarding medical practice.

The Program Director, Assistant Program Director, Medical Director, Principal Faculty, and Staff review and will revise the Program Competencies as deemed necessary in January at the PA Department retreat. Following the retreat, the Program Executive Committee will approve or deny the changes proposed at the retreat. {A2.05a}⁵ {A2.12}²³

Essential Knowledge and Skills {A3.13e}²⁴ {B3.07}²⁵ {B4.01}²⁶

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

1. Family Medicine (FM),
2. Emergency Medicine (EM),
3. Internal Medicine (IM),
4. Surgery (Surg),
5. Pediatrics (Peds),
6. Women's health including prenatal and gynecologic care (WH), and
7. Behavioral and Mental Health Care (BH).

As detailed in this manual, The *Technical Standards* require that every student have, for example, sufficient capacities and abilities to:

- Acquire, synthesize, and apply information in a variety of settings and use a variety of modalities;
- Manipulate the equipment, instruments, apparatus, or tools required to collect and interpret data appropriate to PA practice;
- Use intellectual ability, exercise proper judgment, and complete all responsibilities within a timeframe that is appropriate to a given setting; and
- Demonstrate emotional stability to function effectively under stress and adapt to changing environments inherent in clinical practice and health care.

Students' knowledge and skills will be measured by the faculty reviewing:

- Formative assessments, course examinations, summative examinations,
- End-of-rotation examinations,
- Clinical preceptors' evaluations of student practice, and
- PANCE performance.

Curriculum {A2.15}²⁷ {A3.12d}²⁸{A3.13c}²⁹ {B1.01}³⁰ {B3.05}³¹ {B3.06}³²

The UMES PA Program is a 28-month, full-time graduate professional medical sciences program designed to be taken over nine consecutive semesters with a curriculum emphasis on primary care medicine and clinical methods. The program operates within The School of Pharmacy and Health Professions and trains learners to become ethical, compassionate and professional health care providers while preparing them for certification and licensing as graduate PAs. A Master of Medical Science in Physician Assistant Studies (MMS-PAS) degree is awarded upon successful program completion.

The UMES PA Program consists of nine (9) continuous semesters of rigorous graduate level training that covers all areas of medicine. The program, during the first 16 months of didactic study, provides students with a firm background in basic medical science, stressing the importance of patient interaction and teamwork in medicine through courses such as clinical medicine, history and physical examination; pharmacology, scientific basis of medicine, and diagnostic tests. Didactic instruction is primarily delivered by Physician Assistants. Physicians and Nurse Practitioners may also lecture based upon skill set. Other medical professionals may be used for lectures or support depending on skill and course; however, Resident Physicians are not used for instruction.

The second year of the program is 12 months in duration and will provide students with Supervised Clinical Practice Experiences (SCPEs). Students will be matched to practicing physicians, PAs, or other licensed health care providers qualified in their area of instruction who serve as preceptors to assist in further educating and training PA students through actual patient encounters in team-based settings. Preceptors, Instruction Faculty, for the SCPEs will be primarily Physicians and PAs. Clinical rotations include the four core **primary care clerkships** of family medicine, pediatrics, women's health, and behavioral/mental health care; three **critical care clerkships** of surgery, internal medicine, and emergency medicine and; one **elective clerkship**. Students must pass each clerkship individually. Students will learn more about the clinical year during the second fall semester and in detail in the second winter semester during the SCPE orientation. At this time, students will receive the **PA Program Clinical Year Student Handbook**.

It is important to note that all courses must be taken at UMES while enrolled in the Physician Assistant Program to count toward a student's MMS-PAS degree. At this time, the UMES PA Program does not award or grant advanced placement. Under no circumstances will graduate level courses taken during a student's undergraduate education, or at any time prior to beginning the Physician Assistant Program, count towards the MMS-PAS degree. For example, if a student takes the required Applied Anatomy prior to his/her first semester in the PA Program, the course will not count towards his/her MMS-PAS degree and the student will be required to retake the course as part of his/her PA education. Furthermore, transfer credits will not be accepted.

Course Schedule {A3.12e}³³ {B1.02}³⁴

Didactic Phase (Semesters I-V), Clinical Phase (Semesters VI-IX)

Fall I		
PHAS 607a	Regional Anatomy	5
PHAS 608	Clinical Medicine I	4
PHAS 625	Clinical Pharmacology I	3
PHAS 633	Scientific Basis of Medicine I	3
PHAS 650	Diagnostic Tests I	2
PHAS 660	History and Physical Examination I	3
		20
Winter I		
PHAS 607b	Regional Anatomy	1
		1
Spring I		
PHAS 609	Clinical Medicine II	4
PHAS 620	Infectious Disease	3
PHAS 626	Clinical Pharmacology II	3
PHAS 634	Scientific Basis of Medicine II	2
PHAS 640	Clinical Problem Solving I	3
PHAS 651	Diagnostic Tests II	2
PHAS 661	History and Physical Examination II	3
PHAS 671	Preventive Medicine	2
		22
Summer I		
PHAS 610	Clinical Medicine III	4
PHAS 627	Clinical Pharmacology III	3
PHAS 630	Clinical Procedures I	3
PHAS 635	Scientific Basis of Medicine III	2
PHAS 641	Clinical Problem Solving II	3
PHAS 652	Diagnostic Tests III	2
PHAS 662	History and Physical Exam III	3
PHAS 673	Psychiatry	3
		23
Fall II		
PHAS 612	Obstetrics/Gynecology	3
PHAS 614	Pediatrics	3
PHAS 616	Surgery	2
PHAS 618	Emergency Medicine	2
PHAS 624	Issues in Practice	2
PHAS 631	Clinical Procedures II	3

PHAS 642	Clinical Problem Solving III	3
PHAS 645	Crit. Appraisal of Med. Lit & Evi Based Med	2
PHAS 672	Applied Ethics and Law	2
		22
	Total Didactic Year credits	88
	Clinical Phase	
	Winter II	
PHAS 675	Clerkship Preparation	2
		2
	Spring II	
PHAS 680	Capstone I	2
PHAS 690	Clinical Education I: (SCPE #1, SCPE #2, & SCPE #3)	9
		11
	Summer II	
PHAS 691	Clinical Education II: (SCPE #4, & SCPE #5)	6
		6
	Fall III	
PHAS 681	Capstone II	2
PHAS 692	Clinical Education III: (SCPE #6, SCPE #7, & SCPE #8)	9
PHAS 697	PANCE Preparation Seminar	2
		13
	Total Didactic Year Credits	88
	Total Clinical Year credits	32
	Total credits for PA Program	120

Course Schedule Details

All courses must be taken in the semester/order listed, unless special circumstances (de-matriculation or extended leave) interfere with a student's ability to complete the curriculum as prescribed. Requests to deviate from the prescribed curriculum for reasons other than those listed above will not be granted. Students forced to deviate from the prescribed curriculum due to de-matriculation or extended leave will be assigned an alternative curriculum by the PA Program's Progress and Promotion Committee (PPC). More detailed information regarding the didactic and clinical curriculums, including rules and regulations, can be found throughout this handbook. Please note that the UMES PA Program does not strictly follow the University's academic calendar.

Didactic First Year

Classroom and Lecture Schedule

Starting the first semester of the didactic year, lectures are generally given in blocks, Monday – Friday, to best accommodate laboratory sections, interprofessional activities and clinical mentorship days. Break times between lectures are given per university policy.

Final decisions regarding laboratory sections, course meeting times, and formative testing are under the authority of the Program Director only. Students are prohibited from requesting changes to lab sections and class time after the semester has begun.

While students receive a class schedule for the semester that includes lectures, lab, and interprofessional activities, the program cannot always adhere strictly to the days and times listed in each course syllabus. The majority of the part-time faculty is composed of practicing Physicians and PAs whose schedules may fluctuate. When an emergency or conflict arises, students will be notified by email or CANVAS announcement of the rescheduled time.

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

For example:

- The PA Program typically schedules ACLS training for learners during the Clerkship Boot Camp course. It is several hours long and may occur over the weekend.
- Since many assessments are approximately one (1) hour and coincide with lecture times, student assessment may be scheduled outside of regular class times or class times extended.
- Lectures that fall on a holiday will be rescheduled for another day in the week.

Students are expected to be in the classroom, ready to begin classes at the stated times. Clinical mentorship days can be canceled at any time by the program. All small group, laboratory and Integrated Clinical Experiences (ICE) are planned out by the faculty and staff and cannot be changed by students.

Classroom seating and laboratory assignments are at the discretion of the Instructor of Record. Use of laptops, computers and other electronic devices in the classrooms are at the discretion of the Instructor of Record. Furthermore, recording of lectures in any manner (i.e., audio, video, etc.) is prohibited unless pre-approved by the Instructor of Record.

Unique Qualities of the Didactic Program {B1.02}³⁵

During the didactic phase of the program, students take courses that build on their prerequisite knowledge and skills to develop an extensive fund of knowledge in human anatomy, physiology, pathophysiology, behavioral medicine, infectious disease, pharmacology, ethics, clinical medicine and medical/surgical specialty areas. Students also complete courses to develop specific skills and competencies in medical history, physical examination, treatment processes and clinical procedures.

Clinical Problem-Solving Experiences {B2.05}³⁶

A three-semester Clinical Problem Solving (CPS) course series draws upon knowledge learned in all other courses. Traditional classroom lectures are supplemented with small group learning and critical thinking experiences, simulated patient interactions and mock medical procedure training and testing. Furthermore, primary care clinical mentorship experiences are integrated into Clinical Problem Solving 3, which provides not only exposure to role models for professional behavior and inter-professional shared learning, but also serve as an active introduction to patient management while reinforcing knowledge and skills gained through classroom work.

The clinical problems solving course starts in the spring of the first year. Through the clinical problem-solving coursework and mentorships, PA students learn to become critical thinkers.

Clinical Second Year (Supervised Clinical Practice Experiences)

Terminology for Clinical Year {B3.05}³⁷ {B3.06}³⁸

- Supervised Clinical Practice Experience (SCPE)
- POD - Area or town assignment and the surrounding area (up to a 60-mile radius).
- Preceptor - Any instructional faculty member who provides student supervision during a SCPE. Students may train with multiple seasoned clinicians whether MD/DO, PA-C, or other licensed health providers qualified in their area of instruction with physicians and physician assistants serving primarily as preceptors.

- Rotation - Another term for SCPE.

Required Clinical SCPE Rotations {B3.07}³⁹

- Family Medicine
- Emergency Medicine
- Internal Medicine
- Surgery
- Pediatrics
- Women's Health including prenatal and gynecologic care
- Behavioral and Mental Health Care
- Elective

SCPE Rotation Settings {B3.04}⁴⁰

- Emergency Department
- Inpatient
- Outpatient
- Operating Room

Match Process for SCPE Assignments {A3.03}⁴¹

The match process is an exciting rite of passage for second year PA students. It is a culmination of years of hard work, dedication, and matriculation from the didactic to the clinical year. Utilizing the online survey tool, the program will do its best to match students to their preferred clinical rotation site.

- The program makes all decisions regarding clerkship assignments, content and sequencing. The PA Program reserves the right to modify the above referenced clerkship rotation assignments in accordance with accreditation standards, preceptor availability, clinical site resources and program needs.
- Students are permitted to identify a potential preceptor outside of the established PA Program network. Students must provide contact information for the potential preceptor. The Clinical Coordinator will contact the site to inquire about the interest and appropriateness of the site. Once the site is vetted via phone, a site visit will be made by a member of the Clinical Year Team to determine if the site meets expectations as an acceptable clinical experience. Refer to the Clinical Year Handbook for process on vetting preceptors.
- Family members are not allowed to serve as a preceptors for a student enrolled within the PA Program. The provider (relative) may serve as a preceptor for other enrolled within the PA Program.
- Students are not allowed to have clinical rotations with a current employer. If a student has a signed contract to work with a particular office or preceptor after graduation, the student may not use that provider as a preceptor during the clinical year- this includes the elective rotation.

- **Students are not required to provide or solicit clinical sites or preceptors. The program is responsible for the coordination of all Clinical Sites and Preceptors.**

***** Although the program strives to place students at their preferred clinical site for all SCPE's, the program reserves the right to place students in SCPE's outside of the generalized 60-mile radius of the University. The program also may reassign a student to a new clinical site altogether during the course of the clinical year.**

Special Circumstances for Clinical Site Placement Consideration

Students may apply for special consideration in clinical site placement. All requests must be made to the Clinical Education Director and Clinical Coordinator **prior** to the match process. Requests should be made in writing, sent by e-mail and include a description of the circumstances. The Clinical Education Director will consult with the Clinical Year Team on each request. Requests will be granted based on, but not limited to: personal need, professional conflict (patient-physician relationship; student-faculty relationship), site availability and educational capacity. Students granted special considerations are still expected to complete the match process. Special consideration will not be granted after the match process is completed unless an extenuating issue with the clinical site develops.

Out-of-State Clinical Assignments

Due to the unique location of the Eastern Shore, placements maybe be made in neighboring states, Delaware, Virginia and District of Columbia. These placements will only be granted within health systems where UMES has existing Affiliation Agreements. Students may request their elective rotation in the neighboring states and DC; however, the Clinical Education Director or Clinical Coordinator will consult with the Clinical Year Team on each request. The student will be responsible for all housing and transportation costs whether in-state or out-of-state.

PODS

UMES's PA Program is unique in comparison to other PA programs. As most programs are associated within one specific health system, UMES's PA Program must rely on multiple health systems and independent clinical sites for its SCPE's. The program creates areas or PODS for SCPE's based on the number of resources it can provide. Students maybe selected to complete their rotations within a POD. The number of PODS varies per year and PODS are not necessarily available every year.

Tentative Calendar and Timeline for Class of 2026

Didactic Year (16 months)

- Fall 2024
- Winter 2025

- Spring 2025
- Summer 2025
- Fall 2025

Clinical Year (12 months; 8 – 5-week rotations & callback)

- Winter 2026
- Spring 2026
- Summer 2026
- Fall 2026

Class of 2026 Clinical Year Timeline

Fall 2025 Didactic Clinical Mentorship (Clinical Team)

- CastleBranch Requirements due
 - TB test, Immunizations, Criminal Background and Sex Offender Check, Urine Drug Screen
- Clinical Year Team reviews surveys and makes placement assignments
- Clinical placement assignments announced for Class of 2026
- Clinical Mentorship experience begins

Winter 2026 Clinical Clerkship Orientation (Clinical Team)

- Update CastleBranch requirements for Clinical Year
- Clinical Clerkship Orientation begins

Spring 2026 Clinical Clerkship (Clinical Team)

- Clinical Clerkship Starts

Fall 2026 Clinical Clerkship (Clinical Team)

- Clinical Clerkship Ends

***Failure to complete any requests by the due date will result in delay of Clinical mentorship or Clinical clerkships.

Essential Technical & Academic Standards for Matriculation & Promotion

Technical Standards {A3.13e}⁴²

Graduates of the Master of Medical Science in Physician Assistant Studies (MMS-PAS) must have abilities and skills in the functional areas described below. The graduate must have the physical and emotional stamina and capacity to function in a competent manner. These standards apply to the classroom and in clinical and laboratory settings, including settings that may involve heavy workloads, long hours and stressful situations.

1. Observation

- Observe demonstrations and conduct experiments in the basic sciences.
- Observe a patient accurately at a distance and close at hand, noting non-verbal as well as verbal signals. This ability requires functional vision, hearing, and somatic sensation.

2. Communication

- Relate effectively with patients, conveying a sense of respect, compassion, and empathy. A student must be able to communicate clearly with and observe patients in order to elicit information, accurately describing changes in mood, activity and posture, and perceive verbal as well as non-verbal communications.
- Communicate with patients, their family members, and the health care team through oral, written, and electronic forms.

3. Sensory and Motor Coordination or Function

- Demonstrate sufficient sensory and motor function to perform a physical examination utilizing palpation, auscultation, percussion, and other diagnostic maneuvers.
- Execute prompt, precise, and appropriate responses to provide general and emergency care to patients.
- Manipulate equipment and instruments to perform medical procedures required to attain curricular goals and patient care (e.g., needles, stethoscope, ophthalmoscope, tongue blades, intravenous equipment, gynecologic speculum, and scalpel).
- Perform basic laboratory tests (urinalysis, complete blood count, etc.), and diagnostic and therapeutic procedures (phlebotomy, arterial blood gas drawings, lumbar puncture, arthrocentesis, etc.).

4. Cognitive, Integrative and Quantitative Abilities

- Conceptualize, integrate and qualitatively analyze information derived empirically and rationally for problem solving and decision-making. This includes abilities to reason, calculate, analyze, measure and synthesize information in a variety of settings, including those that may be urgent with increased transient stress and distractions.
- Comprehend three-dimensional relationships and spatial relationships of structures, including anatomical structures.
- Collect, organize, prioritize, analyze and assimilate large amounts of technically detailed and complex information within a limited time frame. This information will be presented in a variety of educational settings, including lectures, small group discussions, and individual clinical settings.

5. Behavioral and Social Attributes

- Demonstrate empathy, integrity, honesty, concern for others, good interpersonal skills, interest and motivation as these personal qualities are all required during the educational training process and in patient care.
- Possess the emotional and mental health required for full use of his/her intellectual abilities that include the exercise of good judgment, execution of all educational and clinical responsibilities, and the development of mature, sensitive and effective professional relationships with patients and members of the medical team.

- Possess adequate endurance to tolerate mentally and physically taxing workloads and adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients.
- Possess the mental capacity to meet all the program's academic standards during both the Didactic and Clinical Years.
- Possess the ability to adapt to changing environments, display flexibility, and function in uncertainty inherent in the clinical problems of many patients.
- Demonstrate strong interpersonal skills and are able to work with and cooperate with others at all levels.

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

Americans with Disabilities Act Compliance

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

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

Applicants with Disabilities

State and federal law require the University of Maryland Eastern Shore to provide reasonable accommodations for applicants with disabilities. The University will make reasonable accommodations as appropriate for qualified individuals as can be made such as to not compromise academic, clinical requirements, and standards that are essential to instruction in the PA Program and the award of a degree from the School of Pharmacy and Health Professions. An applicant is not disqualified from consideration due to a disability. Applicants are **not required** to disclose the nature of disabilities to the Admissions Committee. Applicants with questions about the Program's Technical Standards for admission, academic advancement and graduation in relation to their disabilities are encouraged to discuss the issue of accommodation with the Admissions Committee prior

to the interview process such that they can be accommodated at the interview process. If appropriate, and upon the request of an applicant or student, academic adjustments and/or reasonable accommodations may be provided. For applicants, the Admissions Committee will work with the appropriate faculty to determine whether requested accommodations are feasible and reasonable.

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

Requests for Accommodations

An applicant who has not been offered admission to the PA Program may disclose a disability and request accommodation during the admission process. DISCLOSURE BEFORE BEING OFFERED ADMISSION IS NOT REQUIRED. However, an applicant may want to determine the school's response to a specific accommodation request early in the admissions process. An applicant who chooses voluntarily to disclose a disability should write the Admissions Committee and the Office of Student Affairs to disclose the disability and discuss accommodation requests. Disclosure of the disability and request for accommodation will be kept confidential and shared with those persons responsible for evaluating the disability and whether a reasonable accommodation may be made for the disability. After admission, students (including those who have not yet confirmed their slot in the class, those who have confirmed their acceptance and matriculating students) should disclose disabilities and request accommodation by writing, calling or visiting the Office of Institutional Equity (OIE). Refer to the OIE website, [Steps for Student Accommodations | Office of Institutional Equity and Compliance \(umes.edu\)](#), for more details. The University will follow the legal requirements of the law for accommodations.

Goals and Deadlines for Accommodations

Any student who has not yet matriculated must make requests for accommodation of disabilities within one week after accepting admission to the program. Any matriculating student, who becomes aware of a disability requiring accommodation or a need for accommodation of a previously known disability, must request the accommodation as soon as the need for accommodation has been identified. Information about a student's

disability and request for accommodation will be held in confidence and disclosed to those persons responsible for evaluating the disability and determining whether requested accommodations can be made. A student can expect a response from the Vice President of Academic Affairs within 21 days of submitting all required documentation as required. The time may be extended if the School requests additional information, which cannot reasonably be gathered within the period.

General Academic Rules and Guidelines for Progress and Promotion {A3.15b}⁴³

Refer to the Progress and Promotion Policy, [See Progress and Promotion Policy](#)

- Student attendance in classes is mandatory.
- Students are required to stay updated on school/class activities by checking email, Canvas, and postal mail on a daily basis.
- Students are required to follow the Dress Code of the program as an integral part of their training and professionalism.
- Clinical Mentorship and Clinical Clerkships will be provided off-campus. The site will most likely be in an area distant from UMES and Princess Anne requiring relocation to their assigned site. Students are responsible for their transportation and for their own housing during this period.
- Each student is assigned to a faculty member for mentoring on academic matters and professional activities. The faculty advisor will serve as the student's first line of communication in addressing academic or professional issues. Additional counseling services are available through the Office of Student Affairs and the University Counseling Center as well as other resources of the University.
- A student must complete all graduation requirements to graduate.
- The faculty of the UMES Physician Assistant Program reserves the right to revise the curriculum at any time to ensure that students acquire the most current and relevant training possible. If curricular changes become necessary, every effort will be made to apprise students of the changes made and how these changes impact their course of study. In all cases, however, the production of well-prepared graduates will prevail as the dominant concern.
- Students are required to enroll in and complete courses in sequence, adhering at each level to all prerequisites. No student will be permitted to take courses out of sequence, or enroll in a course without having satisfied the prerequisites.
- A student may be dismissed from the program, after due process, by reason of conduct unbecoming of a professional student. Refer to professionalism policy.
- A student may be dismissed from the program for academic struggles. Refer to the dismissal policy.

Grading

- **Assignment of course grades is the responsibility of the Course Director.**

The Course Director will inform students of the criteria that will be used to determine final course grades. Grades will be assigned according to a straight grade system. Grade Point Average (GPA) equivalents are as follows:

A	90 - 100%
B	80 - 89%
C	75 - 79%
F	≤ 74.99%

- **Minimum passing course grades {A3.15a}²²**

Students must earn a grade of A through C in order to receive a course credit toward their degree and to continue in the program. Earning below a C in a course (≤ 74.99%) will result in dismissal from the program.

- Grade Rounding
Student assessments and grades are NOT rounded. This includes course assessments and final course grades. For example, a grade of 74.99% is not rounded up to 75% and will remain as its original score. This is to promote standardization and equity amongst graded performance across the curriculum.
- The PA Program does not issue incomplete grades at this time.

- **Minimum overall GPA requirement {A3.15a}⁴⁴**

Students must also maintain a cumulative grade point average of 3.0 throughout the program or they will be placed on academic probation as described in the Graduate Catalog 2022 – 2023 located here

<https://wwwcp.umes.edu/grad/termination-of-admission/>. Failure to achieve a semester grade point average of 3.0 or higher in two (2) consecutive semesters following probation may result in dismissal from the program. This does not include the winter semester.

Grade Grievances {A3.15g}⁴⁵

If a student wishes to dispute a grade given by an instructor or preceptor, he/she may appeal the grade to the instructor in writing including a date and signature (if e-mail must be from the student's UMES email account) within five (5) business days of the program's decision. All grievances must be based upon the following:

1. A substantial mistake of fact occurred
2. A fundamental misinterpretation of official policies is evident
3. A significant procedural error took place

If the situation is not resolved, the student can appeal to the Didactic Education Director in the Didactic Year and Clinical Education Director in the Clinical Year, Program Director and finally the Dean of the School of Graduate Studies as outlined below. The Program Director may appoint the Assistant Program Director to rule on the appeal in his/her place if the

Program Director becomes unavailable. **Initial requests sent to anyone other than the Instructor will not be considered. Non-written complaints or written complaints received after the deadline will not be accepted under any circumstance.**

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

Appeal Step	Maximum number of business days in each step of the appeals process
Student submits appeal to the Instructor	5
Instructor rules on the appeal (First appeal level)	5
Student submits appeal to Didactic/Clinical Education Director	5
Didactic/Clinical Educational Director rules on the appeal (Second appeal level)	5
Student submits appeal to the Program Director and Department Chair	3
Program Director and Department Chair or Assistant Program Director rules on the appeal (Third appeal level)	5
Student submits appeal to the Dean of the School of Graduate Studies	3
Dean of the School of Graduate Studies rules on the appeal (Final appeal level)	5
<p>All parties involved in the appeals process may respond/rule as soon as the ruling/request is received.</p> <p>If the person responsible for receiving the appeal is not available, another faculty member or administrator may be designated by that person or by the Program Director to function in his/her stead.</p> <p>The Didactic and/or Clinical Education Director collaborates with the faculty/Preceptor who taught the material in determining the ruling.</p> <p>The student, Program Director, and Dean of the SPHP will be informed of the Dean’s ruling.</p> <p>If program/university cannot make decisions within the five (5) business days due to extenuating circumstances (including but not limited to illness, seeking legal counsel, or request for additional information), such delay will be documented in an e-mail that will be sent to the student and the time extended accordingly. In such cases, all reasonable efforts will be made to expedite the process to reach a final decision.</p>	

Examinations {B4.01}⁴⁶

Students are expected to take all examinations on the scheduled dates. The Course Director determines the rescheduling of an examination if circumstances warrant (e.g., documented illness, previously identified religious holiday, or death of immediate family member). If a student fails to take a scheduled examination, without obtaining permission from the course director prior to the examination, the student will receive a “zero” on that scheduled examination. Examinations are timed and the examinee will be given no extra time to complete the examination, unless the student at the start of the semester was assessed by the Office of Institutional Equity and Compliance.

All students, who have accommodations to take an exam in another area will be scheduled by the program to take the exam in a designated room, which can be observed by Faculty and Staff members of the PA Program or a representative from the Office of Institutional Equity and Compliance.

Program Summative Evaluations and Student Assessments {B4.03}⁴⁷

At UMES’s PA Program, we define competence as adequacy of academic performance assessed by using multiple assessment methods longitudinally throughout the curriculum evaluating a learner’s knowledge, skills and attitudes. The Program Summative Evaluation includes the Summative I Examination (didactic year)/End of Curriculum (EOC) Examination (clinical year), Objective Structured Clinical Examination (OSCE), and the Professional Development Assessment Tool (PDAT). The purpose of the Program Summative Evaluation is to assess what we have taught in the program and to evaluate a student’s ability to meet the program’s competencies required to enter into clinical practice, including: clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, medical knowledge, and professional behaviors. To receive final signatures for graduation, students must complete and/or pass all formative assessments and examinations.

Our assessment instruments include:

1. Summative I Examination– First semester, second year (Fall II)

Students must pass the Summative I Examination with a 75% to progress to the Clinical Year. This is a 360-question multiple-choice examination given over six (6) hours with one (1) hour for lunch and breaks. This examination tests the student’s knowledge base for all organ systems. The program will review the results of the examination. Students will then be able to meet with their advisor and discuss study strategies to prepare them for success in the Clinical Year and on End of Rotation Examinations.

- Students who fail the Summative I Examination will be referred to the Progress and Promotions Committee (PPC). The Clinical Education Director, in conjunction with, the faculty advisor will create a remediation plan for the students. Students will complete remediation and retake the examination within one week after an initial failure. If a student fails a second time, the student will be referred to the PPC

again, continue remediation and have a delayed start to the Clinical Year; thus, delaying graduation. Subsequent failures may result in continued remediation or dismissal from the program. When a student retakes, the Summative I Examination, the highest grade he/she can achieve is 75%.

2. End of Curriculum Examination– Within the final four months of the program

Students must pass the End of Curriculum (EOC) Examination with a 1475 to graduate from the UMES PA program. This is a PAEA 300-question multiple-choice examination given over 5 hours with 10-minute breaks between sections. This examination tests the student's knowledge base for all organ systems. For more information, refer to the PAEA website, [PAEA End of Curriculum Examination Blueprint \(paeaonline.org\)](http://paeaonline.org). The program will review the results of the examination. Students will then be able to meet with their advisor and discuss study strategies to prepare them for success on the PANCE.

- Students who fail the End of Curriculum Examination fail PHAS 697 and will be referred to the Progress and Promotions Committee (PPC). The Clinical Education Director, in conjunction with, the faculty advisor will create a remediation plan for the students. The students will be required to take a Special Topics I course during the Winter semester of the following year. Graduation will be delayed and students will retake the examination no sooner than sixty (60) days after initial failure. Prior to taking the EOC again, students will complete a Program Summative Examination. The students, who pass the Program Summative Examination will be allowed to take the PAEA EOC, students who fail the Program Summative Examination will have to continue remediation with reassessment. Students will be allowed to retake the EOC once students have successfully passed all assessments. **Students are only allowed to fail the EOC once. A subsequent failure will result in enrollment in a Special Topics II course for the Spring semester.**
 - When students retake the End of Curriculum Examination and fulfill all remediation requirements including applicable Special Topics courses, the highest grade they can achieve is 75% for the EOC grade in the PHAS 697: PANCE Prep course. Students can participate in May commencement ceremony.

3. OSCE I – First semester, second year (Fall II)

OSCE II – Within the final four months of the program

This “hands-on” examination is specifically designed to test the PA student's clinical competence through a case-based patient-provider clinical encounter that may involve a combination of history and physical examination; SOAP note writing; and/or clinical skills. This will be administered at UMES or at another designated location. If a student fails any component of the OSCE receiving <75%, the student must remediate within one week of the failure before progression into the clinical year for OSCE I or graduation for OSCE II.

4. PDAT I – First semester, second year (Fall II)

PDAT II – Within the final four months of the program

Evaluation of professionalism is an on-going process throughout the program. Prior to progression into the clinical year for PDAT I and graduation for PDAT II, students will

meet with faculty to discuss the results of their PDAT evaluation; and their strengths and weaknesses in this area. Students with professionalism struggles will receive consequences reflected in our professionalism policy.

5. PACKRAT I- First semester, second year

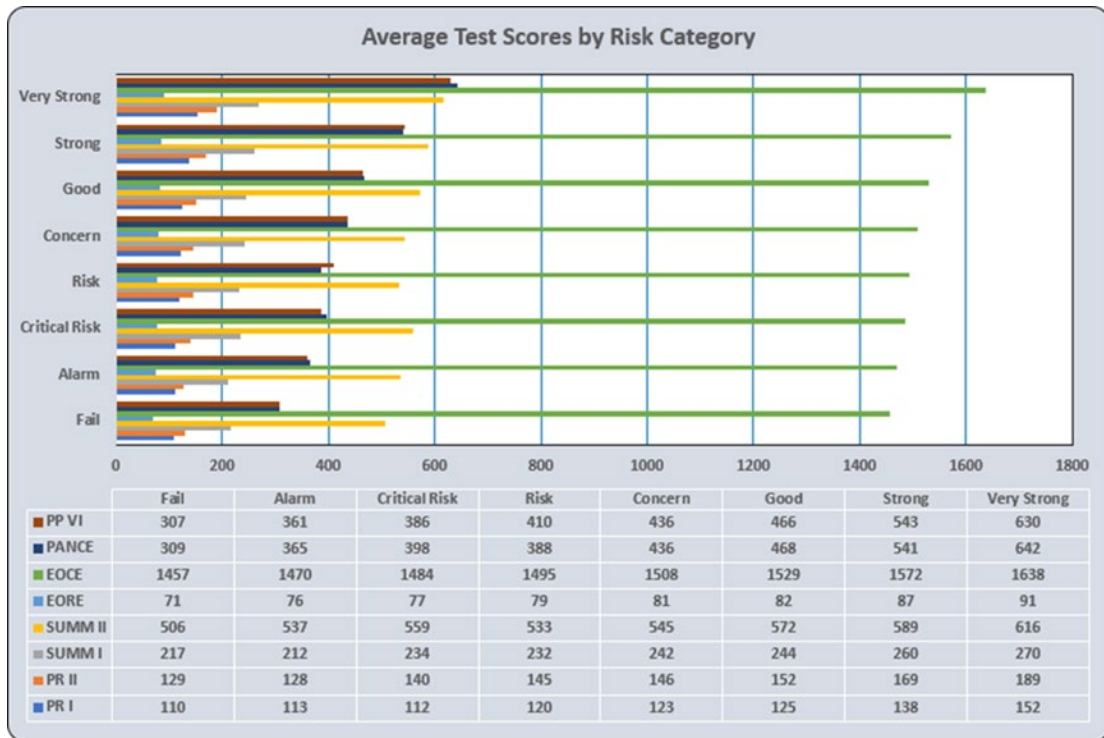
PACKRAT II- Clinical Year: Fall III

This is a non-graded PAEA 225-question multiple-choice examination used to assess students' knowledge and helps the program evaluate its curriculum. The scores are used to assess PANCE readiness and students will meet with their advisors to develop a study plan for the PANCE.

PHAS 697 requirements

Students will complete the PANCE Preparation formative examination, PACKRAT II and a cognitive summative evaluation as detailed above. These formative assessments are used to identify individual student's strengths and weaknesses in preparation for the PANCE taken after graduation from the program. To receive passing grades in PHAS 697 students must complete all elements of the Courses; including satisfactory completion of required remediation and study contracts based upon performance on the PACKRAT, EOC, and also based upon the average test scores by risk stratification as depicted below. Student will NOT receive a passing grade if they perform in the Fail, Alarm, or Critical Risk categories. **PACKRAT II is not used in the grading process, but is used in the risk analysis to identify students that need additional coaching and guidance.*

The program will use the risk analysis score stratification, "Average Test Scores by Risk", for the Summative I Examination, End of Curriculum Examination, PACKRAT I and PACKRAT II to determine a PANCE predictive value and whether a student requires remediation and mentoring during his/her clinical year. Any student who achieves scores within the Fail, Alarm, or Critical Risk categories will be required to participate in a learning contract, an academic improvement plan, during his/her clinical year. If the student shows sufficient improvement during subsequent formative or summative examinations, they may be released from the supervised study contract. The faculty advisor or Clinical Education Director can determine if the student has not satisfied the required remediation which can result in a delay in graduation or dismissal from the Program. The Program Director will acknowledge that the student has met graduation requirements only upon satisfying the remediation agreement.



Testing Policies and Procedures

What to expect on testing day!

Students will report to the **testing lab** for all exams, midterms, and final exams. Readiness assessments will be completed virtually. **Location: Waters Hall: Room 1105.** There are assigned seats (please only sit in the seat you are assigned too). **No items** are allowed in the testing lab (with the exception of a pen or pencil). No smartwatches are allowed.

Students must put personal items in their locker before the exam. On exam day students should arrive 10 minutes before the start of the exam. For example: Students will need to arrive at the testing lab at 10:50 am for an 11:00 am exam.

What happens during the test?

Once students are instructed to log on, they will log on to the ExamSoft (Exemplify) website and download the exam. The exam will not start until the scheduled time. Once the exam starts, there will be absolutely no talking and no questions are allowed. The only **exception** is a technology error or concern, otherwise the instructor or proctor will not answer any questions. Each exam is roughly one minute per question (i.e., 50 minutes for 50 questions with up to 5 minutes for review prior to submission). Final and midterm exam times may be increased due to complexity of content and increased number of questions.

What happens if I have questions or concerns during the exam?

Once students enter the testing lab, they will be given a sheet of scrap paper to use during the exam. **Students and the testing proctor will not discuss any exam content during**

the exam! If there is a question or concern about the exam, the student should use the note section within ExamSoft (Exemplify) or scrap paper to leave his/her feedback or concern. If using the scrap paper, question feedback needs to include question content and not question number. At the end of the exam, the student will hand in the scrap paper to the proctor, who will either review any feedback or concerns with the Didactic Education Director (DED). Alternately, the scrap paper will be given to the DED for review.

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

When do we get the result of our exam? What happens next?

At the end of the exam students will not receive a grade. They will only be able to see the test questions and their answers. Grades will be released 48-72 hours after the exam. This allows the Program Faculty and the DED time to check the performance of each question and review student comments and concerns. During mid-term and finals week, exam scores may be released after the last exam. Once the scores are released- that is final (no additional question or concerns will be accepted). The professor will fill knowledge gaps. If a student scores <75%, he/she will be required to meet with his/her instructor/advisor to review the exam.

The PA Program does not retest except for the Summative I Examination, End of Curriculum (EOC) Examination, and End of Rotation (EOR) examinations. Also, if a student fails one (1) course a repeat final examination will be given. The highest grade the student can receive in the course is 75% or "C" grade.

Academic Probation, Dismissal, Deceleration and Withdrawal

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

Academic Requirements for Good Academic Standing {A3.15a}⁴⁸

Students are required to maintain the academic standards throughout the duration of the program, which includes the following:

- Academic performance
 - Final course grade of \geq B
 - Maintaining a cumulative GPA \geq 3.0
 - Performing at or above the minimum passing requirements on PA Program assessments

If a student's academic performance does not meet the standards and/or requirements of the UMES PA Program, his/her performance is reviewed by the Progress and Promotion Committee.

Academic Probation

Over the course of program progression, an academic status may be changed when student performance is below the minimum standards. A student's status will change from good standing to academic probation if his/her cumulative GPA falls below a 3.0 on a 4.0 scale at any time during the course of the PA Program.

Change in Academic Status to Academic Probation

The Didactic or Clinical Education Director (DED/CED) and the student's faculty advisor routinely monitor student performance. Should a student not meet or maintain the minimum academic standards, the following will occur:

- The faculty advisor refers the student to the Progress and Promotions Committee (PPC) for review.
- The PPC provides recommendations regarding the student's academic standing status, including:
 - A change to academic probation status,
 - Minimum requirements to continue program progression, and
 - How to return to a status of good standing, academic improvement plan.
- The Program Director reviews the PPC's recommendations and issues a formal letter of notification to the Dean of the School of Graduate Studies outlining:
 - PPC's decision
 - Requirements for probation
 - Timeline for student to meet the assigned requirements to avoid dismissal.
- The Dean of the School of Graduate Studies reviews the Program Director or Assistant Program Director's recommendation and issues a formal letter to the student.
- Attestation and acknowledgement of receipt of the Dean of the School of Graduate Studies' letter obtained from the student within twenty-four (24) hours.
- Attestation and acknowledgment of deficiencies by the student within one (1) week in an academic improvement plan (AIP). The student will work with his/her faculty advisor to identify areas of deficiencies and create a detailed comprehensive plan to return to good academic standing. An AIP should also include self-reflection, must be signed by the student, approved by the PPC, and placed in the student file.

Referrals, reviews, and outcomes are addressed in a timely manner, documented, and secured in the student file. PA students and other unauthorized persons will not have access to the student's file. {A3.17e}⁴⁹ {A3.18}⁵⁰

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

Academic Probation Status: Conditions for Program Progression

Students on probationary status are required to meet or maintain the requirements designated by the PPC to continue program progression. These requirements (or conditions) are as follows:

- Complete and submit the attestation and acknowledgement issued by the Dean of School of Graduate Studies regarding the change in academic standing status.
- Meet the specified conditions or actions outlined by the PPC.
- Maintain the minimum performance requirements designated by the PPC.
- Complete, sign, and adhere to his/her created Academic Improvement Plan.

Students on academic probation status are reviewed by the PPC, at minimum, one (1) time per semester and must frequently meet with their advisors. Advisement frequency is determined by the advisor based upon student need. Students who do not meet or maintain these conditional requirements, or who have an additional occurrence of performance below the minimum academic standard requirements within the two (2) immediate semesters following the change in status to academic probation, not including the winter semesters, may continue academic probation or may be dismissed from the Program. Students who are unable to meet the academic standards may be **ineligible** for financial aid and may need to submit an appeal for financial aid to the Office of Student Financial Aid. Refer to the Office of Student Financial Aid, [Satisfactory Academic Progress \(SAP\) | Financial Aid \(umes.edu\)](#), for more details.

Performance measures, recommendations, and outcomes are addressed in a timely manner, documented, and secured in the student file. PA students and other unauthorized persons will not have access to the student's file. {A3.17e}⁵¹ {A3.18}⁵²

Return to Good Academic Standing Status

Students may return to good academic standing status for the following:

- Adherence to all the probationary status conditions.
- Meets the minimum academic standards as outlined above.

The student's advisor will document in writing the student's return to a good academic standing status and place it in the student's file. PA students and other unauthorized persons will not have access to the student's file. {A3.17e}⁵³ {A3.18}⁵⁴

Dismissal {A3.15d}⁵⁵

A student may be dismissed from the UMES PA Program for the following reasons:

- If \geq one (1) final course grade of "F" in the didactic year
- Unsuccessful remediation on the Summative I Examination

- Unsuccessful remediation on the End of Curriculum Examination
- Unprofessional misconduct as determined by the PPC
 - Unprofessional behavior that poses a threat to the standards of orderly operation, scholarship, and conduct
 - Violations of the principles related to academic integrity and plagiarism as outlined by UMES Student Code of Conduct
 - Gross violations of professional conduct
- Non-adherence to academic/professional improvement plans
- Inability to meet the academic standards of the Program
- Inability to meet the technical standards of the Program
- Inability to successfully pass a SCPE after remediation
- Behavior that poses a threat to the mental or physical well-being of others

The DED or CED will meet with the student to discuss his/her circumstances which contributed to the student's poor performance and then refer the student to the PPC for review **WITH A RECOMMENDATION FOR DISMISSAL FROM THE PROGRAM** pursuant to PA Program's policy outlined in this handbook. The PPC will review the student's overall progress, the instructors' evaluation of the student in the course(s) involved and all other applicable information. After completing its review, the outcome will include the following:

1. Recommendation to the Dean of the School of Graduate Studies for dismissal of the student from the program
2. Offer of deceleration when appropriate; and
3. Referral of the student to the Office of Student Affairs for academic retention, career and mental health counseling.

Dismissal of a student from the program has final determination by the Dean of the School of Graduate Studies, including permanent dismissal without readmission eligibility and dismissal appeal with consideration for deceleration reinstatement. Recommendations and outcomes will be documented in the student file. PA students and other unauthorized persons will not have access to the student's file. {A3.17e}⁵⁶ {A3.18}⁵⁷

Note: A student who receives a grade of "F" during the Didactic Phase or Clinical Phase will be **ineligible** to re-apply for re-admission into the UMES PA Program.

Refer to the Clinical Year (CY) Handbook for more information on dismissal from the clinical phase.

Deceleration {A3.15c}⁵⁸

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

Reasons for student deceleration may include, but is not limited to, the following:

- Academic performance
 - Final didactic or clinical course grade = “F”
 - Students with an “F” grade in majority of their semester courses will not be considered for deceleration
 - Continued academic probation
 - Unsuccessful Summative I Examination remediation outcomes
 - Unsuccessful End of Curriculum Examination remediation outcomes
 - Unsuccessful OSCE remediation outcomes
 - Repeat of failed SCPE at the end of the Program
- Professionalism (behavior or conduct)
 - Unsuccessful remediation outcomes that become a barrier for maintaining progression
- Extenuating circumstances, such as a leave of absence

Deceleration in the Didactic Year

To proceed with the option of deceleration, a student must accept the recommendation of the PPC and notify the UMES PA Program and the School of Graduate Studies in writing and complete a *Reinstatement Application* via the School of Graduate Studies website (<https://www.wcp.umes.edu/grad/readmission-or-reinstatement/>) within **five (5) business days** of his/her notification of dismissal. Reinstatement if granted, the Dean of the School of Graduate Studies will collaborate with the Program Director to notify the student in writing including conditions for reinstatement and a time period in which to complete them. Cases of reinstatement are considered on an individual basis and are not automatically granted. The student’s acceptance will be placed in the student’s file.

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

The student is responsible for all tuition costs incurred by deceleration. The student may need to submit an appeal for financial aid to the Office of Student Financial Aid. Refer to the Office of Student Financial Aid, [Satisfactory Academic Progress \(SAP\) | Financial Aid \(umes.edu\)](#), for more details. A second failure after deceleration will result in a dismissal from the Program. All Program coursework is still required to be completed within four (4) years from the original date of matriculation. If the student is unable to complete the Program within the required four (4) year timeframe, the student must obtain approval from the Dean of the School of Graduate Studies by completing a Petition of Waiver of

Regulation for the Department of Physician Assistant Form located on the [UMES PA Program Website](#) and in [Appendix K](#).

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

Deceleration in the Clinical Year

Failure to successfully pass components of the End of Curriculum Examination after the outlined remediation; or complete the clinical or professional requirements of a SCPE may result in deceleration. The student will be responsible for all tuition costs incurred by the failed SCPE or need for special topics courses.

Refer to the Clinical Year (CY) Handbook for more information about CY Deceleration.

Deceleration due to a Leave of Absence

Students with prolonged illnesses or other personal issues that result in multiple absences should consult with the DED and/or CED regarding taking a leave of absence. In addition, the student's faculty advisor, DED, CED, Assistant Program Director, or Program Director may recommend a leave of absence to the student. The decision for approval will ultimately be determined by the Dean of the School of Graduate Studies. Students must be in good academic standing to qualify for a leave of absence unless the student is requesting a medical leave of absence.

To proceed with the leave of absence option, a student must go through the following procedure:

1. Submit a request in writing to the Program Director and Assistant Program Director discussing the reason for and expected duration of the leave.
 - In the event the student is incapacitated and unable to initiate the request, the Program Director or Assistant Program Director may facilitate this process.
2. In the event of a medical problem or pregnancy, the student's request should be accompanied by a letter from a healthcare provider stating the student is medically unable to meet the technical and/or academic standards of the program; and the estimated length of time needed for recovery.
3. The Program Director or the Assistant Program Director will meet with the student to discuss the student's request.
4. The Program Director or the Assistant Program Director reserves the right to consult with Program Faculty and/or the PPC for consideration of the leave of absence request.
5. After consultation with the student, Program Faculty, and/or the PPC, the Program Director or Assistant Program Director will provide the request for the leave of absence

to the Dean of the School of Graduate Studies for the final decision of approval or denial, and the conditions under which the student may return to school.

6. The Program Director or Assistant Program Director will send an official letter to the student indicating the outcome of the leave of absence request, and if approved, it will include, but is not limited to, the following elements:
 - Official start date of leave
 - Implications for resuming the curriculum
 - Duration of the leave (no longer than twelve (12) months)
 - If the student's leave of absence extends beyond the twelve (12) months leave maximum, the student must obtain approval from the Dean of the School of Graduate Studies to return to the Program by completing a Petition of Waiver of Regulation for the Department of Physician Assistant Form located on the [UMES PA Program Website](#) and in [Appendix K](#).
 - Medical Leave of Absences will require a medical provider to send a letter to the Program Director medically clearing the student to return to the Program and attest the student can meet the technical standards of the program no earlier than June 15; but no later than, July 1 of the year of return. The Technical Standard Attestation Form can be found on the [PA Program website](#) and in [Appendix J](#).
 - The student and/or medical provider should not disclose a student's medical history to the program as medical records must not be accessible or reviewed by the Program, faculty, or staff; except immunization and screening results, which require written permission from the student to be viewed. {A3.19}⁵⁹
 - Need to repeat criminal background check, Maryland Child Abuse check, and urine drug screen prior to return (at the student's expense).
 - Students will be subjected to any new curriculum or policy revisions upon return to the Program.
 - Students must keep the Program up to date of address or circumstance changes while on leave.
 - Consequences for not returning from leave- If a student does not return from the leave of absence at the specified time, the student will be administratively withdrawn from the program and will be responsible for all accrued fees and financial obligations.
 - Referral to the Office of the Registrar and the Office of Student Financial Aid for assistance with student accounts.
7. The Program Director or Assistant Program Director will provide a copy of the official leave of absence approval letter to the Dean of the School of Graduate Studies.
8. The student must complete a Withdrawal Form located on the UMES and PA Program websites, [WITHDRAWAL-FORM_rev-4-2022.pdf \(umes.edu\)](#). The form requires signatures from the Faculty Advisor, Program Director, Office of Student Financial Aid Staff, VP Administrative Affairs or Designate, University Post Office, and the Office of the Registrar and should be submitted to the Office of the Registrar.

Any tuition reimbursement will be in accordance with the institutional refund policy. A leave of absence may result in a student graduating after the remainder of their cohort;

and not being able to participate in the graduation ceremony with their original cohort, and other program and university-related events.

***Any student who repeats a course, will receive the repeated course grade as their final grade for the course, whether higher or lower. The second (repeated) grade will be used in computing the GPA.

Withdrawal/Tuition and Fees Refund {A1.02k}⁶⁰{A3.15d}⁶¹

Withdrawal from the Program

During the progression of the Program, if a student encounters difficulty meeting course objectives or maintaining acceptable grades due to unexpected illness or other significant problems or impairment, **IT IS THE STUDENT'S RESPONSIBILITY TO NOTIFY THE PROGRAM DIRECTOR, ASSISTANT PROGRAM DIRECTOR, DIDACTIC EDUCATION DIRECTOR IF IN THE DIDACTIC YEAR AND CLINICAL EDUCATION DIRECTOR IF IN THE CLINICAL YEAR AS SOON AS POSSIBLE.** The Program Director, Assistant Program Director, and/or Didactic/Clinical Education Director will meet with the student to discuss the option of **withdrawal** from the program/University. Students may withdraw from the Program for any cause at any time. To proceed with withdrawal the student must, complete a withdrawal Form located on the UMES and PA Program websites, [WITHDRAWAL-FORM_rev-4-2022.pdf \(umes.edu\)](https://www.umes.edu/academic-affairs/withdrawal-form-rev-4-2022.pdf). The form requires signatures from the Faculty Advisor, Program Director, Office of Student Financial Aid Staff, VP Administrative Affairs or Designate, University Post Office, and the Office of the Registrar and should be submitted to the Office of the Registrar. The effective date for withdrawal, with regard to refunds and grades, is the date the form is filed at the Office of the Registrar.

Students withdrawing from the University during a semester will be credited for all academic fees charged to them, in accordance with the following schedule.

Tuition Refund for Fall and Spring Semesters

<u>Period from First Day of Instruction</u>	<u>Refundable Percentage</u>
Before the first Day*	100%
Two weeks or less	80%
Between two and three weeks	60%
Between three and four weeks	40%
After four weeks No refund	0

Tuition Refund for Winter Semester

<u>Period from First Day of Instruction</u>	<u>Refundable Percentage</u>
Before the first Day*	100%
Less than three days	70%
Between three and four days	50%
Five days	30%

After five days: No refund 0

Tuition Refund for Summer Semester

<u>Period from First Day of Instruction</u>	<u>Refundable Percentage</u>
Before the first Day*	100%
Less than eleven days	70%
Between eleven and fifteen days	50%
Between sixteen and twenty days	30%
After twenty days: No refund	0

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

Early termination of the housing contract and meal plan will be assessed fees and a weekly proration amount charge. Housing canceled before July 1 will receive 100% credit. Housing canceled after July 1 will be charged a \$500.00 breach of contract fee plus the weekly proration amount. Nine (9) days prior to the start of the semester, meal plan cancelations will be charged a 15% penalty fee plus the weekly proration amount. A weekly basis shall be defined as a complete week or any fraction thereof. For more information, refer to the Meal Plans/Room and Board Refund Information website, [Meal Plans / Room and Board Refund Information | UMES Auxiliary Services](#).

Refer to the Comptroller's Office website, [Withdrawal and Credit of Tuition and Fees | Comptroller's Office \(umes.edu\)](#), for any changes or updates.

Readmission After Withdrawal

A student who withdraws from the UMES PA Program while in good academic standing may re-apply for re-admission into the UMES PA Program; however, re-acceptance after withdrawal is not guaranteed. The former student must re-apply in its entirety and compete with that cohort of applicants also seeking admission into the program.

Academic Probation, Dismissal, and Deceleration Decisions Grievances {A3.15g}⁶²

If a student feels he/she has been treated unfairly in a matter involving Academic Probation, Dismissal, or Deceleration Decisions, he/she may appeal that decision to the Didactic Education Director in the Didactic Year and the Clinical Education Director in the clinical year in writing including a date and signature (if e-mail must be from the student's UMES email account) within five (5) business days of the program's decision. All grievances must be based upon the following:

1. A substantial mistake of fact occurred
2. A fundamental misinterpretation of official policies is evident

3. A significant procedural error took place.

If the situation is not resolved, the student can appeal to the Program Director and finally the Dean of the School of Graduate Studies as outlined below. The Program Director may appoint the Assistant Program Director to rule on the appeal in his/her place if the Program Director becomes unavailable. **Initial requests sent to anyone other than the Didactic Education Director or the Clinical Education Director will not be considered. Non-written complaints or written complaints received after the deadline will not be accepted under any circumstance.**

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

Appeal Step	Maximum number of business days in each step of the appeals process
Student submits appeal to Didactic/Clinical Education Director	5
Didactic/Clinical Educational Director rules on the appeal (first appeal level)	5
Student submits appeal to the Program Director and Department Chair	3
Program Director and Department Chair/Assistant Program Director rules on the appeal (Second appeal level)	5
Student submits appeal to the Dean of the School of Graduate Studies	3
Dean of the School of Graduate Studies Rules on the Appeal (Final appeal level)	5

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

If the person responsible for receiving the appeal is not available, another faculty member or administrator may be designated by that person or by the Program Director to function in his/her stead.

The Didactic and/or Clinical Education Director collaborates with the faculty/Preceptor who taught the material in determining the ruling.

The student, Program Director, and Dean of the SPHP will be informed of the Dean's ruling.

If program/university cannot make decisions within the five (5) business days due to extenuating circumstances (including but not limited to illness, seeking legal counsel, or request for additional information), such delay will be documented in an e-mail that will be sent to the student and the time extended accordingly. In such cases, all reasonable efforts will be made to expedite the process to reach a final decision.

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

Success Strategies {A1.11c}⁶³

Early Intervention: Students At-Risk

Students may require early intervention as a component of support, success, and retention. Students are engaged in early intervention strategies in a timely manner should the threshold for “at-risk” classification be determined. Students are considered “at-risk” when there is diminishment of performance in a course that could subsequently and negatively impact successful passing of the course, program progression and future academic performance, such as passing the PANCE. The goal is to address the potential gap in knowledge or skills through additional learning activities using strategies outlined in the remediation policy below. The “**at-risk**” classifications include, but are not limited to, the following:

- Incoming students with an undergraduate science GPA < 3.0 on a 4.0 scale
- Composite score <1418 on the PA-CAT
- One (1) exam or other program-required assessment grade is <80% in any course.
- Two (2) exams or other program-required assessment grades are <80% in one (1) course.
- Unsatisfactory mid-rotation evaluation
- Summative I, EOC, and PACKRAT critical risk, alarm, and fail categories

Course Remediation {A2.05f}⁶⁴{A3.15c}⁶⁵

In accordance with accreditation standards, remediation is an applied process for addressing deficiencies in a student’s knowledge and skills, such that the corrections of these deficiencies are measurable, documented, identified, and addressed in a timely manner. Remediation is one method to promote student success toward meeting learning outcomes and ultimately, the program-defined competencies.

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

- Academic performance
 - Course Assessment < 75% - 80%
 - OSCE < 75%

- Final course grade = “C”
- Single end of course grade = “F”
- Failure of a rotation (SCPE)
- Failure of an End of rotation (EOR) exam (< 1.5 SDs from the national average)
- Score of < 3 on any item on the Preceptor Evaluation of the Student
- Areas of deficiency discovered during the clinical year Gap Analysis
- Does not meet the minimum performance requirement for other substantive assessments required by the program
- Professionalism (behavior or conduct)
 - Does not maintain appropriate conduct in accordance with the institution and program policies

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

The remediation efforts may include, but are not limited to, the following:

- Reading assignments
- High impact notes
- Rosh review or other PANCE prep questions
- Review of selected course learning objectives
- Oral discussion exercises focused on area(s) of weakness
- Problem-based learning exercises focused on area(s) of weakness
- Written self-reflection exercise
- Individual faculty-led tutoring (especially skills related deficiencies)
- Skills review and assessment
- Repeating a portion of or the entire SCPE
- Test review focusing on concepts associated with incorrect question responses
- Student success coaching or other support services
- Electronic media presentation
- Simulation
- Written paper with citations focused on area(s) of weakness
- Other reasonable or appropriate intervention

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

Refer to the Clinical Year (CY) Handbook for more information about remediation during the clinical phase.

Referral and Review

Students are referred for remediation in a timely manner, primarily by a course instructor or Faculty Advisor. The Assistant Program Director will be the centralized person following student success and all remediation efforts within the program. The referral process generally includes the following:

1. Reason (or indication) for referral.
2. Details surrounding how the student's performance does not meet a minimum passing threshold; or the minimum academic or professional standards.
3. Remediation within a course
 - The course instructor has the flexibility to determine when there is a need for academic improvement.
 - When the student scores below the minimum academic standard on one (1) course assessment, the course instructor refers the student to his/her advisor for supplemental resources and study tips.
 - If the student scores below the minimum academic standard on a subsequent assessment, the course instructor, in conjunction with the student's advisor, will complete an Academic Improvement Plan (AIP) for the student. The student and course instructor must sign the AIP.
 - The signed AIP outlining proactive strategies for success in the course will be completed and will be submitted to the Didactic Education Director for review and inclusion in the student's official file and for review at the next scheduled Progress and Promotion Committee (PPC) meeting.
 - The faculty advisor will work together with the course instructor to ensure the student is adhering to the plan.
4. End of Course Remediation
 - When a student does not meet the standards for good academic success in the program as outlined above, the course instructor must notify the DED or CED of any student needing remediation.
 - The DED, CED, or faculty advisor will refer the student to the PPC.
 - The course instructor will work together with the faculty advisor to create a remediation plan for the student.
 - A successful remediation plan includes the student's self-reflection and behavior evaluation that impacted student's performance; the student's academic or professional deficiencies; remediation assignments; academic competencies and professionalism performance that will be required for successful remediation of material; specific timeline for completion; measurable reassessment plans mapped to learning outcomes and tailored to the student's learning deficiency; and follow up if applicable.

- All remediation assignments must be completed before the next semester/rotation.
- The proposed remediation plan is sent to the PPC for review and approval prior to enacting the remediation intervention(s).
- After the PPC has approved the proposed remediation plan, the PPC will schedule to meet with the student to review the performance deficit area(s) and discuss the approved plan. Students will also receive the plan via e-mail from the course instructor, program faculty, or faculty advisor.
- The course instructor, program faculty, and/or faculty advisor will work together to ensure the student is completing the plan as outlined.

Decisions and Outcomes of Remediation

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

Remediation reassessment may include, but is not limited to, the following:

- Written exam or assignment
- Presentation
- Skills assessment
- Peer evaluation
- Repeating a rotation (SCPE): partial or entire
- Repeating an EOR
- Repeating an OSCE
- Other reasonable or appropriate method of assessment

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

A successful remediation outcome occurs if the student does:

- Follow the remediation instructions,
- Meet the minimum performance requirement, and/or
- Submit or complete it by the due date.

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

An unsuccessful remediation outcome occurs if the student does not:

- Follow the remediation instructions,
- Meet the minimum performance requirement, and/or

- Submit or complete it by the due date.

Unsuccessful remediation outcomes result in prompt written referral to the PPC for review and recommendation for appropriate courses of action including, but not limited to, continued remediation, deceleration, or dismissal from the program.

Students who receive a single end of course grade of “F” will remediate the failed course during the designated remediation week. At the end of the remediation, the student will take a second final examination. The student must pass the examination with a score of $\geq 75\%$. The student's second course grade will be considered in the final course grade calculation. If a student fails a subsequent time, the student may receive continued remediation with another examination or dismissal from the program. The highest grade the student will receive in the course is a “C.” A third failure will result in dismissal from the program.

Remediation outcomes do not alter the grade of the original assessment that led to the remediation occurrence except with the repeat final examination in the course where students received a single “F” grade, the Summative I Examination, End of Curriculum Examination, and End of Rotation Examinations. These outcomes are reviewed with the student, faculty advisor, DED/CED, Assistant Program Director and documented in a timely manner and secured in the student file. PA students and other unauthorized persons will not have access to the student's file. {A3.17d}⁶⁶ {A3.18}⁶⁷

Physician Assistant Program Policies and Procedures {A3.01}⁶⁸ {A3.02}⁶⁹

Professionalism Policy

UMES Physician Assistant Program supports the University Student Code of Conduct. As members of the UMES community and future health care practitioners, students are expected to uphold these fundamental values including honor, personal and academic integrity, justice, freedom, leadership, civility, and loyalty to the University. Students are also to respect diversity, spirituality, and personal and property rights of others. We have established this professionalism policy, which forms the model of conduct for student members of our academic community. Like all other communities, the school will function properly only if its members (faculty, students and staff) adhere to clearly established goals and values. Essential to the fundamental purpose of the program is the commitment to the principles of truth and academic honesty, and the University Student Code of Conduct. Accordingly, the professionalism policy is designed to ensure that the principles of academic honesty lie with the student. It also addresses e-professionalism, professional attire and attendance.

All UMES PA students share the following responsibilities: to read, become acquainted with, and adhere to the School of Graduate Studies, The School of Pharmacy and Health Professions and, the University Student Code of Conduct; to respect personal and property

rights of others, and to act in a responsible manner at all times, on or off campus; to protect and foster the intellectual, academic, research, cultural, and social missions of the university; and, to observe the laws of local, state and federal government agencies.

Student Code of Conduct Policy

The University of Maryland Eastern Shore claims certain foundational principles of values upon which its entire existence stands. All students at the University of Maryland Eastern Shore have the duty to observe and uphold and accept these values as the **code of conduct**. These include;

- Honor, personal and professional academic integrity
- Commitment to attendance and punctuality
- Respect for diversity, spirituality, and personal and property rights of others
- Justice, freedom, leadership, civility
- Loyalty to the University

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

In addition to the University Student Handbook, PA students shall not:

- Fail to conform his/her conduct to the ethical and moral standards of the Physician Assistant profession as articulated in the American Academy of Physician Assistants (AAPA) Statement of Values.
- Intentionally make misrepresentation on a resume or curriculum vitae concerning class rank, grades, academic honors, student organization involvement, work experience, or any other matter relevant to job placement.
- Purposely furnish false information.
- Engage in disruptive behavior in class.
- Violate the Physician Assistant program attendance policy.
- Violate the Dress code policy.
- Demonstrate inappropriate or disrespectful behavior toward fellow students, faculty, staff, preceptors, and staff/employees at SCPE sites or other community organizations.
- Engage in inappropriate or disrespectful interactions with patients.
- Unauthorized use or removal of prescription or nonprescription drugs, devices, or confidential information from the clinical sites.
- Perpetrate any form of theft, forgery, falsification, or fraudulent use of university or experiential practice site property.

- Willfully conceal or misrepresent information material to an investigation of an alleged violation of this Professionalism Policy when the information is sought by the Physician Assistant Program faculty.
- Engage in the use and distribution of illegal drugs*.

**Students are required to follow the UMES Alcohol and Drug Abuse Policy.*

Clinical Code of Conduct Policy

The Clinical Education Director or designee will be charged with the responsibility of promptly investigating alleged infractions of this code.

The following code of conduct will guide the ethical behavior in hospitals, community clinics, research and production facilities, and various rotation sites. We feel that the magnitude of our responsibility as healthcare professionals necessitates the establishment of the highest standards of professional conduct.

Respect and Concern for the Welfare of Patients

The Student will:

- Treat patients and their families with respect and dignity both in their presence and in discussions with others.
- Recognize when one's ability to function effectively is compromised and ask for relief or help.
- Recognize the limits of student involvement in the medical care of a patient and seek supervision or advice before acting when necessary.
- Not use alcohol or other drugs in a manner that could compromise themselves or patient care.
- Respect for the rights of others.

The Student will:

- Deal with professional, staff and peer members of the health care team in a considerate manner and with a spirit of cooperation.
- Act with an egalitarian spirit toward all persons encountered in a professional capacity regardless of race, religion, gender, sexual preference, age, national origin, physical disability, marital status, political affiliation, or socioeconomic status.
- Respect the patient's modesty and privacy.

Trustworthiness

The Student will:

- Be truthful in communication to others.
- Maintain confidentiality of patient information.
- Admit errors and not knowingly mislead others to promote one's self at the expense of the patient.

- Not represent himself/herself as a Physician, Physician Assistant, or other health professional.
- Accurately acknowledge the sources for all information reported. Failure to do so will be considered plagiarism.

Responsibility and Sense of Duty

The Student will:

- Participate responsibly in patient care or research to the best of his or her ability and with the appropriate supervision.
- Undertake clinical duties and persevere until they are complete.
- Notify the responsible person if something interferes with his or her ability to perform clinical or academic tasks effectively.

Professional Demeanor

The Student will:

- Maintain a neat and clean appearance, and dress in attire according to the dress code policy.
- Be thoughtful and professional when interacting with patients and families.
- Strive to maintain composure during times of fatigue, professional stress, or personal problems.
- Avoid offensive language, gestures, or inappropriate remarks.

NOTE: The standards of clinical conduct are based on the Code of Conduct for Duke University Medical Students and have been adapted to meet the individual needs of the School of Pharmacy and Health Professions at the University of Maryland Eastern Shore.

E-Professionalism Policy

Even though sources of ethical principles may differ, the Professional Student Conduct Code includes an e-professionalism policy which stipulates that faculty and staff will not permit students access to their **personal** e-mail, social networking sites (e.g., Facebook, Twitter), webpage, blogs, or any other internet or world wide web based communicative networks. Because LinkedIn® is a professional networking site, faculty and staff may permit student access to their LinkedIn® profile.

Your email, blogs, Webpages, social networking sites (e.g., Twitter, Facebook) and all other internet or world wide web based communicative networks are as much a part of your professional image as the clothes you wear. Therefore, all students in the Physician Assistant program are expected to demonstrate high standards of professional behavior in all educational settings, including classrooms and laboratories, professional and clinical sites, and in non-educational settings, including the internet, e-mail and other forms of electronic media.

Additionally, there are a set of generally accepted rules and conventions when participating in online classes and discussions. These guidelines are sometimes referred to as Netiquette. A set of common Netiquette rules for online classes has been published by Alma Mintu-Wimsatt and colleagues in the Merlot Journal of Online Learning and Teaching (https://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm) and is copied below:

- Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using internet language. Do not capitalize all letters this suggests shouting.
- Popular emoticons such as 😊😊 can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an open mind and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the Send button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?

Attendance Policy

Attendance is required at all scheduled instructional periods and all scheduled assessments, reassessments, and extended learning periods.

Absence from Instructional Periods

Attendance and promptness are expected for all scheduled classes. A student is responsible for all covered material and should notify the Didactic Education Director and Course Instructor, if he/she is unable to attend. Classroom activities and participation are considered an important part of the teaching-learning process. The faculty is not obligated to make-up missed activities.

Leaving an open laptop at your seat for an extended period, giving the appearance of being in attendance while not actually in attendance, is a violation of the attendance policy. Such violations may be reported to the Progress and Promotion Committee.

The UMES Physician Assistant Program has adopted a 'no fault' absentee policy. 'No fault' means that normally all absences are equal regardless of the reason, no questions asked. Tardiness is considered an absence. **A student cannot have more than five (5) absences**

in the Didactic Year and three (3) absences in the Clinical Year. *Attendance can be taken at any time during the day, and may also be taken multiple times during a day.* If an extended illness requires a student to be absent for more than three (3) days, a doctor's note must be provided specifying the reason for the absence for all days out, including the initial three (3) days. Any other absences that might cause a student to miss more than five days ([see bullets below] a personal emergency or emergency in the student's immediate family, attendance at a professional meeting, jury duty, military duty) must be approved by the Didactic Education Director or Clinical Education Director in writing two weeks in advance for a scheduled event or prior to the fourth absence for an emergency event. An absence documentation form can be obtained from the [PA Program website](#) and/or in the [Appendix I](#).

Absence documentation forms will be submitted to the Didactic Education Director or the Clinical Education Director as soon as the student knows he/she will need to be absent, if possible, but no later than two weeks before the requested date of absence. The DED or CED will then sign the absence documentation form and keep it on file in the student's records. If able, the student should also contact the course instructor. If the request is not received, the absence will not be honored and considered unexcused. Unexcused absences are violations of our Professional Policy and if repetitive can result in a professional citation.

Special Cases for Absences

- A personal emergency or emergency in the student's immediate family (i.e., parent, guardian, spouse, child, or sibling of the student) such as death, hospitalization, extended illness, or another emergency situation.
- Attendance at a professional meeting provided that the absence has been pre-approved by the CED or DED at least two weeks in advance. Each student must individually submit a request. If an excused absence is granted, the student must submit a copy of an accepted registration.
- Jury duty. The student must submit official documentation of the duty.
- Military duty. The student must submit official documentation of the duty.

Students with prolonged illnesses or other personal issues that result in multiple absences should consult with the Didactic Education Director or the Clinical Education Director regarding taking a leave of absence.

Absence from Assessment, Reassessment, and Remediation Periods

A student who must miss an exam due to illness must contact the course instructor and DED or CED by email and/or phone (preferably before the exam or as soon as possible); seek treatment from a health-care provider, and provide documentation of the illness from the health care provider. By starting an exam, a student affirms that he/she is well enough to take the exam, and the exam will count in the student's grading. Requests for make-up

exams for reasons other than illness must be approved by the course instructor in writing, prior to the original exam date.

If an absence from a scheduled assessment or reassessment is documented with a doctor's note, the student will be assessed by the Didactic Education Director. If the student is unable to participate in a team assessment, the student will not be entitled to receive team points on any makeup assessment.

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

Attendance at Clinical Mentorship and SCPEs

Attendance is required at all clinical rotations. Students are required to abide by the [attendance policies](#) outlined in the program manual.

Absence due to a Religious or Faith Based Observance Policy

In accordance with the University System of Maryland Board of Regents, this policy is available to all qualified students who have been admitted to the UMES PA Program regardless of their sincerely held faith-based or religious beliefs. Students shall be given reasonable accommodation, including excused absences, to observe faith-based or religious holidays or participate in organized religious activities. If a student's request for a specific accommodation is denied, the PA Program will consider alternate accommodations that the student may request consistent with University and Program policy and procedures.

An accommodation requested under this policy shall be considered reasonable if it is required for the student to practice a sincerely held faith-based or religious belief and it does not impose an undue hardship upon the University/Program or fundamentally alter the essential nature of the course or program (a "Reasonable Accommodation"). A student shall be provided reasonable alternative accommodations for missing an examination or other academic requirements due to an excused absence for sincerely held faith-based or religious belief or practice. Absences excused by any Reasonable Accommodation granted pursuant to this policy and institution policy and procedures should be counted toward the maximum number of excused absences permitted by the Program but cannot impact participation grades or other measures of course assessment. There may be circumstances under which

it may be a Reasonable Accommodation to increase the number of maximum allowed absences to accommodate sincerely held faith-based or religious beliefs or practices. Unless prohibited by program-specific attendance requirements, the PA Program may consider whether increasing the maximum allowed absences would be a reasonable accommodation for sincerely held faith-based or religious beliefs or practices.

The UMES PA Program will follow all religious observance days by the University.

Class Start Time, Assessment Start Time, and Class Hours

The stated class hours for the didactic portion of the curriculum are from 8:00 a.m. to 5:00 p.m. In observance of these posted times, students and all faculty who are scheduled to teach will be expected to be present at 8:00 a.m., except when otherwise approved by the curriculum committee and the program faculty. This does not necessarily mean that faculty have no flexibility and must always begin lecturing at 8:00 a.m. Faculty have the latitude to allow students to study in their groups or work on special projects; however, that time must be defined and structured, faculty should be available to assist and facilitate students in their learning. Students will not be allowed “time off”, “comp time” or time to complete assignments intended as “homework,” or be off-campus during these class days unless approved by the Didactic Education Director and faculty as part of the syllabus.

Student Identification {A3.06}⁷⁰

All students must clearly identify themselves as Physician Assistant students while in the Program including the clinical setting. Physician students are required to wear a name tag that includes their name and identification of Program sponsorship during SCPEs or when required by the program to distinguish them from other health profession students and practitioners. In some instances, clinical affiliations sites will require additional identification and nametags to be worn. UMES name-tags will be initially provided by UMES at the time of Short White Coat Ceremony. Students will also be issued ID cards by UMES that will provide access to various UMES facilities and services. Furthermore, students will have their name as follows “full name, PA-S” and the PA Program patch embroidered onto their short white coats.

Student Employment Policy {A3.04}⁷¹ {A3.05}⁷² {A3.15e}⁷³

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

While enrolled in the PA Program, Physician Assistant students may not perform service work for the UMES Physician Assistant Program and will not be substituted for or function as instructional faculty; and/or clinical or administrative staff. Students are prohibited from substituting for administrative and/or clinical staff during Integrated Clinical Experiences (ICE) and clinical rotations.

Dress Code Policy

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

The following standards for attire apply to all students enrolled in the UMES Physician Assistant Program. These standards shall be followed during all hours in which the School is open to the public (generally 8:00 A.M. to 5:00 P.M., Monday through Friday) and cover any Clinical site.

The School of Pharmacy and Health Professions and Physician Assistant Department has established a business casual dress code to allow our students to work and study comfortably in the classroom, laboratory and clinical settings, as well as project a professional image for customers/patients, potential employers, and school visitors.

Casual clothing is not suitable for Physician Assistant students expect during assessment days; therefore, these guidelines will help the student determine what is appropriate to wear to class, laboratory or clinical sites. Clothing that works well for the beach, yard work, dance clubs, exercise sessions, and sports contests are *not appropriate* for a professional appearance. Clothing that reveals cleavage, back, chest, stomach or underwear is *not appropriate* for the school. Torn, dirty, or frayed clothing is *unacceptable*. Any clothing that has words, terms, or pictures that may be offensive to other students, faculty or staff is *unacceptable*.

Guide to Business Casual Dressing for the Physician Assistant Department

In addition to the above guidelines, a more specific overview of appropriate business casual attire is being provided below. Items that are not appropriate for the office are listed too. Both lists are all-inclusive and both are open to change. The lists tell a student what is generally acceptable as business casual attire and what is generally not acceptable as business casual attire.

No dress code can cover all contingencies so students must exert a certain amount of judgment in their choice of clothing to wear to the Program. If a student experiences uncertainty about acceptable, professional business casual attire for the Program, the student should ask the Program Director, Didactic Education Director, or Clinical Education Director.

Slacks, Pants, and Suit Pants

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

Skirts, Dresses, and Skirted Suits

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

Shirts, Tops, Blouses, and Jackets

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

Shoes and Footwear

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

Hats and Head Covering

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

General Personal Care Standards

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

Hair Maintenance

Hair shall be neatly groomed and clean, styled off the face and out of the eyes. Hair longer than shoulder length shall be secured. Spiked hair is not allowed.

Cologne, Perfume or Aftershave

The use of cologne, perfumes, body sprays, scented body lotions or aftershave shall be used with restraint. It is not recommended in the patient care setting due to patient allergies and sensitivities.

Cosmetics

Cosmetics shall be applied in good taste and moderation.

Skin

No tattoos or body piercings are allowed to be visible (other than earrings).

Nail Maintenance

Nails shall be well groomed, manicured and of short to medium length that will not interfere with the patient's care.

Jewelry

Jewelry and accessories shall be non-distracting and in good taste, with limited visible body piercing. Gauges or stretchers are not appropriate. Soldered jewelry will not be appropriate for the Clinical Year specifically the surgery rotation and sterile procedures; thus, will need to be removed.

Dress-down Casual Days

At certain times the Program Director or designated member of the PA Faculty may declare a dress-down day. Clothing should be in good condition, not torn or worn out. On such days, the guidelines for Business Casual found above remain in effect except jeans, t-shirts and sweatshirt may be worn. All other restrictions pertaining to casual clothes still apply. The prohibition of potentially offensive words and logos continues, as does the prohibition of tank-tops, shorts and flip-flops.

Dress Code in a Clinical Setting

White Coats

Student-style white coats are required for clinical settings and during certain laboratory sessions, clinical activities, simulation exercises, clinical competency evaluations and any other times as designated by the Course Director. They must be clean and neat. They will possess the UMES Physician Assistant Student patch on the left upper arm with the student's full name embroidered on the pocket. Exceptions to this rule on clinical site are at the discretion of the clinical preceptor and must be approved by the Clinical Education

Director. If wearing scrubs outside the operating area, a clean white coat should be worn over scrubs.

Scrubs

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

Shoes

Footwear must be clean, in good condition, and appropriate. For safety reasons, open-toed shoes and sandals are not allowed in patient care areas or designated laboratory components of didactic courses.

Style

No sweatshirts or shirts with messages, lettering or logos (except UMES). No shorts, cut-offs, etc. *Jeans are not to be worn even if it is clinical site policy to allow providers to wear jeans!*

Fragrance

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

Hands

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

Hygiene

Daily hygiene must include personal cleanliness, including use of deodorant. Clothing should be clean, pressed, and in good condition, including the white coat.

Hair

Mustaches, hair longer than chin length, and beards must be clean and well-trimmed. Students with long hair who participate in patient care should wear hair tied back to avoid interfering with performance of procedures or having hair come into contact with patients.

Jewelry

Jewelry should not be functionally restrictive or excessive. Students should avoid wearing long or dangling earrings for their own and for patient safety. There should be no visible jewelry in body piercings with the exception of earrings. In the case of religious requirement, certain piercings may be acceptable. Please consult the Program Director or the Program Director's designee if you have a religious requirement for piercings. No other facial jewelry (e.g., tongue, eyebrow piercings, etc.) is allowed.

Tattoos

Tattoos shall be appropriately covered when possible.

Academic Integrity

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

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

Academic Dishonesty

Alleged violations of the UMES Physician Assistant Program involving academic dishonesty such as falsification, collusion, plagiarism or cheating will be resolved through the proceedings of the Progress and Promotion Committee (PPC). Faculty, preceptors and staff who become aware of academic dishonesty may choose to first counsel that student. Other consequences of such behavior include repeat assignment, partial grade, assignment failure, course failure, or program/university dismissal. However, in all cases the incident should be documented and submitted to the Office of Student Affairs for inclusion in the student's file. Complaints can be made confidentially. Every effort should be made to maintain the confidentiality of all the members involved in the alleged incident. The accused will have the opportunity to review the evidence against them including information about witnesses involved in the case.

An existing objective of the Physician Assistant Program is to promote the highest standards of professionalism among its students. The integrity of work performed is the cornerstone of professionalism. Acts of falsification, cheating, and plagiarism are acts of academic dishonesty, which show a failure of integrity and a violation of our educational objectives; these acts will not be accepted or tolerated. The following definitions and guidelines describe violations related to academic dishonesty.

1. **Plagiarism** as a form of cheating is unacceptable. Plagiarism is the act of presenting as one's own creation works actually created by others. Plagiarism consists of:
 - Taking ideas from a source without clearly giving proper reference that identifies the original source of the ideas and distinguishes them from one's own;

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

Artificial Intelligence Guidelines

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

Be open and honest about the use of AI

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

A student will need to cite an AI tool like ChatGPT in his/her reference list using [APA](#) or [MLA](#) guidelines. Failure to cite AI tools is plagiarism and if any student is found using AI without citation, the student will be reprimanded according to the professionalism violation policy.

Add your own research and ideas

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

The UMES PA Program adopted this policy from the University of Maryland Global Campus Library. Please refer to the following website for more information, [AI Literacy - Artificial Intelligence - UMGCLibrary at University of Maryland Global Campus](#).

Evaluation of Professionalism, Values & Work Ethics {B4.01}⁷⁴

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

Professionalism Policy Violations

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

Non-academic Violations of the Professionalism Policy

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

Attendance Policy Violations

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

Dress Code Violations and other Non-academic Violations

Students are to adhere to the dress code policy during school hours (8:00 AM-5:00 PM). Exceptions (e.g. dress down days) are permitted and students should follow the guidelines outlined in the dress code policy. Students may report dress code and other non-academic violations of other students to faculty, preceptors, or staff.

Once aware of the violation, faculty, preceptors and staff may choose to first counsel the accused student. The student may be asked to leave the class if the behavior is disruptive, sent home to change into appropriate attire, or refer the student to the Didactic or Clinical Education Director with a warning. However, in all cases the incident should be documented in the student's Program file and submitted to the Office of Student Affairs for inclusion in the student's University file. Minor non-academic violations will generally be resolved through the Didactic and Clinical Education Directors. However, the DED, CED, and

Program Director can refer students to the PPC for repeated or severe non-academic violations of the professionalism policy for a professional citation.

Professional Citations and Probation

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

The Didactic or Clinical Education Director, the Assistant Program Director, and the student's faculty advisor routinely monitor student professionalism. Should a student not meet standards set for professionalism, the following will occur:

- The student will be issued a warning for the incident by the Program Faculty, DED, CED, Assistant Program Director, or Program Director.
- The warning will be placed in the student's file in the Program.
- If the student continues with the same or similar unprofessional behavior the Program Faculty, DED, CED, Assistant Program Director or Program Director will refer the student to the PPC and issue a professional citation using the Unprofessional Citation Form.
- The PPC will meet with the student and provide recommendations regarding the student's professional status, including:
 - Notifying student of professional citation
 - Warning of potential professional probation
 - Identifying areas for improvement with professionalism
 - Resources or tips for improvement
- If the student continues to violate the professionalism policy and has subsequent similar or same professional infractions the student, Program Faculty, DED, CED, Assistant Program Director, or Program Director will refer the student to the PPC for recommendation for professional probation.
- The PPC will meet with the student and provide recommendations regarding the student's professional status, including:
 - Notifying student of change in professional status to professional probation
 - Warning of potential dismissal from the program
 - Identifying areas for improvement with professionalism
 - Remediation Plans
- The Program Director or Assistant Program Director reviews the PPC's recommendations and issues a formal letter of notification/professional contract to the student outlining:
 - PPC's decision
 - Remediation plans
 - Requirements for probation to avoid dismissal
 - Timeline for student to meet the assigned requirements

- Attestation and acknowledgement of receipt of the Program Director or Assistant Program Director's letter obtained from the student within twenty-four (24) hours.
- Attestation and acknowledgement of deficiencies by the student within one (1) week in a professional improvement plan (PIP) and signature of a professionalism contract, which will include any remediation plans, if applicable. The student will work with his/her faculty advisor to identify areas of deficiencies and create a PIP plan to return to good academic standing. A PIP should also include self-reflection, must be signed by the student, approved by the PPC, and placed in the student file.

Referrals, reviews, and outcomes are addressed in a timely manner, documented, and secured in the student file and with the Office of Student Conduct Affairs. PA students and other unauthorized persons will not have access to the student's file. {A3.17e}⁷⁵ {A3.18}⁷⁶

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

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

Professional Probation Status: Conditions for Program Progression

Students on probationary status are required to meet the requirements designated by the PPC to continue program progression. These requirements (or conditions) are as follows:

- Complete and submit the attestation and acknowledgement issued by the program regarding the change in professional status.
- Meet the specified conditions or actions outlined by the PPC.
- Maintain the minimum performance requirements designated by the PPC.
- Complete, sign, and adhere to his/her created Professional Improvement Plan.

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

Disciplinary Actions for Violations of the Professionalism Policy; or Unrelated to Grades or Dismissal from the Program Grievances {A3.15g}⁷⁷

The student found to be in violation of the professionalism policy, or other matters unrelated to grades or dismissal from the program, may appeal the decision of the Progress and Promotion Committee to the Program Director in writing including a date and signature (if e-mail must be from the student's UMES email account) within five (5) business days of the program's decision. All grievances must be based upon the following:

1. A substantial mistake of fact occurred
2. A fundamental misinterpretation of official policies is evident
3. A significant procedural error took place.

The Program Director, the Dean of the School of Graduate Studies, appropriate personnel, and/or University Committee(s) will review the appeal or grievance. When applicable, the Program Director will refer the grievance or appeal to the Dean of the School of Graduate Studies for review. If the situation is not resolved, the student can appeal to the next in the organizational chain of command if the committee is not available; and finally, the Provost/Vice President (VP) of Academic Affairs outlined below. The Program Director may appoint the Assistant Program Director to rule on the appeal if he/she is unavailable.

Initial requests sent to anyone other than the Program Director will not be considered. Non-written complaints or written complaints received after the deadline will not be accepted under any circumstance. Students who enter a plea of "guilty" will forfeit their right to appeal the decision.

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

Appeal Step	Maximum number of business days in each step of the appeals process
Student submits appeal to the Program Director and Department Chair	5
Program Director and Department Chair or Assistant Program Director rules on the appeal (First appeal level)	5
Student submits appeal to the Dean of the School of Graduate Studies	3
Dean of the School of Graduate Studies Rules on the Appeal (Second appeal level)	5
Student submits appeal to the Provost/VP for Academic Affairs	3
Provost/VP for Academic Affairs Rules on the Appeal (Final appeal level)	5

Students will be invited to attend a meeting to present their case and respond to any questions the committee or Dean may have. As this meeting is a purely academic proceeding, no legal counsel will be allowed to attend or participate. The student may, however, request participation by other students or non-program faculty with approval of the Program Director. Proceedings may not be recorded in any manner (audio, video, digital, etc.)

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

If the person responsible for receiving the appeal is not available, another faculty member or administrator may be designated by that person or by the Program Director to function in his/her stead.

The Program Director or Assistant Program Director collaborates with the faculty/Preceptor involved in determining the ruling.

The student, Program Director, and Dean of the SPHP will be informed of the Dean's ruling.

If program/university cannot make decisions within the five (5) business days due to extenuating circumstances (including but not limited to illness, seeking legal counsel, or request for additional information), such delay will be documented in an e-mail that will be sent to the student and the time extended accordingly. In such cases, all reasonable efforts will be made to expedite the process to reach a final decision.

Ceremonies for the PA Program

Short White Coat Ceremony

This is done prior to entering the Clinical Year to signify the transition from the didactic year to the Clinical Year. The Ceremony will be put on by the Program. The Program will determine the date and time this event will take place.

Long White Coat Ceremony

This is a Ceremony that will take place at end of the final semester of the Clinical Year and signifies that transition from student to clinician. The Program will determine the date and time this event will take place.

Communication between the Program and Students

The program will utilize a wide variety of communication methods in order to maintain a constant connection between the program and students.

Email

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

The university recognizes that a student may wish to forward mail issued to his/her UMES account to another email account hosted off-campus, and UMES’s Office of Information Technology provides instructions for doing this through its Help Desk. In the event that a student elects to forward email initially addressed to their UMES account, he/she still remains responsible for all important dates, events, billing deadlines, or other important forwarded information. In addition, UMES will not be held responsible for any breach of confidentiality that might occur while information is being forwarded to an off-campus location.

As part of the Professionalism Policy, students are required to check their UMES email accounts daily for correspondence from the PA Program, which may include program updates, class schedules, last minute class changes and other critical information. Students are responsible for keeping their email inboxes clean to prevent unsuccessful transmission of program correspondence due to insufficient space. Students are expected to check email while on vacation or away from campus. If you are traveling to a location without email access, please contact your advisor prior to departure. **Please note, not checking emails for program updates and correspondence does not excuse student accountability or adherence to email content. Checking email and corresponding in a timely manner is part of the Program’s Professionalism Policy.**

Please note that the UMES email server has very limited space. Large files (i.e., PowerPoint presentations, files with pictures, etc.) should not be sent nor stored in your UMES email account. **Files should be saved to your hard drive, file space or personal folders. Failure to communicate with the program within a timely response 24-48 hours may result in an unprofessional citation.**

Canvas

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

Social Media

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

Contact Information

It is the responsibility of the student to provide the program with an accurate and up-to-date mailing address and telephone number(s). Any changes should be reported immediately to the Physician Assistant Program Administrator as well as the UMES Office of the Registrar. Student contact information must also be entered and updated in the student Exxat portal.

Telephone Tree

Each class of students generates a method of mass communication, usually in the form of a telephone tree, to disseminate information in the event of an emergency or schedule change. A copy of the class "phone tree" should be provided to the Physician Assistant Program Administrative Specialist and each Principal Faculty member so that last-minute notifications can be communicated.

Faculty Advising {A2.05e}⁷⁸{A3.10}⁷⁹ {A3.17c}⁸⁰

Academic Concerns

Each student is assigned a member of the faculty as his or her academic advisor. The role of the Faculty Advisor is to monitor student progress in the program and to serve as the student's advocate. Each student is encouraged to meet with his or her Faculty Advisor at a minimum of once every semester. ***However, when an academic problem arises, students are required to promptly meet with their Faculty Advisor.***

Within two weeks of the beginning of the Didactic Year, students are expected to meet with their faculty advisor to complete their Introductory Advisement Session. During the initial "in person" meeting, admissions data and any potential areas of concerns about the student's pre-enrollment performance will be discussed with the student including study skills, learning styles, time management, and the quality and quantity of study sessions. Additionally, the students will attend a success coaching seminar reviewing study skills and time management offered during the summer orientation prior to the beginning of the didactic phase of the program.

Academic counseling will include a review of the student's progress in meeting the PA Program's academic and professional objectives, along with any other issues or concerns

raised by the student. Prior to each scheduled advisement, the advisor will collect data concerning their advisee's performance including grades on various evaluation tools and feedback from instructors. The student's study skills, learning styles, and the quality and quantity of study sessions will also be reviewed at advisor meetings to identify areas for potential improvement. After the Introductory Advisement Session, students are to formally meet at least three times per year (once in the fall, spring, and summer semesters) in person with their advisor. The content of academic advisement will be documented on the Program's Student Advisement Form and maintained in the student's program file.

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

Students requiring remediation will be asked to meet with advisors more frequently. Advisors will frequently interact with advisees via email, especially those in the clinical phase of study. Advisors will follow students throughout the curriculum to integrate the didactic and clinical phases. Students on Learning Contracts/Professional Improvement Plans will require longitudinal follow-up and assessment of subsequent progress. Students deemed at-risk as defined in the [remediation](#) section of this manual and students who are identified during advising sessions will receive early intervention and referred by their advisor in a timely fashion for additional support services addressing personal issues which may impact their progress in the PA program. [Support services](#) include, but not limited to: Student Success Coaching, Counseling center, Office of Institutional Equity and Compliance.

Faculty Responsibilities

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

- Provide communication between the student and faculty;
- Meet with student at least three times per year (once in the fall, spring, and summer semesters);
- Meet with student if problems arise, e.g., academic or professional difficulties;
- Know the student advisee's grades, skills and professional conduct;
- Assist the student in meeting the educational objectives of the program;
- Discuss strengths and areas for improvement;
- Suggest improvements in time management and study skills as needed;

- Help plan in conjunction with a course instructor remediation for deficiencies in skills or knowledge;
- Discuss summative academic, clinical skills and professional/behavioral evaluations;
- Identify additional faculty member(s) who will be easily accessible if a student wishes to discuss a problem of a personal or professional nature;
- Record meetings with student advisee in student file;
 - PA students and other unauthorized persons will not have access to the student's file. {A3.17c}⁸¹ {A3.18}⁸²
- Refer to appropriate services including, but not limited to, the Counseling Services, Success Coach, Student Health Services, tutoring, etc., as needed;
- Work in collaboration with the CED to assist the Clinical Year student with clinical site issues as they arise; and
- Enable the student to identify the materials necessary to achieve the educational and objectives and professional standards of the Program.

Student Responsibilities

- Discuss areas of strength and areas for improvement with the advisor;
- Complete a Student Self-Assessment;
- Help plan a course of action to remediate deficiencies and capitalize on strengths;
- Meet with advisor at least three times per year (once in the fall, spring, and summer semesters);
- Meet with advisor on an as-needed basis when problems arise; and
- Make an honest effort to follow the plans derived from the session.

Example of Output from Advising Sessions (Not Comprehensive)

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

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

further services are required, a student will be referred to providers in the community who are experienced in working with a graduate student.

Refer to Appendix E for more information on advising and the advising schedule.

Program Infrastructure

Meetings with students

The Program Director, Didactic Education Director, Clinical Education Director, and/or Clinical Coordinator will meet periodically with students as a group. Meetings with the second-year students are formally scheduled during **call back** sessions. The purpose of the meetings is to:

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

The Program Director will conduct townhall meetings with both the first- and second-year students once each semester and more often as indicated. Student concerns from a global perspective will be addressed and brought back to the program executive committee or appropriate committee. Meetings with student E-BOARD which is the University of Maryland Eastern Shore Physician Assistant Student Society (UMESPASS). This will include discussions about student events, student initiatives, national and state challenge bowl preparation, white coat and graduation preparation.

PA Program Committees

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

Curriculum Review Committee (CRC) {C2.01}⁸³

Team Members: Program Director, Didactic Education Director (Chair), Clinical Education Director (CED), Principal Faculty, Program Administrative Specialist, Program Management Specialist, and/or Ad-hoc guests.

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

The charge of the CRC is as follows:

- Perform appropriate mapping of programmatic content with graduate outcome data.
- Review best practices to determine future trends for curriculum development.
- Develop goals and objectives for the program.
- Review aggregate data involving the admissions process to ascertain whether changes need to be made to overarching requirements.
- Initiate the development of curriculum, as indicated – Review, finalize, and approve proposals.
- Initiate the revision/updating of course objectives and curriculum content, as indicated - Review, finalize, and approve proposals.
- Assess and review the Program aggregate data once completed at the data analytic committee level to make determinations regarding areas needing improvement.
- Review student reviews of faculty, preceptors, and clinical sites, and makes decisions based on findings
- Review employer surveys, exit surveys, and PANCE findings at the aggregate level
- Review student retention and graduation rates; etc.
- Sets standards for the summative assessment process

The CRC meets twice monthly, once during the PA Program Department meeting and once separately, to discuss issues of curriculum, course surveys and course performance. Minutes are taken by the PA Program Management Specialist or Program Administrative Specialist as assigned. Attendance by half of the membership will constitute a quorum.

Clinical Year Team (CYT) {C2.01}⁸⁴

Team Members: Program Director, Assistant Program Director, Medical Director, Clinical Education Director (chair), Clinical Coordinator, Program Management Specialist, Principal Faculty

The charge of the CYT is as follows:

- Review clinical year policies and procedures
- Document the initial and ongoing evaluation of all clinical sites and preceptors used for SCPEs, to ensure students are able to fulfill program learning outcomes with access to:
 - Physical facilities
 - Patient populations, and
 - Supervision.
- Strategic planning and implantation of clinical site development
- Operationalizing clinical site review strategies
- Troubleshooting clinical student concerns and issues
- Tabulate and prepare clinical year related data and transmission to the data analytic committee

- Placement of students into clinical sites
- Conduct appropriate public relations activity to promote the PA profession
- Study best practices related to PA clinical education

The CYT meets twice a month, once during the PA Program Department meeting and once separately, to discuss any Clinical Year updates and needs. Minutes are taken by the PA Program Management Specialist or Clinical Coordinator as assigned. Attendance by half of the membership will constitute a quorum.

Data Analytic Committee (DAC) {C2.01}⁸⁵

Team Members: Program Director (Chair), Assistant Program Director, Didactic Education Director, Clinical Education Director, Principal Faculty, Program Management Specialist, SPHP Assessment Director and PA Assessment Consultant

The charge of the DAC is as follows:

- Facilitate the analysis of programmatic data
- Review data sets and prepare for statistical analysis
- Review trend data and make recommendations to the CRC and CYT about areas needing further analysis
- Analyze and tabulate qualitative data from preceptors, graduates, student evaluations of faculty, student evaluation of courses, and faculty evaluation of the program,
- Operationalize the programs assessment plan involving quantitative and qualitative analysis.
- Compile and analyze important trend data such as graduation rates, student attrition rates, faculty and staff attrition rates
- Compile and analyze data from admissions cycle to determine appropriate metrics and recommendations to the admissions committee
- Analyze formative and summative data to determine student risk stratification
- Analyze graduate outcome such as PANCE scores and pass rate
- Review and analyze clinical year data from preceptors and students
- Assist with the preparation of the ARC-PA's SSR

The DAC meets once a month to discuss the aggregate data collected in the program that will be provided to the respective committees. Minutes are taken by the PA Program Management Specialist or PA Assessment Consultant Representative as assigned. Attendance by half of the membership will constitute a quorum.

Progress and Promotion Committee (PPC)

Team Members: Program Director, Assistant Program Director (Chair), Didactic Education Director, Clinical Education Director, Medical Director, Principal Faculty Members, University representation (ad hoc when addressing specific student concerns – i.e., UMES

School of Graduate Studies Director of Admissions), Program Management Specialist, Program Administrative Specialist, Clinical Coordinator

The charge of the PPC is as follows:

- Analyze formative and summative assessments on all students
- Determine student readiness to transition from one semester to the next, year one (1) to year two (2), and ultimately from the Program to graduation
- Make decisions based on data findings and faculty discussion
- Adjudicate issues that arise at any time during the year due to failure of a learner to maintain the academic and professional standards set forth in the UMES PA Program, School of Graduate Studies or the University of Maryland Eastern Policies and Procedures.
- Manage and oversee all remediation efforts for both the Didactic and Clinical Years

The PPC meets mid-term, at the end of each term, at the end of the didactic phase, and prior to graduation to discuss each student's academic progress. When addressing specific student issues and needs due to suspected problems relating to progression through the program and/or professional behavior issues, University representation may be called upon to participate in data review, discussion, hearing from the student(s) of concern, and decision-making based on findings. The PPC is also responsible for the removal of a student from extracurricular activities if the student is deemed to not be in satisfactory academic or professional standing at any time during their PA education. Minutes are taken by the PA Program Management Specialist or Program Administrative Specialist as assigned. Attendance of half the members constitutes a quorum.

Admissions Committee

Team Members: Program Director, Assistant Program Director, Medical Director, Didactic Education Director, Clinical Education Director, Admissions Coordinator (Chair), Clinical Coordinator, Principal Faculty, Program Management Specialist, Program Administrative Specialist

The charge of the Admissions Committee is as follows:

- Screen applicants and learner selection
- Review of admissions policies, procedures and assurance of the accuracy and consistency of admissions publications (website, brochure, catalog, etc.)
- Review and evaluate admissions requirements, including prerequisite courses, to assure adequate applicant preparation for the program's curriculum
- Analyzes trends in the applicant pool and learner enrollment using national and/or regional benchmarks
- Analyzes aggregate learner data related to attrition, deceleration, remediation, and performance/attrition data in the context of admission demographics.

The Admissions Committee meets once a month during the PA Program Department meeting and additionally as needed. Minutes are taken by the PA Program Management Specialist or Program Administrative Specialist as assigned. Attendance by half of the membership will constitute a quorum.

Program Executive Committee (PEC) {C2.01}⁸⁶

Team Members: Program Director (Chair), Assistant Program Director, Medical Director, Didactic Education Director, Clinical Education Director, Program Management Specialist

The charge of the PEC is as follows:

- Oversight of all operational aspects of the program – this is where information and conclusions brought from the other committees are analyzed
- Program policy ratification and major decisions about strategic planning are voted upon
- Review of ARC-PA requirements
- Rollout of in-house in-service training, and meeting with learners (as a group to address needs or questions about the program)
- Implement orientation to the next phase of the program, update learners on projects
- Encourage PA leadership opportunities and plan for community outreach
- Discuss and arrange SPHP promotion initiatives
- Review promotional materials, share updates from the University and professional meetings, etc.

The PEC meets annually after the Program Retreat in January and as needed throughout the year. Minutes are taken by the PA Program Management Specialist or Program Administrative Specialist as assigned. Attendance by half of the membership will constitute a quorum.

Scholarship Committee

Team Members: Program Director, Assistant Program Director, Medical Director, Didactic Education Director, Clinical Education Director, Admissions Coordinator, Principal Faculty

The Department of Physician Assistant is aligned with the University of Maryland Eastern Shore's (UMES) mission to provide access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. The scholarships serve to provide financial support for prospective and current students with a goal to reduce financial barriers and increase the number of underrepresented health care providers in the field of Physician Assistant as defined by the Physician Assistant Education Association.

The charge of the Scholarship Committee is as follows:

- Evaluate applications of candidates who meet eligibility requirements
- Vote and award scholarship recipients
- Evaluate on-going scholarship disbursements based on eligibility criteria
- Annual evaluation and review of scholarship requirements
- Develop new scholarships and eligibility criteria as need based upon the annual scholarship budget

The chair of this committee can be the CED, DED, Principal Faculty, or Admissions Coordinator. This Scholarship Committee meets during the summer prior to the start of the Program for the new incoming cohort and as needed throughout the year. Minutes are taken by the PA Program Management Specialist or Program Administrative Specialist as assigned. Attendance by half of the membership will constitute a quorum.

PA Program Advisory Committee

Team Members: Program Director (Chair), Assistant Program Director, Medical Director, Clinical Education Director, SPHP Dean, Program Management Specialist, MdAPA President, SPHP Faculty member(s), and the following community members:

- Clinical preceptors
- Physician assistants
- Physicians
- Local health service and/or
- Non-healthcare stakeholders

The charge of the PA Advisory Board is as follows:

- Provide external analysis of Program performance for consideration by the Program
- Suggest and support innovations to the Program
- Upon request, provide qualitative perspectives, commentary, and guidance on action plans developed by the Program and its committees as part of its continuous self-assessment process
- Engage in the proposal and consideration of innovations and refinement of processes overseen by the committee
- Assist with clinical rotation planning by, among other items, the identification of clinical experts in content areas to help ensure that clinical rotation delivers current, accurate, and pertinent information concerning physician assistant practice
- Upon request, provide qualitative perspectives, commentary, and guidance on action plans developed by the Program and its committees as part of its continuous self-assessment process
- Discuss and review program policies
- Assist in the admission policies and procedures
- Assist in Program evaluation
- Assist in the support and promotion of the Program
- Discuss community needs

- Meet on schedule and record effective meeting minutes

The PA Program Advisory Board meets at least once per year and at the discretion of the Program Director; as requested by SPHP or another university administrator. Minutes are taken by the PA Program Management Specialist or Program Administrative Specialist as assigned. Attendance by half of the membership will constitute a quorum.

Committees Involved with Ongoing Self-Assessment & Curriculum/Program Evaluation {A2.05g}⁸⁷ {A2.05h}⁸⁸ {C1.03}⁸⁹ {C2.01}⁹⁰

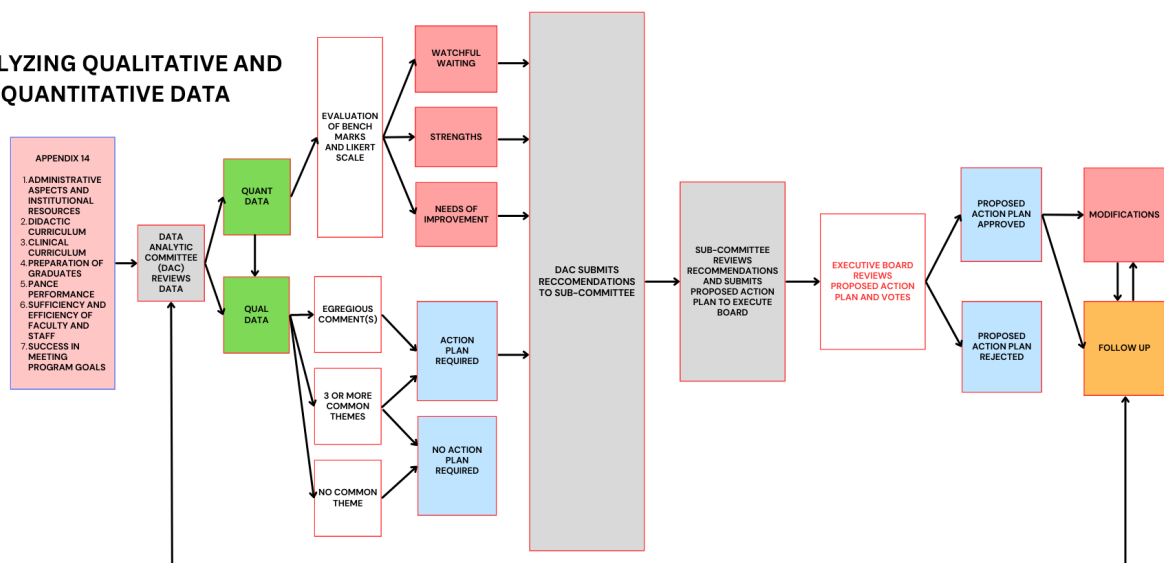
The PEC, DAC, CRC, CYT, PPC, Admissions Committee, work together to perform an ongoing self-assessment designed to document Program effectiveness including addressing administrative aspects of the program and institutional resources; effectiveness of the didactic curriculum, effectiveness of the clinical curriculum; preparation of graduates to achieve program defined competencies; PANCE performance; sufficiency and effectiveness of principal and instructional faculty and staff; and success in meeting the program's goals.

This will foster Program improvement through the following steps:

1. Data collection by the DAC through various evaluation tools
2. Quantitative and qualitative data analysis by the DAC
3. Application of results by the various committees
4. Development of an action plan detailing Program modifications
5. Communication of change by the Program Director.

The PA Advisory Committee may also assist with the self-assessment process. **The UMES PA program makes data driven decisions when considering making any changes to the admissions process, program policies, or Didactic Year or Clinical Year curriculum based upon the Program defined strengths and areas for improvement documented in the self-study report submitted to the ARC-PA as part of the application for accreditation.** Self-assessment and Curriculum/Program evaluation occur at our annual retreat in January, at the end of each semester, and after the third or fourth rotation of the Clinical Year. Any changes identified will be documented in the meeting minutes. See figure the below:

ANALYZING QUALITATIVE AND QUANTITATIVE DATA



University of Maryland Eastern Shore Physician Assistant Student Society (UMESPASS)

Overview and Activities

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

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

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

Roles and Responsibilities of Class Officers

President

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

The President is the link between students and faculty. When a faculty member has a message for the class (usually an announcement), it is the President's responsibility to meet with the faculty member and relay the message to the class. More often, classmates will raise a concern to the President who will bring the concern to the appropriate faculty. Popular requests are class and exam schedule changes.

The President will also participate in the Long White Coat ceremony by giving a speech.

Vice President

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

Secretary

The class Secretary is responsible for keeping lecture notes, recording important dates for class events, creating a class email list and forwarding email announcements from faculty and staff to the class list, typing E-board meeting minutes, creating a "phone tree" for last-minute class announcements and organizing the PA Student Resource Room. The Secretary must be extremely organized and able to maintain a good working relationship with other class officers.

Class Treasurer

The class Treasurer is responsible for maintaining the class bank account, tax-free identification number and budget; facilitating fundraisers to raise money for UMESPASS activities, travel to conferences, etc; issuing checks for class functions; and arranging a representative to speak to your class regarding medical equipment in-service.

Ability to create Excel spreadsheets, balance a checking account, keep/manage a budget and take a strong initiative to manage the budget and make reimbursements appropriately is required. The Treasurer also must have knowledge of (or willingness to learn) banking rules pertaining to clubs/organizations and appropriate (as outlined by the university)

activities for your class to sponsor. This is by no means a time-consuming position once dues have been set, collected and registered, and a budget determined.

MdAPA/AAPA Representative

The MdAPA representative works closely with MdAPA on a variety of levels. The MdAPA Representative's main duties are to attend MdAPA meetings, vote on behalf of UMES in the MdAPA elections and update his/her classmates on current MdAPA issues. MdAPA meetings are usually held quarterly on a Saturday morning, but occasionally have been scheduled bimonthly. Other optional duties are to provide newsletters to MdAPA regarding your class activities and progress and assist in projects for the annual MdAPA conference in September of the Fall II. The Representative will work closely with the Program Office for both MdAPA and AAPA. The AAPA conference is to take place in May of Spring II. The AOR or MdAPA/AAPA Representative will need to attend AAPA and/or MdAPA conferences, respectively, and all student activities. Will also help and support the challenge bowl team that will be participating at the AAPA or MdAPA conferences.

Social Coordinator

The Social Coordinator is responsible for planning fun activities to give classmates a reprieve from the stresses of PA student life. Examples of past years' activities include a summer picnic for both first- and second-year students, Halloween party, Christmas party, blood pressure clinic, blood drive, community service events and cohort projects.

The Social Coordinator will take pictures of class parties, outings, community service projects and other events. The Social Coordinators also is responsible for assembling a scrapbook at the culmination of the program, which can be entered in an annual AAPA contest.

Diversity, Equity, and Inclusion Chair {A1.11}⁹¹

The Diversity, Equity, and Inclusion Chair will work with the Social Chair to coordinate local activities to support community outreach in underserved communities.

Community Service Requirement

During the course of the student's tenure in the PA Program, he/she will be required to complete a **minimum of 40 hours** of verified community service or volunteer work in the local community.

- 60% (approx. 27 hours) of community service should be completed during first year
- 40% (the remaining 13 hours) of community service should be completed during second year if not already completed.

It is the student's responsibility to track these hours and report them to the designated faculty member for inclusion in the student's professional file.

- Excel spreadsheet: calculate the total community service hours

- Faculty advisor will complete check-ins during advisor meetings

These community service hours may be coordinated by the UMESPASS organization for group participation, as an Interprofessional Experience (IPE), or may be done individually. If the community service activity is not associated with an IPE, should must adhere to the following:

- Complete service hours request form prior to completing service hours
- Complete training as needed prior to the associated activity
- Participate in either health and/or non-health service activities with health-related activities preferred

The community service should be focused on meeting the medical needs of the local community or community improvement/activities, examples of service opportunities include: hosting a medical screening event, volunteering in the medical tent of a charity run/walk event or blood drive; or offering education or screenings to attendees of local senior centers. Status on the completion of service hours will be intermittently reported to faculty advisors to ensure that students have appropriate plans to complete required hours before the end of the program.

Community Service Hours Request

To participate in a community service event, students must complete a Community Service Hours Request form at least four weeks prior to the event date. This form should be submitted to Dr. Khaled Hasan, either by placing it in the designated box in Room 1042 or via email at khasan@umes.edu. The form will be reviewed and returned within one week, allowing sufficient time for any necessary arrangements or assistance from the PA Department. The Community Service Hours Request form is located on the PA Program website.

Community Service Hours Verification

After participating in a community service event, students must fill out a Community Service Hours Verification form. This form should be complete and signed, then emailed to Dr. Khaled Hasan, the UMESPASS advisor, within one week of the event. Each student must submit a separate form for each event attended. This documentation is crucial for the verification of service-learning hours. The Community Service Hours Verification form is located on the PA Program website.

Health Insurance Portability and Accountability Act (HIPAA)

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

- Students will take a formal HIPAA review in Clinical Problem Solving III during the Fall II semester just prior to their Clerkship Preparation course.
- HIPAA training may be repeated at any time during the clinical year at the discretion of the clinical placement site administrators, in accordance with the established affiliation agreement.

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

- Patient information may not be discussed where the information may be overheard by unauthorized individuals (i.e., hallways, elevators, water coolers, at home or at social events).
- Dictation of patient information must occur in a private location where the information cannot be overheard by unauthorized individuals.
- Documents containing confidential information must be stored in a safe and secure location.
- Documents containing confidential information must be picked up as soon as possible from printers, copy machines, mailboxes, fax machines, etc.
- Confidential documents must be disposed of by shredding or otherwise destroying the documents. Tearing up and placing in a standard trash receptacle is not acceptable.
- Personal health information (PHI) should not be transmitted via unsecure sources including but not limited to email, text messaging, group me, WhatsApp, social media, discussion boards, etc.
- PHI may not be accessed for personal use including writing SOAP notes, oral case presentations, capstone research, etc. PHI may only be accessed as is necessary to fulfill your professional duties.
- It is the provider's duty and responsibility to keep health care information completely confidential.
- Computer "passwords" must not be written down or shared.

Storage of Digital Personal Information

To ensure the security of patient information in compliance with HIPAA requirements, students are strictly prohibited from using any digital device to store or track patient information.

UMES Physician Assistant Program HIPAA Security Reminder

UMES faculty, staff and students who access electronic PHI are reminded that they are responsible for maintaining the security of their personal account and of their workstation. Violations of UMES PA Program policies regarding the security of PHI are punishable by disciplinary steps up to and including termination from the program.

HIPAA Certified or Labeled computers hold access to electronic PHI, such as medical records/health information and are designated for use only for charting or review of PHI. Only “pre-approved” software is to be installed on HIPAA computers in coordination with your department’s information tech representative. If a student does not have a technical representative, he/she should call the Help Desk for guidance regarding which HIPAA technician is assigned to assist your department. In order for the UMES PA Program to comply with federal HIPAA regulations, remember:

- To maintain the security of your account:
 - All users must change their password at least 3 times per year.
 - Use a strong password that includes a mix of letters, both upper and lowercase, numbers and special characters.
 - Never write down your password unless it is to be kept in a securely locked area for disaster recovery/emergency purposes.
 - Do not give your password to anyone else or let someone work under your account/password—each account can be tracked and the designated user will be held responsible for privacy violations.
 - Report to your supervisor any problems with an account, such as an account that has been locked out for multiple incorrect log on attempts without your knowledge.

- To maintain the security of your workstation:
 - Always lock your workstation when you are away from it.
 - Log out of the application and/or computer after completing PHI work.
 - UMES policy prohibits storing PHI on removable media, such as floppy disks or CDs, or on your computer’s hard drive, such as the “My Documents” folder. PHI may only be stored within the appropriate primary system (SAP, Pyramid, etc.) or in the HIPAA protected network.
 - Ensure that only pre-approved software is installed on the workstation.
 - Report to your supervisor any new or suspicious software installed without your knowledge.

Student Support Services {A3.10}⁹²

Counseling/Mental Health Services

UMES Counseling Services offers flexible mental health counseling services to UMES students. They provide in person and telehealth services. Due to state mental health licensing laws, students must reside in the state of Maryland to receive virtual mental health services. Telehealth services are available via phone or a secure video platform to currently enrolled UMES students.

Students are responsible to listen to their mind, their heart, their soul, and pay attention to their mental health. As a college student, there may be times when personal stressors

interfere with their academic performance and/or negatively impact their daily life. If a student or someone the student knows is experiencing mental health challenges at UMES, he/she should visit the UMES Counseling Services located on the 2nd floor of the Student Development Center, Suite 2260 or call 410-651-6449 to make an appointment. The services are free and confidential. Hours of operation are Monday – Friday 8:00am until 5:00pm. If the student needs to speak to a counselor after hours for crisis support, the student should call Healthy Hawks Urgent Support, a 24/7/365 mental health support line at (410)651-HELP (4357).

Students, Parents/Guardians, Peers/Friends, and Faculty/Staff may make a referral for any student using the UMES Counseling Services Mental Health Electronic Referral Form on the Counseling Services website, [Counseling Services | Counseling Services \(umes.edu\)](#), or via the following link, [Referral Form | Counseling Services \(umes.edu\)](#). Students can also use the SAMHSA referral and provider link to find mental health services near them: <http://findtreatment.samhsa.gov/>.

Student Health Services

The Charles R. Drew Health Center is located on the campus of the University of Maryland Eastern Shore in the Lida Brown building, directly behind Trigg Hall. The Health Center functions as a resource to help students achieve and maintain wellness, as well as a treatment center for health problems within the student population. The Student Health Center provides health care to the student population that is convenient, affordable and accessible within a pleasant, professional atmosphere.

The Charles R. Drew Student Health Center offers treatment for:

- Injuries
- Illnesses
- Allergy Injections
- Immunizations
- Contraception
- Pregnancy Testing
- Counseling/ Referrals
- HIV Testing
- Preventative Medicine and Education

Hours of operation are Monday - Friday 8:00am until 4:30pm. The center operates on an appointment only basis. To make an appointment email: appointmenthealthcenter@umes.edu. All currently registered students who live on or off campus are eligible for services. Additional charges may be required for some services. Specific services will incur a cost to the student. Payment is accepted from the HawkCard only. In a life-threatening situation on campus contact the Campus Police at 410-651-3300 and notify an area Director. If medical emergencies occur while off-campus, contact 911

for an ambulance. Refer to the Student Health Services website, [Student Health Services | Student Health Services \(umes.edu\)](#) for more information about UMES Student Health Services.

Office of Institutional Equity and Compliance

The Office of Institutional Equity and Compliance (OIE) supports efforts to uphold the University's commitment to creating and maintaining a working and learning environment that is inclusive and free of discriminatory conduct as required by the University's policies and procedures. OIE promotes and upholds the University's commitment to Equity by:

- Guiding employees in referring affected individuals to OIE;
- Facilitating resolution of concerns through advising and providing guidance and support to parties and their supervisors;
- Conducting formal investigations in situations in which alternative resolutions efforts are unsuccessful or inappropriate;
- Partnering with administrators and supervisors to protect against retaliation; and
- Providing general and targeted educational training programs to prevent discrimination and harassment.

Military Affiliated and Veterans Students

UMES is committed to providing quality services and programs for veterans. UMES is fully accredited for accepting Veteran students and assists them in their needs for certification. Credit is given for any work done in the military service related to their major field of study. For the full list of veteran benefits, admissions process, and education benefits requests, refer to the UMES Military and Veteran Students' website, [Military and Veteran Students | UMES](#).

Other Resources Available to Students

Students are referred to Success Coaching if academic need arises. The Assistant Program Director or the student's Advisor will coordinate with the Success Coaching consulting team to introduce the student to the coach and provide any additional information needed for the coach to best help the student. It will be the student's responsibility to schedule an appointment with the success coach and keep the schedule recommended by the coach. Students with the greatest academic need e.g., on an academic improvement plan are required to attend success coaching. Tutoring sessions are provided by the Program to fill knowledge gaps in difficult courses such as Clinical Medicine. These are optional, but required for students with greatest academic need e.g., on an academic improvement plan.

Safety Policies {A1.02g}⁹³ {A3.07a}⁹⁴

Health Insurance Requirements

Students are required to maintain personal health insurance during enrollment in UMES's Physician Assistant Program. Proof of insurance coverage must be provided prior to orientation. Full-time international students are automatically enrolled in a university health insurance plan unless they opt out. To opt out of the University health insurance plan, students must sign the insurance waiver in the Student Health Center, present proof of current enrollment in an alternative insurance policy that meets the University minimum standards. Refer to the International Students Minimum Health Insurance Standards, [minimum requirements.pdf \(umes.edu\)](#) for more details. Waivers must be completed by September 30 for the Fall and by February 28 for the Spring. If no waiver is completed, the student's account will be billed for insurance at the current rate.

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

Standard Precautions/Prevention of Hazardous Exposures {A3.08a}⁹⁵

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

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

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

Accidental Exposure {A3.08b,c}⁹⁶

There are several steps students should take in the event of Accidental Exposure. Those steps include, but may not be limited to, the following:

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

Liability Insurance

UMES PA students are covered under the state's liability insurance throughout enrollment in the Program. Student name and social security number must be submitted to ensure coverage. Proof of insurance will be provided to clinical sites where students are assigned. Coverage will be in effect for Program-assigned clinical rotations and experiences, but will not be in effect for students working in a clinical setting not affiliated with the Program, such as that occurring during outside employment or in the case of volunteer work either during the academic year or during a break, unless it is Program-assigned. Students are also required to purchase or arrange a private malpractice policy. Information on a free policy can be found at [Physician Assistant Liability Insurance - PA Liability Insurance Coverage Options \(cmfgroup.com\)](#).

Latex Allergy Policy

Latex products are extremely common in the medical environment. Students with a history of latex allergy are at risk for future severe reactions upon exposure to latex products.

Although students with localized contact irritant dermatitis can be accommodated, those with a history of generalized reactions or true anaphylaxis need clearance from an allergist and may need to carry an Epi-pen.

Any student with a known latex allergy, or having or describing symptoms consistent with latex allergy, is advised to consult a qualified allergist for evaluation. Such evaluation is at the student's expense. Any student found to be latex allergic must determine whether or not to continue with PA training, acknowledging the risk of becoming ill even if after reasonable precautions are taken and accommodations are made.

If such a student elects to continue in training, the student must realize that he/she assumes any responsibility and risk posed by allergic reactions, which can range from mild symptoms to anaphylaxis and death. In the event such an allergy is present, either intentional or inadvertent exposure to latex and related products may lead to these consequences. Although the Program will do all it can to provide latex-free gloves during laboratory session, it cannot guarantee a latex-free environment because other students may not be using latex-free gloves and other materials. Furthermore, we cannot guarantee a latex-free environment at every clinical training site.

If a student chooses to proceed with training in the face of significant risk, the student will be required to sign a waiver stating that he or she understands the risk. This waiver will be forwarded to each of the student's clinical sites.

Program as Healthcare Providers Policy {A3.09}⁹⁷

The Program Director, Assistant Program Director, Medical Director, Didactic Education Director, Clinical Education Director, Principal faculty, and/or Instructional faculty are prohibited from participating as health care providers for students in the Program, except in an emergency situation.

Criminal Background Check, Maryland Child Abuse Clearance, & Drug/Urine Screenings {A3.07a}⁹⁸

To foster a safe learning environment and comply with affiliates for off-campus learning experiences, the UMES PA Program requires all students obtain a Criminal Background Check, Maryland Child Abuse Clearance Check, and a Urine Drug Screen (UDS) that will be placed on file with the UMES Physician Assistant Program.

Criminal Background Check: A National Records Indicator with SOI will be issued. Criminal records are not indexed by social security number but are typically indexed by name and date of birth. Should you have a criminal record dispute, per the FCRA, students have the right to dispute the results of their background check. All disputes are conducted by CastleBranch at no additional charge. Result disputes are reviewed within 5 days of submission and are resolved within thirty days.

Maryland Child Abuse Clearance Check: A review of the state database will be issued. The State maintains a Centralized Confidential Database that contains information about child abuse and neglect investigations conducted by Maryland State Departments of social services.

Urine Drug Screen: A 12-Panel Drug screen analysis will be issued. The screening site and instructions will be provided through CastleBranch.

All students are required to have a criminal background check (CBC), Maryland child abuse clearance check, and urine drug screen (UDS), which is performed by CastleBranch at the expense of the student. Information on obtaining the initial CBC is sent to each student who has accepted an offer of admission with the UMES Physician Assistant Program for the incoming class. Please note the following:

- The Criminal Background Check, Maryland Child Abuse Clearance Check, and Urine Drug Screen is MANDATORY.
- Information from the CBC check, MD Child Abuse Clearance Check, and UDS must be on file with the UMES PA Program before the student secures a seat in the class.
- Additional CBCs, MD Child Abuse Clearance Checks, and UDSs may be required of external institutional partnerships prior to participation in experiential activities. Financial and other responsibilities for these tests are the sole responsibility of the student.
- Additionally, each student is subject to mandatory random urine drug screening during the PA program as requested by the UMES Department of Physician Assistant and/or the clinical site. Failure to successfully pass a UDS, refusal to submit to a test, or any other violation of the UMES substance abuse policy, will have consequences that may result in dismissal from the program, legal issues and/or financial complications for the student.

A record of the student's completed CBC, MD Child Abuse Clearance Check, and UDS requirements will be placed in the student's file. Student health records are kept confidential and not accessible by the Program or Program Faculty, except for immunization and screening results, which may be maintained and released with written permission from the student. {A3.17b}⁹⁹ {A3.19}¹⁰⁰

Campus Security Policies

Campus Police {A1.02g}¹⁰¹

The Department of Public Safety and University Police are committed to providing the highest quality of service to the university community and the public. We are constantly striving to meet the needs and rights of students, faculty, staff and our guest. Staff is on duty 24 hours a day, seven days a week. The law enforcement staff of the Department of Public Safety is Maryland Police and Correctional Training Commission certified police

officers. Each office is trained to manage and respond to the needs of the community in a professional and efficient manner. Students are urged to report situations that could threaten the health and/or safety of members of our community; this includes suspicious persons, thefts, assaults, car accidents and unsafe conditions. University Police may be contacted anytime 24 hours a day; you can walk in for assistance or dial the office at 410-651-3300 for non-emergencies. For emergencies, you can contact our office by dialing 410-651-6590. We also provide campus escort service, as well as managing security personnel in our residence life units.

Reporting Crime and Incidents

Reporting crimes and incidents immediately is very important. The University Police Department is an agency that is manned by sworn police officers who have arrest powers. The University complements its sworn police officers with security personnel. Any occurrence that takes place on campus is to be reported immediately, and those that occur off campus should be reported as soon as possible. Any victim or witness of a crime, who desires to report an incident on a voluntary and confidential basis, may do so through the Police Department, the Vice President for Student Affairs and Enrollment Management, the Vice President for Administrative Affairs, Athletic Director, Coaches, Area Directors, and Resident Assistants, or any other member of the UMES faculty/staff. The individual's identity will be safeguarded when possible. The University Police Department closely cooperates with the Vice Presidents for Student Affairs and Enrollment Management and Administrative Affairs, Residence Life, Student Government, and the Counseling Center, to disseminate information about safety and security matters to the campus community through newsletters, annual brochures, scheduled meetings, and other forms of mass communications.

Emergency Services

There are emergency "blue light" telephones strategically located throughout the campus, which are connected to the Department of Public Safety for immediate Police response. Elevators also have emergency phones, which are also connected to the Department of Public Safety and can serve as emergency telephones. The Department of Public Safety can be reached for emergency assistance by dialing 410-651-3300 or for campus police 410-651-6590, twenty-four (24) hours a day.

Escort Services

Escort services are provided to students during the evening hours by the Department of Public Safety. Students desiring escort services should contact the Department of Public Safety at 410-651-6590.

Emergency Notification

In the event of a campus emergency several methods will be used to make the appropriate notification depending on the type and extent of the emergency. Our policy is that quantity verses quality takes priority, in other words, we will use as many methods as possible to communicate the existence of an emergency, and as quickly as possible. Events which might require use of notification systems are severe weather, HAZMAT spills, fire, flooding, major road closures, criminal activities requiring precautions, etc. Several or all of the listed methods might be used for notification and those methods include: Emergency Siren/Public Address Notification System, text messaging for those students, faculty and staff registered for receiving text messaging, campus wide e-mail notification, campus cable TV, campus electronic message monitors, WESM Radio, and local media channels. For every notification event we ask that you communicate with as many fellow students, co-workers and visitors that an emergency exists and follow any guidance or precautions provided.

Hawk Alerts

Students may sign up for Hawk Alerts to enable their mobile device to receive free emergency broadcast text alerts from UMES Public Safety. The easiest way to sign up for Hawk Alerts is to use the text enrollment feature. The student should text “Hawkalert” to the number 226787 and the student will be automatically enrolled. When a student does this, he/she will receive an acknowledgement that he/she is in the Hawk Alert system.

Reporting Misconduct

Racism, Discrimination and Diversity {A1.02j}¹⁰² {A3.15f}¹⁰³

The University of Maryland Eastern Shore (UMES) is an equal access, equal opportunity institution fully committed to diversity in education and employment. All students, employees, and the campus community at UMES are valued, respected, and have the opportunity to receive an equitable experience in an inclusive, welcoming environment of openness and appreciation.

Should a student, faculty, or staff experience discrimination based on a protected class (race, color, religion, ancestry or national origin, sex, age, marital status, sexual orientation, gender identity, disability, or genetic information), he/she or a third party is encouraged to report the incident to the UMES Office of Institutional Equity and Compliance (OIE). This can be done by calling 410-651-6135, emailing equity@umes.edu, or visiting the Early Childhood Research Center, Suite 1129.

Refer to the following links for more information: [UMES Policy Prohibiting Discrimination](#) and [UMES Procedure Prohibiting Discrimination](#)

Sexual Assault Policy {A1.02j}¹⁰⁴ {A3.15f}¹⁰⁵

A student who has been the victim of sexual assault may go through a range of emotions, which impacts their decisions with regard to reporting the incident. Therefore, it is very difficult to have a procedure to cover all possibilities. It is best to refer to the UMES Sexual Misconduct Policy for guidance via the following link: <https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>.

Title IX

UMES Title IX is housed in the Office of Institutional Equity and Compliance. If you or someone you know has experienced sex discrimination or sexual misconduct, Title IX has options to support you. The Title IX Office works to provide prompt, thorough, and equitable resolutions of all formal complaints of violations of the Sexual Misconduct Policy. Supportive measures are available to individuals experiencing prohibited conduct (Complainant) and to those accused of prohibited conduct (Respondent). Supportive measures are non-disciplinary, non-punitive, and are individually tailored to meet each individual's unique needs.

To take the pledge and learn more refer to the following link: <https://itsonus.org/>.

If you have been subject to, made aware of, or bore witness to an incident of sexual misconduct, report the incident by clicking the following link: [Title IX Incident Report](#) or visiting the Office of Institutional Equity and Compliance website, <https://wwwcp.umes.edu/oie/title-ix/>. This includes gender-based harassments, relationship violence and stalking. Refer to the following link for reporting resources: <https://wwwcp.umes.edu/oie/title-ix/resources/>.

Supportive measures include:

- Assistance with accessing counseling or medical services
- No-contact orders
- Course-related adjustments and extensions
- Changes in housing and seating
- Increased monitoring of certain areas of the campus

Conduct Violations and Harassment {A1.02j}¹⁰⁶ {A3.15f}¹⁰⁷

The UMES Physician Assistant Program adheres to the same policy adhered to by University. This can be found in the UMES Student Code of Conduct found at <https://stg15.umes.edu/ConductAffairs/Content/Code-of-Conduct/>.

It is the responsibility of all members of the University community to create a safe and inclusive environment that is free from gender-based harassment, sexual misconduct, relationship violence, and stalking. Individuals who report violations of this policy in good-faith will be protected from retaliation.

Zero Tolerance Policy {A1.02j}¹⁰⁸ {A3.15f}¹⁰⁹

The University of Maryland Eastern Shore maintains and strictly enforces a policy of zero tolerance with regards to fighting, the use, possession and/or distribution of illicit drugs, and the possession of dangerous weapons, firearms, and explosives. If a student is found guilty of using, possessing, selling or distributing illegal drugs; initiating a fight, or using any object (weapon) with the intent to cause harm, the minimum sanction may be suspension from the University and dismissal from the UMES PA Program, and where appropriate students may be referred to local policing authorities for criminal prosecution. Suspension from the University for a violation of the zero tolerance policy may result in the cancellation of the accused student's housing contract, loss of tuition and fees, grades attempted, and denial of a housing contract in the future. If a student is found guilty of drug distribution or the possession of dangerous weapons, firearms, or explosives, the maximum sanction may result in expulsion from the University and dismissal from the Program by the Dean of the School of Graduate Studies.

Parking Services

Parking Permit

All vehicles parking on University of Maryland Eastern Shore (UMES) property (for any amount of time) must have a valid parking permit with Parking Services and park legally in designated areas. This applies to students, staff, faculty, guests, and visitors. Everyone who operates a motor vehicle on the UMES campus must be familiar with and adhere to the following information. **Failure to adhere to the following regulations may result in ticketing, loss of UMES parking privileges, and towing at the owner's expense.**

UMES Parking Services has partnered with T2 Systems to use digital parking permits and digital enforcement to issue digital permits and parking citations. T2 was founded in 1994 with the goal of making parking better. Since then, they have aligned with many universities, municipalities, healthcare facilities and more. UMES will be using digital license plate recognition in place of physical permits to ensure vehicles have a valid permit, are authorized to park on campus, and are parked in the appropriate lots. Parking Services will be using mounted cameras to scan license plates to validate permits and **issue citations to vehicles without valid UMES permits or to vehicles not parking in the proper parking lots.**

The annual permit cost is \$60 for all students, faculty, and staff. Visitors may apply for a free permit through the [Parking Portal](#). Each student, faculty, and staff member are required to purchase their own individual permit. Annual permits may be purchased through the online [Parking Portal](#) and at the Student Services Center (SSC), Room 2150 between the hours of 8:30 a.m. to 2:30 p.m. They accept, cash, check, money order, credit card, and Hawk Card. Students may only register one vehicle for their permit. Employees may register up to two vehicles for their permit but only one may be parked on

campus at a time. Permit sharing is not allowed and will result in a citation and fine. **Vehicles must have a valid permit yearly from July 1 through June 30.**

Parking Areas

The University has both restricted and unrestricted parking areas, please pay close attention when parking on campus. Be aware that you can only park in designated parking lots where your permit authorizes you to park. Handicapped parking regulations are strictly enforced. Vehicles found parked illegally in these locations will be ticketed and towed. Remember an authorized parking space is a lined designated parking space.

Inclement Weather Policy

The UMES PA Program will follow the inclement weather policy of the University with a few exceptions. Depending on the severity of prevailing or impending road conditions, the University will observe a state of (1) full operation, (2) minimum manning, or (3) closed. The UMES PA Program will observe a 2-hour delay if the University declares a state of minimum manning. The Program reserves the right to schedule virtual lectures if applicable in the event of inclement weather. University status will be announced on the UMES radio station, WESM-FM (91.3), as well as other local radio and television stations. If the UMES PA Program is closed or operating virtually, the affected faculty will reschedule activities as soon as possible and notify the students of the changes. Activities may be rescheduled during evening or weekend hours. Students who are scheduled for Clinical Clerkships should consult the Clinical Education Handbook for the inclement weather policy.

Faculty and Staff Contingent Policy

All UMES PA Program Courses with the exception of clinical skill courses operate on Hybrid Model. All courses are linked to YuJa Enterprise and Google Meet. They are set-up to operate in a virtual setting. All full-time faculty and adjunct faculty are trained to operate all UMES PA Program and University software and virtual platforms. Therefore, in an event of inclement weather, a department email is sent from the Program Director, Assistant Program Director, or Didactic Education Director issued to all didactic phase instructors and students to switch to remote instruction.

All clinical phase students follow the schedule of their clinical site. However, all clinical students are encouraged to use their judgment in regards to driving in inclement weather if transportation is not provided by the clinical site. They are required to notify preceptors and the clinical year team.

Clinical skills course will automatically be rescheduled. Students are notified as stated above.

Instructional Resources {A1.04}¹¹⁰ {A1.08}¹¹¹ {A1.09}¹¹² {A3.10}¹¹³

PA Program Office Location and Hours

The Physician Assistant Program administrative suite is located in Suite 1034, Hazel Hall.

The Program hours are:

Monday-Friday 8:00 am - 4:30 pm.

Hazel Hall is open the following hours:

Monday-Thursday 7:30 am - 10:00 pm; Friday 7:30 am - 6:00 pm.

Use of PA Graduate Lounge (Hazel Hall #1056) and Clinical Lab Room (Hazel Hall #1045)

- These study spaces are available during hours that the Hazel Hall is open to students.
- Food and non-alcoholic beverages are allowed as long as students keep a reasonable level of cleanliness and clean up after spills. The privilege of having food in the Physician Assistant Graduate Student Room will be withdrawn if cleanliness is not maintained.
- Campus Labs offer an opportunity to use specialized software that the student may not wish to purchase, but may need to use for a specific class assignment. Visit the UMES IT page <https://www.umes.edu/it> for more information on computing resources we offer.

Use of the School of Pharmacy and Health Professions Building

Students will have access to the new School of Pharmacy and Health Professions (SPHP) state of the art building. The SPHP building will be used for classes and student use as appropriate. Review the building policies and follow up with the building manager, Dr. Victor Hsia who can be reached by email at vhsia@umes.edu if you have any questions.

Doors Policies

The building is open to the campus from 8:00 am to 5pm. After 5pm the building is secured by Proxy card access only. You must be an authorized SPHP card holder to access the building after hours. Do not prop the doors open or allow others to enter without having the proper access ability.

First Floor

Classrooms:

The School of Pharmacy and Health Professions (SPHP) building includes five classrooms/lecture halls with wireless internet connections and state of the art audio visual equipment to facilitate student learning. This is a list of the classrooms: SPHP 1126, SPHP 1114/1116, SPHP 1118, SPHP 1244, and SPHP 1246.

- Students are only allowed in these SPHP classrooms/lecture halls during class sessions when a faculty member is present.
- Students may request to reserve these rooms for other activities with approval of their faculty advisor and the Dean's office.
- Only beverages in closed containers are allowed in these rooms. No food is permitted without prior approval by the Dean.
- Please avoid throwing trash on the floor; use the trash receptacles for this purpose.

Student Lounge

- The Student Lounge is located on the first floor (room 1204) and is available to all School of Pharmacy and Health Professions students.
- This room is equipped with a refrigerator and microwave oven.
- Eating and drinking are allowed in the Student Lounge Area and at the tables in the hallway.
- **Please note that it is the responsibility of every student using this space to ensure the microwave and refrigerator in these areas are kept clean.**

Second Floor

OSCE Suite, Simulation Rooms, and Mock Pharmacy:

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

Breakout Rooms (First and Second Floor):

Multiple breakout rooms are located throughout the 1st and 2nd floor of the SPHP building. Refer to Appendix H for the complete list of rooms.

- Students may use any of these rooms whenever they are not being used for instructional activities.
- Availability is on a first-come, first-served basis.
- No food or drinks are allowed in the breakout rooms when instruction is provided. However, food & drink are allowed when no instruction is occurring.
- Please be mindful of students who are studying in these rooms and make an effort to maintain a low volume of noise.
- **Students are responsible for erasing the whiteboards on a daily basis**, and the university housekeeping staff are authorized to erase the boards at any time without advanced notification.
- Any materials left unattended in the room are subject to disposal.
- Please avoid throwing trash on the floor; use the trash receptacles for this purpose.

Third Floor

Research Laboratories and Vivarium/Animal Facility:

- Absolutely no food or beverages are allowed to be brought into or consumed in these rooms.
- Students are not allowed in the research laboratories and vivarium/animal facility unless authorized by the Pharmaceutical Sciences Department Chair or faculty member.
- Specific guidelines for the vivarium are included in the **Vivarium Access Policy**.

Additional Notes

Space can be reserved by emailing Mrs. D. Oliver at PLDouglas@umes.edu Please include the date, time, room number requested, the quantity of attendees, required resources, food, setup, etc.

Procedures for Posting and Distribution

The building and grounds at University of Maryland Eastern Shore are private property and materials may not be posted or distributed without the permission of the University. University and Non-University affiliates or organizations violating the guidelines are subject to a fine of \$50.00.

Health and Wellness Center

The Health and Wellness Center, located in Tawes Gymnasium, provides blended health promotion and illness prevention services with on-site fitness management. Health promotion services include, monthly health communication campaigns, presentations to residence halls, classrooms and student organizations, free health promotion items, workshops/seminars, growth groups, special events and exhibits. The fitness center management provides safe, effective, efficient and enjoyable exercise programs; equipped with state-of-the-art cardiovascular machines, spin bikes, free and machine assist weights. For additional information on upcoming wellness activities, fitness center rules, services offered, et.c and contact the Health and Wellness Office at (410) 651-7665 or refer to the Health and Wellness Center website at the following link:

<https://wwwcp.umes.edu/wellnesscenter/>.

IT Help Desk

The IT Help Desk can troubleshoot a variety of hardware and software problems with its two tiers of technical support. In addition, computer repair technicians are available to support more complex hardware and software issues. Problems escalated to this level may be subject to time and material charges. To obtain technical support, call the Help Desk at (410) 651-TECH (8324) or visit the Help Desk located in Waters Hall.

- **Media Services** provides a wide range of audio/visual resources as well as on-call educational technical support for the classroom needs of students and faculty. For a full list of media services, visit <https://www.umes.edu/FDL/Pages/Media-Services-Center/>

- **Printer/Copier services** - WEPA printers are available in Hazel Hall (First floor), SPHP building (Second Floor) and at various locations throughout campus. The University Printing and Document Services (UPDS) are located in the Student Services Center. Services are available to all University personnel and students. Their hours of operation are Monday-Friday 8:00 A.M.-5:00 P.M., they are closed on the weekends and for holidays. There are costs related to all services. UPDS can be contacted at (410) 651-6485. Their services offered are below:
 - Black and White copying/printing
 - Color copying /printing
 - Booklet making
 - Business cards
 - Posters
 - Flyers
 - Banners
 - Transparencies
 - Collating/stapling
 - Padding
 - Tape, sparrow and plastic comb binding
 - Cutting/three-hole drilling
 - Laminating
 - Folding
 - Carbonless paper printing
 - Faxing
 - MULTIMEDIA
 - VHS to DVD
 - PHOTO DVD
 - PUBLISH DISC (CD)
- **Wireless Internet Access** - Full audio/video services are available in each classroom, as well as wireless internet capabilities throughout the University including Hazel Hall and the School of Pharmacy and Health Professions Building.

Computing Resources

There are over sixteen computer departmental laboratories located in 10 buildings on campus. Additionally, there is the Waters Hall Computing Center which has 5 computer laboratories, one of which is dedicated for the PA Program student use.

University Library Resources {A1.09}¹¹⁴

The Frederick Douglass Library houses books, scholarly and popular periodicals and newspapers, microforms, multimedia, government documents, and agricultural extension materials. As a member of the University System of Maryland and Affiliated Institutions (USMAI) Consortium, the library is linked with the USMAI's twenty (20) libraries via a shared integrated library system and discovery layer, and consortia licensing of database and e-

journal subscriptions. Library faculty and staff develop and maintain the collections, and provide instruction services to the campus community. There are nine departments within the Library: Access Services, Cataloging, Information Technology, Media Service Center, Reference, Serials/E-Resources, and Special Collections. Library faculty and staff are competent and courteous individuals with a variety of skills, knowledge, and training. All are committed to providing quality service. Library technology continues to emerge, providing global access to collections. Electronic databases, eBooks, and e-journals enable patrons to fill their information needs. Please visit the Library website www.umes.edu/fdl for further information about the Library, including Library hours. Visit the Physician Assistant section of the Frederick Douglas Library website, [Physician Assistant | Frederick Douglass Library \(umes.edu\)](http://www.umes.edu/fdl/physician-assistant), for resources dedicated to the PA Program.

Additional University Resources

Below is a list of available resources to all students enrolled at the University of Maryland Eastern Shore. This information is not intended to be comprehensive, and additional information can be found at the following website, <https://wwwcp.umes.edu/citol/new-canvas-resources-for-students/>

Teaching Out Policy {A1.02h}¹¹⁵

Purpose

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

Policy Statement

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

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

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

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

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

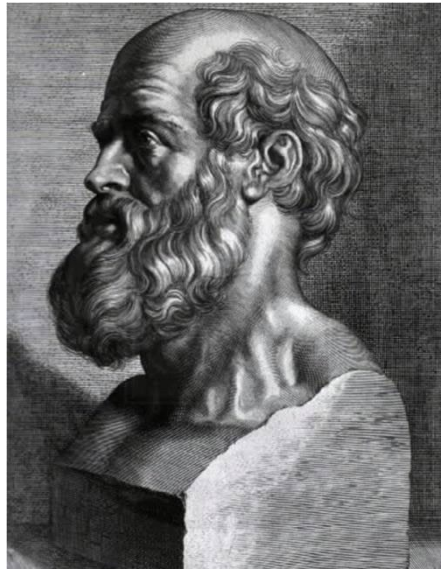
This timeline shall include provisions for students who need to remediate or who otherwise fail to progress in a timely fashion during the teach-out period, and it shall also state a specific end date when the last student will graduate and the University can officially close or the Physician Assistant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

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

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

Learning Commission, any and all relevant specialty accrediting bodies, and the state and federal governments. Refer to [Appendix L](#) for full details.

The Oath of the Physician Assistant



- I will hold as my primary responsibility the health, safety, welfare, and dignity of all human beings.
- I will uphold the tenets of patient autonomy, beneficence, non-maleficence and justice.
- I will recognize and promote the value of diversity.
- I will treat equally all persons who seek my care.
- I will hold in confidence the information shared in the course of practicing medicine.
- I will assess my personal capabilities and limitations, striving always to improve my medical practice.
- I will actively seek to expand my knowledge and skills, keeping abreast of advances in medicine.
- I will work with other members of the healthcare team to provide compassionate and effective care of patients.
- I will use my knowledge and experience to contribute to an improved community.
- I will respect my professional relationships with the physicians.
- I will share and expand knowledge within the profession.

Definition of the PA Profession

ARC-PA¹¹⁶ states, PAs are “academically and clinically prepared to practice medicine on collaborative medical teams. The collaborative medical team is fundamental to the PA profession and enhances the delivery of high-quality health care. Within the collaborative medical team, PAs are medical professionals who diagnose illness, develop and manage treatment plans, prescribe medications, and often serve as a patient’s principal healthcare provider. With thousands of hours of medical training, PAs are versatile and collaborative. PAs practice in every state and in every medical setting and specialty, improving healthcare access and quality. The PAs includes primary and specialty care in medical and surgical practice settings. The role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills and the capacity to respond to emergencies in a calm and reasoned manner. Essential attributes of the graduate PA include an attitude of **respect for self and others, adherence to the concepts of privilege and confidentiality** in communicating with patients and a **commitment to the patient’s welfare.**”

Statement of Values of the PA Profession

As healthcare practitioners, PAs have a responsibility to conduct themselves ethically in their interactions with patients, colleagues, other health professionals and society. The following “Statement of Values” was adopted by the American Academy of Physician Assistants ([AAPA](#)).¹¹⁷ These values provide a foundation upon which the PA profession’s ethical guidelines rest. All students who matriculate into the UMES Physician Assistant Program are expected to adopt and hold dear the following values:

- PAs hold as their primary responsibility the health, safety, welfare, and dignity of all human beings.
- PAs uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.
- PAs recognize and promote the value of diversity.
- PAs treat equally all persons who seek their care.
- PAs hold in confidence the information shared in the course of practicing medicine.
- PAs assess their personal capabilities and limitations, striving always to improve their medical practice.
- PAs actively seek to expand their knowledge and skills, keeping abreast of advances in medicine.
- PAs work with other members of the health care team to provide compassionate and effective care of patients.
- PAs use their knowledge and experience to contribute to an improved community.
- PAs respect their professional relationship with physicians.
- PAs share and expand knowledge within the profession.

Appendix A – Student Urine Drug Screen {A3.17}¹¹⁸{A3.19}¹¹⁹

Background and Purpose

The purpose of this policy is to provide a safe treatment, working and learning environment for patients, students, clinical and institutional staff and protection of property during enrollment in the UMES Physician Assistant Program. Health care accreditation organizations mandate that hospitals and other health care agencies require students, who participate in the care of patients, be subject to the same compliance and work standards as their employees. Accordingly, submitting a negative urine drug screen is a condition for participation in certain clinical experiential learning opportunities offered during the didactic phase of the UMES PA Program curriculum, as well as certain Supervised Clinical Practice Experiences (SCPEs) offered during the clinical phase of the program.

Policy Statement

All UMES Physician Assistant Program conditionally admitted applicants and current students will be required to undergo a urine drug screen prior to matriculation, prior to the start of the Clinical Year, or more frequently, at the discretion of the clinical faculty. For conditionally admitted applicants, the offer of admission is conditional upon results of the urine drug screen. As a prerequisite to participating in patient care, UMES PA students may be required to undergo one or more random urine drug screens. Such randomized testing is necessary in order to adhere to 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. If a conditionally admitted or current student declines to undergo a urine drug screen or if findings of a grievous nature are revealed, this will be grounds for rescinding an offer of admission or dismissal from the program.

Urine drug screening results that limit the Program's ability to secure clinical experiences may prevent a student from being promoted within the program or recommended for graduation. By accepting admission into the UMES PA program, students agree to submit to a urine drug screening, and also agree to pay expenses associated with these requirements.

Process for obtaining a required urine drug screen

1. The UMES PA program will instruct students in the process for contacting the vendor with which the program has established a reporting relationship.
2. The approved vendor will notify students via e-mail of the deadline for completion of any required urine drug screens throughout the course of the program.
3. The approved vendor will provide students with instructions regarding obtaining and authorizing release of all required urine drug screen results.

4. Required urine drug screen will consist of, but not be limited to: Amphetamines (amphetamine and methamphetamine), Cocaine metabolite, Marijuana metabolites, Opiates (codeine and morphine), Phencyclidine, Barbiturates, Benzodiazepines, Methadone, Propoxyphene, Methaqualone, and MDMA (Ecstasy).
5. Results of all student drug screens will be provided by the approved vendor to the Program Director, Admissions Coordinator, and/or the Clinical Education Director of the PA Program. Results will only indicate whether the test result is “negative” or “non-negative”. No additional information will be provided to the program.
6. The approved vendor will ensure that all “non-negative” results are reviewed by a Medical Review Officer/physician (MRO). A test is not considered “non-negative” until the MRO determines that the results are not due to a legally prescribed prescription medication being used as directed by their health care provider, or due to some other plausible reason. In these cases, students will receive a complete report and will have the opportunity to provide additional information/ documentation to the MRO for consideration. The UMES PA Program Director will be notified that the drug screen is undergoing review by the MRO. Following review, the program will receive notification of whether the results are deemed to be “negative” or “nonnegative”.

Program examination of urine drug screen results

1. The UMES PA Program Director, Assistant Program Director, Clinical Education Director, Clinical Coordinator, or Admissions Coordinator will review all required drug screen reports for enrolled PA students.
2. Because of the mandate to comply with health system policies, and the serious implications of a “non-negative” test, disciplinary actions against students may be imposed without the customary mechanisms of warning and probation.
3. Students may not begin or continue coursework (clinical or non-clinical) immediately after a “non-negative” urine drug screen is received. As a result, the student will not be able to complete the requirements of the education program, and will be dismissed from the program following final review by the UMES PA Program Director or Assistant Program Director. Candidates selected for a seat for the incoming cohort will have the acceptance offer rescinded.

Grievance Process for Urine Drug Screen Appeals {A3.15g}¹²⁰

If a student feels he/she has been treated unfairly in a matter involving the Urine Drug Screen, he/she may appeal that decision to the Dean of the School of Graduate Studies in writing including a date and signature (if e-mail must be from the student's UMES email account) within seven (7) business days of the rescinded offer or dismissal as a result of “non-negative” urine drug screen. The appeal must include any supporting documents the student wishes to submit. **If the situation is not resolved with the student can appeal to the Provost/Vice President of Academic Affairs for a final decision.**

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

Appeal Step	Maximum number of business days in each step of the appeals process
Student submits appeal to the Dean of the School of Graduate Studies	7
Dean of the School of Graduate Studies rules on the appeal (First appeal level)	7
Student submits appeal to the Provost/ VP of Academic Affairs	7
Provost/VP of Academic Affairs Rules on the Appeal (Final appeal level)	7
<p>The student may request a meeting with the Dean or Provost/ VP of Academic Affairs. The Dean or Provost/ VP of Academic Affairs will determine whether such a meeting is necessary, and will determine any terms of the meeting.</p> <p>All parties involved in the appeals process may respond/rule as soon as the ruling/request is received.</p> <p>If the person responsible for receiving the appeal is not available, another faculty member or administrator may be designated to function in his/her stead.</p> <p>If program/university cannot make decisions within the seven (7) business days due to extenuating circumstances (including but not limited to illness, seeking legal counsel, or request for additional information), such delay will be documented in an e-mail that will be sent to the student and the time extended accordingly. In such cases, all reasonable efforts will be made to expedite the process to reach a final decision.</p> <p>The student, the UMES PA Program Director, the Dean of the SPHP will be informed of the Dean's and Provost's decision.</p>	

Maintenance of Records and Confidentiality

A record of the student's completed urine drug screen requirement will be placed in the student file. Student health records are kept confidential and not accessible by the Program or Program Faculty, except for immunization and screening results, which may be maintained and released with written permission from the student. {A3.17b}¹²¹ {A3.19}¹²²

Appendix B – Criminal Background Check and Maryland Child Abuse Clearance Check Policy {A3.17}¹²³ {A3.19}¹²⁴

Background and Purpose

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

Policy Statement

All UMES Physician Assistant Program conditionally admitted applicants and current students will be required to undergo a CBC and MD child abuse clearance check prior to matriculation, prior to the Clinical Year, or more frequently, at the discretion of the clinical faculty. For conditionally admitted applicants, the offer of admission is conditional upon results of the background and child abuse checks. If a conditionally admitted or current student declines to undergo a background or child abuse check or if findings of a grievous nature are revealed, this will be grounds for rescinding an offer of admission or dismissal from the program. Costs of the CBC and MD child abuse clearance check are the responsibility of the applicant/student. A copy of the CBC and the MD child abuse clearance 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.

CBC or MD child abuse 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 to Child Protective Services MD child abuse checks; and also agree to pay expenses associated with this requirement.

Program Examination of Criminal Background Check and MD Child Abuse Clearance Check

1. The Program Director, Assistant Program Director, Clinical Education Director, Clinical Coordinator, or Admissions Coordinator will review the CBC and MD child abuse clearance check report results for all conditionally admitted applicants and enrolled students.

2. If a CBC or MD child abuse clearance check report contains adverse information, that report will be referred to the Conduct Administrator and the Progress and Promotions Committee (PPC); and the applicant/student will be informed and provided with the contact information to challenge the finding or provide explanatory information.

Criminal Background Check and Maryland Child Abuse Clearance Check Review Process

1. A standing Conduct Administrator and the PPC, comprised of members of the university graduate and undergraduate admissions offices, student affairs office, university counsel and university police chief, will be responsible for reviewing all materials referred to it by the UMES PA Program Director or Assistant Program Director. Other University officials may be consulted, as appropriate.
2. The Conduct Administrator and the PPC will evaluate adverse CBC or MD child abuse clearance check reports in order to make a determination about the student's suitability for continuation in the program. The committee may consult with the UMES PA Program Director or Assistant Program Director in order to clarify program and professional standards prior to final determination.
3. Conditionally admitted applicants and students who have adverse information in their CBC or MD child abuse clearance check report, and who believe that there are mistakes in the report or extenuating circumstances to be taken into account, may submit a written request for consideration to the Committee. Any written request for consideration must occur with seven (7) days of notification of adverse information.
4. The Conduct Administrator and the PPC will conduct a careful review of the information in the CBC or MD child abuse clearance check report, any self-reported information in the student's file, including criminal convictions and pending adjudications, and any relevant supplementary information obtained from the student or from other sources, including court documents. Factors involved in the individual case review may include, but are not limited to:
 - The nature, circumstances, and frequency of any reported offense(s)
 - The length of time since the offense(s)
 - Available information that addresses efforts at rehabilitation
 - The accuracy of the information provided by the student in their application materials
 - The relationship between the duties to be performed as part of the educational program and the offense committed
5. The Conduct Administrator and the PPC will be responsible for deciding whether the results of their CBC or MD child abuse clearance check report investigation indicate the applicant is disqualified from entrance into the program or student should be dismissed from the program. **Final decisions on student program**

dismissal are determined by the Provost/VP of Academic Affairs. He/she will forward his/her decision in writing to the applicant/student, the UMES PA Program Director, and the Dean of the Graduate School within twenty-eight (28) days after receipt of the report from the UMES PA Program Director.

Grievance Process for Criminal Background Check and MD Child Abuse Clearance Check Appeal {A3.15g}¹²⁵

If a student feels he/she has been treated unfairly in a matter involving the Criminal Background Check or MD Child Abuse Clearance check, he/she may appeal that decision to the Dean of the School of Graduate Studies in writing including a date and signature (if e-mail must be from the student's UMES email account) within seven (7) business days of the rescinded offer or dismissal as a result of the unfavorable CBC or MD Child Abuse Clearance Check Appeal. The appeal must include any supporting documents the student wishes to submit. If the situation is not resolved with the student can appeal to the Provost/Vice President of Academic Affairs for a final decision.

A student seeking an appeal for an unfavorable criminal background check or MD child abuse clearance check result will proceed in the stated order in the following table:

Appeal Step	Maximum number of business days in each step of the appeals process
Student submits appeal to the Dean of the School of Graduate Studies	7
Dean of the School of Graduate Studies rules on the appeal (First appeal level)	7
Student submits appeal to the Provost/VP of Academic Affairs	7
Provost/VP of Academic Affairs Rules on the Appeal (Final appeal level)	7
<p>The student may request a meeting with the Dean or Provost/ VP of Academic Affairs. The Dean or Provost/ VP of Academic Affairs will determine whether such a meeting is necessary, and will determine any terms of the meeting.</p> <p>All parties involved in the appeals process may respond/rule as soon as the ruling/request is received.</p> <p>If the person responsible for receiving the appeal is not available, another faculty member or administrator may be designated to function in his/her stead.</p> <p>If program/university cannot make decisions within the seven (7) business days due to extenuating circumstances (including but not limited to illness, seeking legal counsel, or request for additional information), such delay will be documented in an</p>	

e-mail that will be sent to the student and the time extended accordingly. In such cases, all reasonable efforts will be made to expedite the process to reach a final decision.

The student, UMES PA Program Director, and the Dean of the SPHP will be informed of the Dean's and Provost's decision.

Maintenance of Records and Confidentiality

A record of the student's completed criminal background check and MD Child Abuse Clearance check requirement will be placed in the student file. Student health records are kept confidential and not accessible by the Program or Program Faculty, except for immunization and screening results, which may be maintained and released with written permission from the student. {A3.17b}¹²⁶{A3.19}¹²⁷

Appendix C – Student Health and Immunization Policy {A3.07a}¹²⁸

Health Information and Immunization Forms

Immunization Release of Information Form*

HIPAA Consent Form*

*See UMES PA Program Website for Associated Forms

Background and Purpose

The purpose of this document is to define policies, procedures and availability of health services for students enrolled in the Physician Assistant Program.

Policy Statement

1. All students **MUST** provide proof of health insurance prior to matriculation. Each student's personal health insurance policy must remain active throughout their participation in the program.
2. Students are financially responsible for the cost of all health care services they may require while enrolled in the program, including any health care services required as a result of their participation in scheduled program activities (e.g. TB testing, immunizations, treatment of injuries, pathogen exposure evaluation and treatment).
3. The following health requirements are mandatory and must be fully complied with prior to matriculation.
 - **Tuberculosis:** One of the following completed within the past 12 months is required:
 - Two-step TB skin test (administered 1-3 weeks apart);
 - QuantiFERON Gold blood test (lab report required); or
 - If positive results, submit a clear chest x-ray (lab report required)
 - **Immunizations:** Students must be current on all required immunizations. Either record of immunization or serologic proof of immunity must be provided for all listed conditions recommended by the Centers for Disease Control and Prevention for health care personnel, to include, but may not be limited to:
 - Hepatitis B: BOTH of the following are required:
 - A complete vaccination series **AND**
 - A positive antibody titer (lab report required)If your titer was negative or equivocal, you must repeat the series and provide a 2nd titer.
 - Measles, Mumps & Rubella (MMR): One of the following is required:
 - 2 vaccinations: The first vaccination **MUST** be administered **AFTER** the age of 1 regardless of vaccination type. Vaccinations can be a combined MMR vaccination, however if individualized vaccinations are submitted you **MUST** submit 2 vaccinations for Mumps and Measles and 1 vaccination for Rubella; OR

- Positive antibody titer (lab report required) for all 3 components. If your titer was negative or equivocal, you must receive 1 booster vaccine (administered after your titer) and provide a 2nd titer.
- Varicella: One of the following is required:
 - 2 vaccinations OR
 - Positive antibody titer (lab report required)
 If your titer was negative or equivocal, you must repeat the series.
- Tdap (Tetanus/Diphtheria/Pertussis): One of the following is required:
 - Documentation of a Tdap (Tetanus, Diphtheria & Pertussis) vaccination administered within the past 10 years OR
 - Documentation of a Tdap vaccination administered from any time AND a Td (Tetanus & Diphtheria) booster administered within the past 10 years. Renewal will be set for 10 years from the most recent vaccination. Upon renewal, a Td booster is required.
- Influenza: Students will be required to obtain influenza immunization annually while enrolled in the program.
- **Other Immunizations**: Students may occasionally be involved in patient care activities that require additional immunizations or disease prophylaxis. It is the responsibility of the student to consult with the PD, CED, or Clinical Coordinator to determine if any additional precautions are necessary.

Clinical sites may require additional vaccinations and documentation.

Students who have a medical contraindication for specific vaccinations may have additional requirements mandated (e.g., students who have a medical contraindication for influenza vaccination may be required to wear a mask during the entire influenza season). Some clinical facilities do not permit students who have not had the influenza vaccination for medical reasons, even with use of a mask. Changes in clinical site requirements may necessitate change in clinical rotation assignment or the inability to be placed on clinical clerkships.

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

The following qualify as legitimate proof of immunization/TB testing status:

- Copies of the applicant's medical record(s) on which administration and results of tuberculosis screening data is recorded.
- Copies of the applicant's medical record(s) on which administration of the immunization series is documented by the immunization provider (including immunization cards signed by the administering health care professional/agency).

- Copies of the laboratory report(s) documenting results of serologic testing for immunity (antibody test results).
- Copies of the applicant's medical record(s) or a letter from the applicant's health care provider documenting immunization non-conversion and explaining the process by which that conclusion was reached.

Immunization records must be submitted to the Exxat/Prism compliance tracking system, NOT to the Physician Assistant Department. The PA program will access Exxat/Prism to ensure completion of required immunizations and TB screening of all students. Students will be provided access to Exxat/Prism online files. A record of the student's completed immunization requirements will be placed in the student file. Student health records are kept confidential and not accessible by the Program or Program Faculty, except for immunization and screening results, which may be maintained and released with written permission from the student. {A3.17b}¹²⁹
{A3.19}¹³⁰

Appendix D – Academic Performance, Progression, and Professionalism {A2.05d}¹³¹ {B3.03}¹³² {A3.15}¹³³

Associated Forms:

Academic Improvement Form

Professionalism Concern/Violation Form

Graduation Audit Checklist

Professional Development Assessment Tool*

Student Self-Assessment of Behavior and Professionalism*

Technical Standards Attestation Form for Medical Providers*

Please see Clinical Year Handbook for Clinical Year Forms

**See PA Program Website for Associated Forms*

Background and Purpose

The purpose of this policy is to provide clear expectations on requirements and procedures related to academic performance, professionalism, and progression.

Definitions

Academic Intervention: The process of identifying at-risk students early to promote successful acquisition of the requisite knowledge to be successful.

Remediation: The process of addressing deficiencies in a student’s knowledge and skills, such that the correction of these deficiencies is measurable and can be documented.

Deceleration: The loss of a student from an entering cohort, who remains matriculated in the Physician Assistant program.

Good Standing: Indicates a student who is not on academic or professionalism probation.

Leave of Absence: A period of time a student is granted to be away from his/her studies while maintaining the status of current student.

Withdrawal: A student-based decision that results in a student exit from the program. A student must reapply to the program to regain admission.

Dismissal: A program-based decision that results in a student exit from the program. A student must appeal dismissal to regain admission.

Required Academic Standards

Students enrolled in the UMES Physician Assistant Program must maintain adherence to the program standard of academic performance and professionalism. To remain in good academic standing, normal academic progress throughout the UMES PA Program requires all students to achieve a minimum 3.0 G.P.A. each semester.

Computation of Grade Point Average

Grade Point Average is the ratio expressed by the sum of the quality points divided by the sum of credits attempted. Pass/Fail grades are not a component of the Grade Point Average. The PA Program does not issue incomplete grades at this time.

The Quality Point Values of Grades are:

Grade	Percentage (%)	Quality Points per Credit Hour
A	≥ 90%	4
B	80 – 89.99%	3
C	75 – 79.99%	2
Fail	< 75%	0

Progress and Promotion Policies

After admission notification and prior to matriculation, students must meet the following to progress to the didactic phase:

1. Successfully complete the admission requirements including passing background checks and urine drug screen, and submission of all required immunizations and proof of health insurance.
2. Successfully complete the Pre-Matriculation course.
3. Successfully complete the UMES PA Program Orientation.
4. Complete the Student Success Coaching course.
5. Complete the PA-CAT. (Starting with students matriculating in Fall 2026).

Due to the sequential nature of the curriculum, students must successfully complete all courses for a given semester before becoming eligible to take courses in the subsequent semester. Students must successfully complete all courses in the didactic phase before they may progress into the clinical phase of the program. Any exceptions to this must be approved by the Progress and Promotion Committee (PPC).

Supervised Clinical Practice Experiences (SCPEs) offered during the clinical phase of the program do not follow the semester calendar. Due to timing, as well as complexity of evaluative measures incorporated, student performance is assessed by the CED at the completion of each SCPE to determine progression to the next rotation.

At the conclusion of each semester, in both the didactic and clinical year, the PPC reviews each student's academic and professional performance. Students must be recommended for progression by the PPC to be eligible to take courses in the subsequent semester and continue their progression through the program. In the event a student is identified to be at risk for Academic/Professionalism probation or dismissal at any time during the

program, including SCPEs, the PPC may convene more frequently to determine appropriate academic/professionalism intervention.

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

Semester to Semester Progression - Didactic Phase:

- Achieve a minimum overall 3.0 GPA
- Achieve a minimum course grades of "C"
- Obtain established minimal grades for Observed Standardized Clinical Examinations (OSCEs)
- Achieve minimum established score for all formative and summative evaluations/examinations
- Documented demonstration of professionalism

Progression from Didactic Phase to Clinical Phase:

- Achieve a minimum overall 3.0 GPA
- Achieve a minimum course grades of "C"
- Obtain established minimal grades for Observed Standardized Clinical Examinations (OSCEs)
- Achieve minimum established scores for all formative and summative evaluations/examinations
- Documented demonstration of professionalism

Please note any final grade below "C" within the didactic phase may result in dismissal from the program. [See Dismissal section below.](#)

Clinical Phase to Completion:

- Achieve a minimum overall 3.0 GPA
- Successfully complete all Supervised Clinical Practical Experiences/SCPEs
- Two (2) failed clinical rotations will result in dismissal from the program.
- Obtain passing grades on all end of rotation examinations (EORE).
- Obtain established minimal grades for Observed Standardized Clinical Examinations (OSCEs)
- Achieve minimum established score for all formative and End of Curriculum Examinations
- Documented demonstration of professionalism
- Indicate successful completion of community service hours

For the Clinical Phase of the Program, a failed rotation or failed End of Curriculum (EOC) Examination will automatically result in a delay in graduation, as the failed rotation and/or failed EOC examination will need to be successfully completed to meet graduation requirements. Additionally, the student will have to enroll into

PHAS 698 Special Topics I. A second rotation failure or second EOC Examination failure will result in dismissal from the Program.

Requirements for Graduation

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

1. Successfully complete all course work according to program defined academic standards.
2. Successfully pass all components of the summative evaluation and complete all Special Topics courses if applicable.
3. Demonstrate they have met all the PA Program's competencies needed for entry into clinical PA practice in the following areas: preventative, emergent, acute, and chronic patient encounters; medical care across the lifespan, women's health, care for conditions requiring surgical management; and behavioral and mental health conditions.
4. Submit a completed graduation application to the School of Graduate Studies.
5. Be in good academic standing. In the event that a student is on academic probation as he/she enters the final semester, he/she must complete the final semester with the required overall G.P.A. of 3.0 to be awarded the degree. Only courses taken at UMES within the PA program will be considered towards the final GPA for graduation.
6. Be in good professional standing. In the event that a student is on professionalism probation as he/she enters the final semester, he/she must successfully meet program-established conditions prior to the end of the final semester to successfully transition off professionalism probation prior to graduation.
7. Complete all requirements for graduation within four (4) years of the original date of matriculation.
 - If the student's time within the Program extends beyond the four (4) year Program completion requirement, the student must obtain approval from the Dean of the School of Graduate Studies to be cleared for graduation by completing a Petition of Waiver of Regulation for the Department of Physician Assistant Form located on the UMES PA Program Website and in [Appendix K](#).
8. Students who have failing grades will not be approved for graduation. All program requirements must be met before students are approved for graduation or the long white coat ceremony.

The Program Director, Assistant Program Director, Medical Director, Didactic Education Director, and Clinical Education Director will clear students for graduation using the Graduation Audit check list which documents that the student has met all Program requirements for completion. This will be placed in the student's file and sent to the Dean

of the School of Graduate Studies and to the Office of the Registrar. PA students and other unauthorized persons will not have access to the student's file. {A3.17f}¹³⁴ {A3.18}¹³⁵.

**Students should apply for graduation during the initial part of their final semester before all requirements for the MMS-PAS degree are complete. The graduation application is available on the School of Graduate Studies website. Completing a graduation application does NOT guarantee that students have met all requirements. Acceptance into and successful completion/graduation of the UMES PA Program does not imply or guarantee that the student will pass the PANCE or obtain state licensure upon graduation. After the student is cleared for graduation and completed the application for graduation, the Program Director will submit the completed Certification of Completion of the Master's Degree form, [C-1 Certification of Completion of Masters Degree typeable.pdf \(umes.edu\)](#), to the Dean of the School of Graduate Studies, who will submit the completed form to the Office of the Registrar.*

Course Instructor Role in Supporting Student Success – Didactic Phase

Course instructors play a key role in supporting student success by identifying at-risk students as early as possible during the semester. Students will not be allowed to remediate course assessments to improve their grade (see *Remediation* below). When students are deemed to be **"At Risk"**, **academic interventions** should be initiated by the course instructor to promote student success and provide students the support they need to earn a final passing course grade. It is up to each individual course instructor to work with the student to determine how this may be best accomplished given the course objectives and outcomes and the individual student's strengths and weaknesses in learning course content. Course instructors are responsible for providing the initial contact with those students deemed to be at risk. It is then the responsibility of the student to schedule a meeting with the course instructor to discuss strategies for success. Failure to do so may be reflected in the student's professional behavior evaluation. It is the responsibility of the student to implement the suggestions made by the course instructor in a way that best accommodates their learning style.

Course Instructor Role in Supporting Student Success - Clinical Phase

Given the nature and complexity of educational activities on clinical rotations, a comprehensive, multifaceted process for evaluating student progress has been designed. The components each serve to assess different skills acquired by a student during clinical training. Therefore, academic intervention during the clinical year will occur on a case-by-case basis including, but not limited to, unsatisfactory marks on mid-rotation evaluations, professionalism issues, and/or an unsatisfactory or below "meets standard" scores on an end of rotation examination. In the event that an academic intervention is initiated by the Clinical Education Director (CED), course instructor, faculty advisor, or a student is referred to the CED by a Preceptor for intervention on academic/ skills deficiency during the clinical phase of the program, the CED or faculty advisor completes an Academic Improvement

Form, files the Form in his/her student file, and refers the student to the PPC. PA students and other unauthorized persons will not have access to the student's file. {A3.17c}¹³⁶
{A3.18}¹³⁷

At any time, the course instructor or Clinical Education Director have the ability to initiate a formal remediation referral if the academic intervention requires extended time, resources and intervention. In this case, the Clinical Education Director in collaboration with the course instructor or preceptor will develop a formal remediation plan and forward a copy to the PPC for review at the next scheduled meeting.

Professional Behaviors

Required Professional Behaviors

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

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

Evaluation of Professional Behaviors

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

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

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

Flexibility: Physician assistant training involves instruction from practicing clinicians with unpredictable schedules. At times lectures or clinical sessions may need to be adjusted with short notice. We believe the advantages of utilizing practicing clinicians outweigh this inconvenience and ask students to be flexible and tolerant of changes.

- Attends required activities/arrives on time
- Reliable, dependable, completes tasks fully and in timely manner
- Accepts appropriate share of team work
- Self-motivated, organized, and prepared
- Accountable to patients, society, and the profession
- Adapts well to stressful/changing circumstances

Behavior: Students are expected to behave in a responsible, reliable and dependable manner. The student must project a professional image in manner, dress, grooming, speech and interpersonal relationships that are consistent with being a medical professional. The student should recognize his/her personal limitations and biases, whether they are intellectual, physical or emotional and strive to correct them. He or she must demonstrate the professional and emotional maturity to manage tensions and conflicts and should seek professional help when necessary. Success in the Physician Assistant profession requires certain behavioral attributes including: empathy, discipline, honesty, integrity, the ability to work effectively with others in a team environment, and the ability to address a crisis or emergency situation in a composed manner.

- Respectful, cooperative (team player), builds atmosphere conducive to learning
- Acknowledges and values diversity, talents, skills, contributions of others
- Communicates effectively (verbal and written)
- Good interpersonal skills (develops appropriate professional relationships with peers, faculty, physician supervisors and other health care providers)

- Recognizes/maintains appropriate boundaries
- Displays tact and self-control

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

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

Professionalism Evaluations

- Students in the Didactic Year are provided the opportunity to complete a professionalism self-assessment prior to the Spring I and Fall II advisor meetings discussing professionalism.
- Students in the Clinical Year complete professionalism self-assessments during rotations 2, 4, 6, and 8.
- If there are any concerns, the Faculty Advisor and the student can work together to address ways for improvement.

The form is reviewed with the student, signed and dated by both the Advisor and the student; and filed in the student's record. {A3.17c}¹³⁸ {A3.18}¹³⁹

If there are any problem areas identified, the student may be required to meet with the Didactic Education Director, the Clinical Education Director, and/or Chair/Program Director to discuss specific steps for improvement. Such steps may include, but are not limited to, referral to appropriate resources, developing a contract regarding behavioral modification, on-going advisory meetings and other means of assisting the student to improve problem areas. Disciplinary action will occur as outlined in the Professionalism Violation policy.

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

Anytime a Professionalism Form is issued the student must be notified. In the event that a professional warning or citation is issued, the faculty member must meet with the student to discuss the identified behavioral concern at which time the student will be provided an opportunity to respond and provide their comments to the form. Once reviewed and completed, these forms will be placed in the student's file for the behavioral evaluation process by the PPC. {A3.17e}¹⁴⁰ {A3.18}¹⁴¹

Professionalism Examples

Professionalism Concern:

- Tardiness or absence without appropriate notification/approval.
- Student verbal communication that indicates a lack of respect
- Student use of unprofessional language (swearing)
- Student use of potentially discriminatory or demeaning language (speak ill of a patient, use of joke that could reasonably be considered demeaning or discriminatory)

Professionalism Violation:

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

During the clinical phase, students are also assessed via preceptor evaluations and direct observation by faculty on clinical site visits.

Appendix E – Faculty Advising Policy {A2.05d, e, f}¹⁴²{A3.10}¹⁴³

Associated Forms:

Academic Assessment Form
Professional Evaluation: Student/Advisor Assessment
Faculty Ongoing Advisor/Assessment Form
On-going Student Self-Assessment

Background and Purpose

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

Physician Assistant Program Faculty Advising

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

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

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

Advising Forms: The forms should be used when documenting the advising sessions described by this policy. The completed forms should be included with copies of the student's professionalism evaluations that were discussed during the corresponding advising session. All student advising sessions will be documented using the correct advisement form and filed in the student's program file. This form should also be used when documenting any additional non-scheduled advisement sessions or other meetings related to student performance, personal issues, or professionalism.

Advisement Schedule:

Session #	Semester	Week	Topics
1	Fall I	2	Adjustment to adult learning; student strategies Complete and discuss with Advisor the Academic Assessment and Professional Evaluation: Student/Advisor Assessment Forms
2	Fall I	9	Progression through summer curriculum; student issues *
3	Spring I	6-8	Progression through spring curriculum; student burn-out; study strategies; student issues*
4	Summer I	6-8	Progression through summer curriculum; student vision as a provider; student issues*
5	Fall II	6-8	Progression through summer curriculum, readiness for SCPEs, student issues*
6	Spring II	Varied	All students should meet at least once with advisors during each semester of the clinical year; discuss clinical experiences, preparation for independent practice, student issues*, Professionalism Self-Assessment Form**
7	Summer II	Varied	All students should meet at least once with advisors during callback days each semester during the clinical year; discuss clinical experiences, preparation for independent practice, student issues*, Professionalism Self-Assessment Form**
8	Fall III	Varied	Board prep; readiness for practice/expectations of graduates; student issues*, Professionalism Self-Assessment Form**

* Faculty Ongoing Advisor/Assessment Form used

**During the Clinical Year, the Faculty Advisor discusses the student's On-going Student Self-Assessment form during Spring II, Summer II, and Fall III advising sessions corresponding to SCPEs (rotations) 2, 4, 6, and 8.

Appendix F – Infection Control, Safety and Personal Security Policy {A1.02g}²⁴ {A3.08}¹⁴⁴

Associated Forms:

“Notice of Incident” Form*

*See PA Program Website for Associated Forms

Background and Purpose

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

Policy Statement

Policy on Safety and Infection Control

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

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

The safety of all students, faculty, staff, patients and clinical personnel is of primary concern. PA students, staff and faculty must adhere to all established UMES safety policies and all School of Pharmacy and Health Professions safety policies. Didactic students must notify their course instructor and the Didactic Education Director as soon as possible of any exposure to bodily fluids or potentially serious infectious diseases. Clinical students must notify their clinical preceptor and the Clinical Education Director as soon as possible of any exposure to bodily fluids or potentially serious infectious diseases. All faculty, staff and students will utilize **Standard Precautions** during all activities that present a risk of exposure to bodily fluids, potentially serious infectious diseases or chemical hazards. Failure to do so will be grounds for disciplinary action.

Standard Precautions {A3.08}¹⁴⁵

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

Standard Precautions include:

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

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

Student Safety During SCPEs {A3.08}¹⁴⁶

UMES PA program will ensure that appropriate OSHA training is provided to students prior to SCPEs. The facility at which the SCPE takes place shall provide to UMES PA students access to the facility's rules, regulations, policies and procedures with which the UMES PA students are expected to comply, including, the Facility's OSHA, personal and workplace security and personal safety policies and procedures and shall address all appropriate safety measures for all UMES PA students and any UMES PA instructors on site. It will be the preceptor's responsibility to take reasonable steps to ensure personal safety and security of students during the SCPE. This is clearly communicated to preceptors and agreed upon in a signed Preceptor Agreement obtained prior to the SCPEs.

Post-Exposure Protocols {A3.08}¹⁴⁷

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

When an exposure occurs:

- Remove soiled clothing and administer immediate aid, including washing skin, flushing eyes 10-15 minutes, etc. Remove contact lenses if eyes are exposed.
- Notify the preceptor immediately. **DO NOT DELAY. GET ASSISTANCE IMMEDIATELY.**
- Immediately report to or contact the designated person/department at the clinical site to receive information and counseling regarding proper protocol and treatment for accidental exposure. In some cases, this might be the Employee Health or Occupational Health Services Department. PLEASE NOTE: **Health care entities are not obligated to provide students with treatment all though some may do so.** All UMES students are required to carry health insurance for the duration of the program.
- Should the clinical site not provide you with treatment, students should go to the closest Urgent Care, Family Doctor or Emergency Department for immediate treatment at their own expense. Student injuries are not work-related injuries and; therefore, not covered under Workman's Compensation Laws.

Following an exposure, once the student has followed the clinical site's protocol the affected students must contact the Clinical Education Director within 24 hours. The student must also complete the Student Exposure Form (See UMES Clinical Education Handbook) and follow the directions at the top of the form. Please complete the form as accurately and completely as possible. Subsequently, a UMES Accidental Personal

Injury Report must be completed by the CED or PMS, and is filed in the PA office for tracking, with a copy sent to UMES Conduct Administrator.

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

Policy on Campus Security {A1.02g}¹⁴⁸

Prevention Education

The Department of Public Safety distributes materials specific to UMES campus safety at the Enrollment 101 presentations and New Student Orientation. Flyers are also posted throughout the campus and copies of the safety materials may be requested from the Department of Public Safety or downloaded from the Public Safety website. In addition to the UMES specific safety information, publications recommended by the National Crime Prevention Council and by Maryland Crime Watch on various topics, including general crime prevention, sexual assault/date rape, awareness, self-protection and operation I.D. are available via the Public Safety website and in the Campus Police office. Information is also provided to the University community through lectures, videos, bulletins and workshops conducted throughout the academic year. Officers are available to give presentations on a number of public safety topics as requested.

Emergency Response Plans

The UMES Crisis Management Committee routinely meets to review, exercise and critique the University's emergency response plans. The plans are published and available from the Department of Public Safety upon request or may be found on the UMES Public Safety Website. Questions or clarification regarding the published plans may be made through the Department of Public Safety at 410- 651-6590.

Appendix G – Process for Assessing the Applicant’s Compliance with the Technical Standards {A3.13e}¹⁴⁹

Applicants are required to attest at the time they apply and accept an offer to matriculate that they meet these technical standards and thereafter must attest on an ongoing basis that they continue to meet these standards. These standards are not intended to deter any student who might be able to complete the requirements of the curriculum with reasonable accommodations. An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others, if making it requires a substantial modification in an essential element of the curriculum, if it lowers academic standards or if it poses an undue administrative or financial burden. Requests from applicants for reasonable accommodations in meeting the technical standards will be reviewed and considered by an officer appointed by the University to evaluate student requests for accommodations. Information required within a request for accommodations includes, at a minimum, the following, and these required elements must be provided at the applicant’s expenses:

- Documentation of the disability from a licensed professional
- The diagnosis of the disability using standard nomenclature
- A description of the student’s functional limitations due to the disability
- Copies of the evaluation report(s) on or accompanied by a letter on the evaluating professional’s letterhead
- A description of the requested accommodation
- For additional information about the University’s process for assessing an applicant’s compliance with the technical standards, please contact the Office of Institutional Equity and Compliance.

The UMES PA Program does not have access to a student’s health records and will not receive any details regarding the nature of the disability. A student’s health records are confidential and will not be accessible or reviewed by the Program, Program Faculty, or staff except for immunizations and screening results, which may be maintained and released with written permission by the student. {A3.19}¹⁵⁰

Appendix H – School of Pharmacy and Health Professions Breakout Rooms

ROOM #	NAME	# of Seats
1106	1A-5. Problem Based Learning Classroom	8
1108	1A-5. Problem Based Learning Classroom	8
1110	1A-5. Problem Based Learning Classroom	8
1112	1A-5. Problem Based Learning Classroom	8
1236	1A-5. Problem Based Learning Classroom	8
1238	1A-5. Problem Based Learning Classroom	8
1240	1A-5. Problem Based Learning Classroom	8
1242	1A-5. Problem Based Learning Classroom	8
1244	1A-2. Medium Classroom	8
1246	1A-3. Large Classroom	8
1248	1L-5. Breakout Room	8
1250	1L-5. Breakout Room	8
2120	1I-10. Large Group Tutorial	8
2128	1D-11 Self Instruction	4
2136	1I-9. Medium Group Tutorial	6
2138	1I-9. Medium Group Tutorial	6
2140	1I-9. Medium Group Tutorial	6
2218	1I-8. Small Group Tutorial	4
2220	1I-8. Small Group Tutorial	4
2222	1I-8. Small Group Tutorial	4
2224	1I-8. Small Group Tutorial	4
2226	1I-8. Small Group Tutorial	4
2228	1I-8. Small Group Tutorial	4



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DEPARTMENT of PHYSICIAN ASSISTANT

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

Name: _____ Today's Date: _____

Requested Date(s) for Time Off: _____

Scheduled Course(s): _____

Steps for Requesting Time Off:

- Request form for time off must be submitted to the DED by specific deadlines.
- DED must review form and/or will approve or deny time off request if exceeding five (5) discretionary days.

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

Non-Urgent Personal Reasons: Requests for time off for non-urgent personal reasons exceeding the five (5) discretionary days should be for *major life events only* and are **NOT** guaranteed to be approved by the DED.

- All requests must be submitted at least 2 weeks in advance.
- Students must notify the instructor and make up any missed assignments.
- Justification of time off requests exceeding five (5) discretionary days is needed

Religious Observance: Requests should be submitted at least 2 weeks in advance or as soon as possible if accommodations for coursework/testing is needed. Students must notify the instructor and make up any missed assignments. This will count towards students' discretionary days.

Student Signature: _____ Date

Didactic Education Director Signature: _____ Date

Discretionary Days Taken: _____ Discretionary Days Remaining: _____

Action Taken: Reviewed Approved Denied



Appendix J – Medical Provider Technical Standards Attestation Form

I, _____, have read the below Technical Standards for the University of Maryland Eastern Shore’s Physician Assistant Program and attest that - _____ will be able to meet the technical standards for the duration of the program without having to miss lecture or exams beyond the program approved discretionary time off. (Current policy allows five (5) days off during the Didactic Year, which is 16 months and three (3) days off during the clinical year, which is 12 months.)

Technical standards for PA program admission, continuation, and graduation

A candidate for the Master of Medical Science (MMS-PAS) degree earned after successful completion of the PA Program must have abilities and skills in the five functional areas described below and must have the physical and emotional stamina and capacity to function in a competent manner, and consistent with these standards, in the classroom and in clinical and laboratory settings, including settings that may involve heavy workloads, long hours and stressful situations.

1. Observation

- Observe demonstrations and conduct experiments in the basic sciences.
- Observe a patient accurately at a distance and close at hand, noting non-verbal as well as verbal signals. This ability requires functional vision, hearing, and somatic sensation.

2. Communication

- Relate effectively with patients, conveying a sense of respect, compassion, and empathy. A student must be able to communicate clearly with and observe patients in order to elicit information, accurately describing changes in mood, activity and posture, and perceive verbal as well as non-verbal communications.
- Communicate with patients, their family members, and the health care team through oral, written, and electronic forms.

3. Sensory and Motor Coordination or Function

- Demonstrate sufficient sensory and motor function to perform a physical examination utilizing palpation, auscultation, percussion, and other diagnostic maneuvers.
- Execute prompt, precise, and appropriate responses to provide general and emergency care to patients.
- Manipulate equipment and instruments to perform medical procedures required to attain curricular goals and patient care (e.g., needles, stethoscope, ophthalmoscope, tongue blades, intravenous equipment, gynecologic speculum, and scalpel).
- Perform basic laboratory tests (urinalysis, complete blood count, etc.), and diagnostic and therapeutic procedures (phlebotomy, arterial blood gas drawings, lumbar puncture, arthrocentesis, etc.).

4. Cognitive, Integrative and Quantitative Abilities

- Conceptualize, integrate and qualitatively analyze information derived empirically and rationally for problem solving and decision-making. This includes abilities to reason, calculate, analyze, measure and synthesize information in a variety of settings, including those that may be urgent with increased transient stress and distractions.
- Comprehend three-dimensional relationships and spatial relationships of structures, including anatomical structures.
- Collect, organize, prioritize, analyze and assimilate large amounts of technically detailed and complex information within a limited time frame. This information will be presented in a variety of educational settings, including lectures, small group discussions, and individual clinical settings.

5. Behavioral and Social Attributes

- Demonstrate empathy, integrity, honesty, concern for others, good interpersonal skills, interest and motivation as these personal qualities are all required during the educational training process and in patient care.
- Possess the emotional health required for full use of their intellectual abilities, that include the exercise of good judgment, prompt of all educational and clinical responsibilities, and the development of mature, sensitive and effective professional relationships with patients and member of the medical team.
- Possess adequate endurance to tolerate mentally and physically taxing workloads and adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. be able to use supervision appropriately and act independently, when indicated.
- Possess the mental capacity to meet all the program's academic standards during both the Didactic and Clinical Years.
- Possess the ability to adapt to changing environments, display flexibility, and function in uncertainty inherent in the clinical problems of many patients.

- Demonstrate strong interpersonal skills and are able to work with and cooperate with others at all levels.

Medical Provider's Name: _____ Date: _____

Medical Provider's Signature: _____

Office: _____

Office Phone Number: _____



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DEPARTMENT of PHYSICIAN ASSISTANT

Appendix K – Petition for Waiver of Regulation for the Department of Physician Assistant

Name: _____ Email Address: _____

Last Enrolled in the Physician Assistant Program: Term _____ Year _____

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

Reason for waiver request: (Choose which applies)

Extension of the twelve (12) months' leave of absence maximum _____

Extension of the four (4) years' Program completion time requirement _____

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

Click or tap here to enter text.

Student Signature: _____
Date

Advisor

- Support this position
- Do not support this petition (Comments (if any) are attached)

Advisor Printed Name: _____

Advisor Signature: _____
Date

Program Director

- Support this position
- Do not support this petition (Comments (if any) are attached)

Program Director Printed Name: _____

Program Director Signature: _____

Date

School of Graduate Studies Decision

- Approved
- Not approved

Dean, School of Graduate Studies Signature: _____

Date

Appendix L: Provisional Teaching Plan {A1.02h}¹⁵¹

Provisional Teach-Out Plan

Federal regulation defines a teach-out plan as a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides 100 percent of at least one program, ceases to operate or plans to cease operations before all enrolled students have completed their program of study.

In the event that the University of Maryland Eastern Shore (UMES) or the Physician Assistant (PA) program were in the position to have to discontinue its operations in accordance with the Higher Learning Commission (HLC) or ARC-PA accreditation rules and regulations, the following provisional teach-out plan would be enacted:

1. UMES will cease accepting and matriculating new student candidates.
2. UMES may admit previously enrolled, returning students, if it is prepared to guarantee that such students are able to complete their program prior to the anticipated closure date.
3. UMES will notify students of any impending closure and ensure them that they will be treated in a fair and equitable manner.
4. Students will be provided options in a timely fashion so they can plan for their future.
5. UMES will make arrangements for currently enrolled students to complete their degrees either through:
 - Completing their program at UMES – if possible and feasible;
 - Agreements with other, similar accredited institutions (those with arranged, written Teach-Out Agreements with UMES); or
 - Making a choice to transfer to an institution of their choice that may not be one in which UMES has established a Teach-Out Agreement.
6. After teach-out agreements and other teach-out arrangements with third party partners are secured, current students will be notified about the details of the teach-out plan directly by the University or Program via e-mail.
7. Each student will receive a notification that will request their signature acknowledging the disclosure of the teach-out decision reached.
8. Additionally, students will receive individualized advising and an academic map outlining the remaining coursework needed to complete their program.

Chart used to track each student and ensure degree completion:

Student Name	Student ID	PA-S Year (1, 2, or 3)	Completed Courses	Remaining Courses	Anticipated Completion Date

The Provost/Vice President (VP) of Academic Affairs the Registrar, the Office of Student Affairs, the Dean of the School of Graduate Studies and the PA Program Director in collaboration with the Assistant Program Director, Didactic Education Director, and Clinical Education Director will coordinate to ensure every student is accounted for and determine if a student is able to complete their degree at UMES or chooses to transfer to a Teach-Out Receiving Institution or transfer elsewhere.

The PA Program will maintain a sufficient number of qualified faculty members to continue to meet the instructional needs of the program until such time that its program ceases to operate. Faculty will continue to implement evaluation methods and utilize tools in place to measure students' cognitive and skills achievement and progression in didactic and clinical instruction.

Clinical Learning Experiences

The PA Program will follow existing institutional practices relating to the development and approval of memoranda of agreement that support clinical affiliations. A sufficient number of clinical affiliations will be maintained in order to provide clinical experiences. The PA Program will ensure that all memoranda of agreement remain current.

The Clinical Education Director and Clinical Coordinator will continue to ensure that clinical facilities utilized for clinical experiences are appropriate for the level of student learning, achievement of course objectives and student safety. The PA Program will continue to utilize clinical facilities that maintain an adequate patient census to provide breadth and depth of experience needed for instruction.

Teach-Out Agreements with Partnering Institutions

The teach-out receiving institution must have the following requirements:

- US institution of higher education accredited by a regional accrediting association
- Accredited by the ARC-PA to offer a Master's level Physician Assistant Program
- Have the necessary experience, resources and support services to provide an educational experience that is of acceptable quality and reasonably similar in content, structure and scheduling to that provided by UMES's PA Program;
- Demonstrate that it can provide students access to the program and services without requiring them to move or travel substantial distances; and
- Be stable enough to carry out its mission and meet all obligations to its existing students.

Student Records

All correspondence and records will be placed in each student's files. All student files will be kept in accordance with Program policies for the designated length of time. PA students and other unauthorized persons will not have access to student's file. {A3.17c}¹⁵² {A3.18}¹⁵³

Student Signature Sheet {A3.02}¹⁵⁴

I attest that I have received, read, fully understand, and agree to comply with all policies and procedures set forth in the **UMES Physician Assistant Program Handbook (2024-2026)**.

I understand the following:

1. I acknowledge that I have received and read the 2024-2026 University of Maryland Eastern Shore Physician Assistant Program Handbook. I have had an opportunity to have any questions answered with regard to its content. I agree to abide by the policies and procedures contained therein.
2. I have been made aware that, as a student enrolled in the University Maryland Physician Assistant Program, I am required to comply with the Program's policies on Health and Immunization, Student Health Insurance, Criminal Background and Sex Offender check, and Urine Drug Screen.
3. I acknowledge that I must abide by the Academic Integrity Policy of the University of Maryland Eastern Shore.
4. I attest that I meet the University of Maryland Eastern Shore PA Program Technical Standards.
5. I have also been made aware that I am bound by policies and procedures contained in the University of Maryland Eastern Shore Student Handbook and the School of Graduate Studies Catalog.
6. Failure to read the PA Program Handbook, UMES Student Handbook, or the School of Graduate Studies Catalog; or my lack of knowledge of the policies and procedures does not excuse me, the Program, the School of Pharmacy and Health Professions, the School of Graduate Studies, or the University from adhering to the policies and procedures outlined in the handbook.

Printed Name

Student Signature

Date

This form must be returned to Admissions Coordinator

ARC-PA References

Accreditation Standards for Physician Assistant Education, Fifth Edition First Published September 2019 Effective September 2020 Clarifications 11/2019, 9/2020, 3/2021, 3/2022, 9/2022, 3/2023, 9/2023, 3/2024, 6/2024

- ¹A3.01 Program policies *must* apply to all students, *principal faculty* and the program director regardless of location. A signed clinical affiliation agreement or memorandum of understanding may specify that certain program policies will be superseded by those at the clinical site.
- ²A3.02 The program *must* define, publish, make *readily available* and consistently apply its policies and practices to all students.
- ³A3.12 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,
 - b) evidence of its *effectiveness* in meeting its *goals*,
 - c) the most current annual NCCPA PANCE Exam Performance Summary Report Last 5 Years provided by the NCCPA through its program portal, no later than April first each year,
 - d) all required curricular components including *required rotation* disciplines,
 - e) academic credit offered by the program,
 - f) estimates of all costs (tuition, fees, etc.) related to the program,
 - g) program required *competencies* for entry level practice, consistent with the competencies as defined by the PA profession,
 - h) whether certain services and resources are only available to students and faculty on the main campus when the program is offered at a geographically *distant campus* location, and
 - i) the most current annual student attrition information, on the table provided by the ARC-PA, no later than April first each year.
- ⁴A3.12 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,
 - b) evidence of its effectiveness in meeting its goals,
 - c) the most current annual NCCPA PANCE Exam Performance Summary Report Last 5 Years provided by the NCCPA through its program portal, no later than April first each year,
 - d) all required curricular components including required rotation disciplines,
 - e) academic credit offered by the program,
 - f) estimates of all costs (tuition, fees, etc.) related to the program,
 - g) program required competencies for entry level practice, consistent with the competencies as defined by the PA profession,
 - h) whether certain services and resources are only available to students and faculty on the main campus when the program is offered at a geographically distant campus location, and
 - i) the most current annual student attrition information, on the table provided by the

ARC-PA, no later than April first each year.

- ⁵A1.11 The sponsoring institution *must*, in a manner consistent with its own mission and applicable laws demonstrate a commitment to student, faculty and staff *diversity, equity, and inclusion* by:
- supporting the program in having a documented action plan for diversity, equity and inclusion,
 - supporting the program in implementing recruitment strategies,
 - the program in implementing retention strategies, and
 - supporting making available, resources which promote diversity, equity and inclusion.
- ⁶A2.05 *Principal faculty* and the program director *must* be responsible for, and actively participate in the processes of:
- developing, reviewing and revising as necessary the mission statement, goals and competencies of the program,
 - selecting applicants for admission to the PA program,
 - providing student instruction,
 - evaluating student performance,
 - academic counseling of students,
 - assuring the availability of remedial instruction,
 - designing, implementing, coordinating, and evaluating the curriculum, and
 - evaluating the program.
- ⁷A3.12 The program *must* define, publish and make *readily available* to enrolled and *prospective students* general program information to include:
- the program's ARC-PA accreditation status as provided to the program by the ARC-PA,
 - evidence of its *effectiveness* in meeting its *goals*,
 - the most current annual NCCPA PANCE Exam Performance Summary Report Last 5 Years provided by the NCCPA through its program portal, no later than April first each year,
 - all required curricular components including *required rotation* disciplines,
 - academic credit offered by the program,
 - estimates of all costs (tuition, fees, etc.) related to the program,
 - program required *competencies* for entry level practice, consistent with the competencies as defined by the PA profession,
 - whether certain services and resources are only available to students and faculty on the main campus when the program is offered at a geographically *distant campus* location, and
 - the most current annual student attrition information, on the table provided by the ARC-PA, no later than April first each year.
- ⁸A3.12 The program *must* define, publish and make *readily available* to enrolled and *prospective students* general program information to include:
- the program's ARC-PA accreditation status as provided to the program by the ARC-PA,
 - evidence of its *effectiveness* in meeting its *goals*,
 - the most current annual NCCPA PANCE Exam Performance Summary Report Last 5 Years provided by the NCCPA through its program portal, no later than April first each year,
 - all required curricular components including *required rotation* disciplines,
 - academic credit offered by the program,
 - estimates of all costs (tuition, fees, etc.) related to the program,
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- g) program required *competencies* for entry level practice, consistent with the competencies as defined by the PA profession,
 - h) whether certain services and resources are only available to students and faculty on the main campus when the program is offered at a geographically *distant campus* location, and
 - i) the most current annual student attrition information, on the table provided by the ARC-PA, no later than April first each year.
- ⁹A3.12 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,
 - b) evidence of its *effectiveness* in meeting its *goals*,
 - c) the most current annual *NCCPA PANCE* Exam Performance Summary Report Last 5 Years provided by the *NCCPA* through its program portal, no later than April first each year,
 - d) all required curricular components including *required rotation* disciplines,
 - e) academic credit offered by the program,
 - f) estimates of all costs (tuition, fees, etc.) related to the program,
 - g) program required *competencies* for entry level practice, consistent with the competencies as defined by the PA profession,
 - h) whether certain services and resources are only available to students and faculty on the main campus when the program is offered at a geographically *distant campus* location, and
 - i) the most current annual student attrition information, on the table provided by the ARC-PA, no later than April first each year.
- ¹⁰A3.13 The program *must* define, publish, consistently apply and make *readily available* to *prospective students*, policies and procedures to include:
- a) admission and enrollment practices that favor specified individuals or groups (if applicable),
 - b) admission requirements regarding prior education or work experience,
 - c) practices for awarding or granting *advanced placement*,
 - d) any required academic standards for enrollment, and
 - e) any required *technical standards* for enrollment.
- ¹¹A2.05b Principal faculty and the program director must be responsible for, and actively participate in the processes of:
- a) developing, reviewing and revising as necessary the mission statement, goals and competencies of the program,
 - b) selecting applicants for admission to the PA program,
 - c) providing student instruction,
 - d) evaluating student performance,
 - e) academic counseling of students,
 - f) assuring the availability of remedial instruction,
 - g) designing, implementing, coordinating, and evaluating the curriculum, and
 - h) evaluating the program.
- ¹²A3.13 The program must define, publish, consistently apply and make readily available to prospective students, policies and procedures to include:
- a) admission and enrollment practices that favor specified individuals or groups (if applicable),
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- b) admission requirements regarding prior education or work experience,
 - c) practices for awarding or granting advanced placement,
 - d) any required academic standards for enrollment, and
 - e) any required technical standards for enrollment.
- ¹³A3.14 The program must make student admission decisions in accordance with clearly defined and published practices of the institution and program.
- ¹⁴B2.01 While programs may require specific course(s) as prerequisites to enrollment, those prerequisites *must* not substitute for more advanced applied content within the professional component of the program.
- ¹⁵A3.14 The program must make student admission decisions in accordance with clearly defined and published practices of the institution and program.
- ¹⁶A3.14 The program must make student admission decisions in accordance with clearly defined and published practices of the institution and program.
- ¹⁷A3.13 The program *must* define, publish, consistently apply and make *readily available* to *prospective students*, policies and procedures to include:
- a) admissions and enrollment practices that favor specified individuals or groups (if applicable),
 - b) admission requirements regarding prior education or work experience,
 - c) practices for awarding or granting *advanced placement*,
 - d) any required academic standards for enrollment, and
 - e) any required *technical standards* for enrollment.
- ¹⁸A3.14 The program must make student admission decisions in accordance with clearly defined and published practices of the institution and program.
- ¹⁹A3.14 The program must make student admission decisions in accordance with clearly defined and published practices of the institution and program.
- ²⁰A3.17 Student academic records kept by the sponsoring institution or program, in a paper or electronic format, *must* be readily accessible to authorized program personnel and *must* include documentation:
- a) that the student has met *published* admission criteria including *advanced placement* if awarded,
 - b) that the student has met institution and program health screening and immunization requirements,
 - c) of student performance while enrolled,
 - d) of *remediation* efforts and outcomes,
 - e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
- ²¹ A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.
- ²² A3.12g 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,
 - b) evidence of its *effectiveness* in meeting its *goals*,
 - c) the most current annual *NCCPA PANCE* Exam Performance Summary Report Last 5 Years provided by the *NCCPA* through its program portal, no later than April first each year,
 - d) all required curricular components including *required rotation* disciplines,
 - e) academic credit offered by the program,
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- f) estimates of all costs (tuition, fees, etc.) related to the program,
 - g) program required *competencies* for entry level practice, consistent with the competencies as defined by the PA profession,
 - h) whether certain services and resources are only available to students and faculty on the main campus when the program is offered at a geographically *distant campus* location, and
 - i) the most current annual student attrition information, on the table provided by the ARC-PA, no later than April first each year.
- ²³ A2.12 The *medical director must* be an *active* participant in the program and support the development of the program *competencies* to meet current practice standards as they relate to the PA role.
- ²⁴ A3.13e The program *must* define, publish, consistently apply and make *readily available* to *prospective students*, policies and procedures to include:
- a) admissions and enrollment practices that favor specified individuals or groups (if applicable),
 - b) admission requirements regarding prior education or work experience,
 - c) practices for awarding or granting *advanced placement*,
 - d) any required academic standards for enrollment, and
 - e) any required *technical standards* for enrollment.
- ²⁵ B3.07 *Supervised clinical practice experiences must* occur with *preceptors* who enable students to meet program defined *learning outcomes* for:
- a) family medicine,
 - b) emergency medicine,
 - c) internal medicine,
 - d) surgery,
 - e) pediatrics,
 - f) women's health including prenatal and gynecologic care, and
 - g) behavioral and mental health care.
- ²⁶ B4.01 The program *must* conduct *frequent*, objective and documented evaluations of student performance in meeting the program's *learning outcomes* and *instructional objectives* for both didactic and *supervised clinical practice experience* components. The evaluations *must*:
- a) align with what is expected and taught and
 - b) allow the program to identify and address any student deficiencies in a *timely* manner
- ²⁷ A2.15 The program *should* not rely primarily on resident physicians for didactic instruction.
- ²⁸ A3.12d 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,
 - b) evidence of its *effectiveness* in meeting its *goals*,
 - c) the most current annual NCCPA PANCE Exam Performance Summary Report Last 5 Years provided by the NCCPA through its program portal, no later than April first each year,
 - d) all required curricular components including *required rotation* disciplines,
 - e) academic credit offered by the program,
 - f) estimates of all costs (tuition, fees, etc.) related to the program,
 - g) program required *competencies* for entry level practice, consistent with the competencies as defined by the PA profession,
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- h) whether certain services and resources are only available to students and faculty on the main campus when the program is offered at a geographically *distant campus* location, and
- i) the most current annual student attrition information, on the table provided by the ARC-PA, no later than April first each year.
- ²⁹A3.13c The program *must* define, publish, consistently apply and make *readily available* to *prospective students*, policies and procedures to include:
- a) admissions and enrollment practices that favor specified individuals or groups (if applicable),
 - b) admission requirements regarding prior education or work experience,
 - c) practices for awarding or granting *advanced placement*,
 - d) any required academic standards for enrollment, and
 - e) any required *technical standards* for enrollment.
- ³⁰B1.01 The curriculum *must*:
- a) be consistent with the mission and *goals* of the program,
 - b) be consistent with program *competencies*,
 - c) include core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care, and
 - d) be of *sufficient* breadth and depth to prepare the student for the clinical practice of medicine.
- ³¹B3.05 *Instructional faculty* for the *supervised clinical practice* portion of the educational program *must* consist primarily of practicing physicians and PAs.
- ³²B3.06 *Supervised clinical practice experiences should* occur with:
- a) physicians who are specialty board certified in their area of instruction,
 - b) *NCCPA* certified PAs, or
 - c) other licensed health care providers qualified in their area of instruction.
- ³³A3.12e 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,
 - b) evidence of its *effectiveness* in meeting its *goals*,
 - c) the most current annual *NCCPA PANCE* Exam Performance Summary Report Last 5 Years provided by the *NCCPA* through its program portal, no later than April first each year,
 - d) all required curricular components including *required rotation* disciplines,
 - e) academic credit offered by the program,
 - f) estimates of all costs (tuition, fees, etc.) related to the program,
 - g) program required *competencies* for entry level practice, consistent with the competencies as defined by the PA profession,
 - h) whether certain services and resources are only available to students and faculty on the main campus when the program is offered at a geographically *distant campus* location, and
 - i) the most current annual student attrition information, on the table provided by the ARC-PA, no later than April first each year.
- ³⁴B1.02 The curriculum design *must* reflect content and course sequencing that builds upon previously achieved student learning.
- ³⁵B1.02 The curriculum design *must* reflect content and course sequencing that builds upon previously achieved student learning.
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- ³⁶B2.05 The curriculum *must* include instruction related to the development of clinical reasoning and problem-solving abilities.
- ³⁷B3.05 *Instructional faculty* for the *supervised clinical practice* portion of the educational program *must* consist primarily of practicing physicians and PAs.
- ³⁸A3.06 *Supervised clinical practice experiences should* occur with:
- physicians who are specialty board certified in their area of instruction,
 - NCCPA certified PAs, or
 - other licensed health care providers qualified in their area of instruction.
- ³⁹B3.07 *Supervised clinical practice experiences must* occur with *preceptors* who enable students to meet program defined *learning outcomes* for:
- family medicine,
 - emergency medicine,
 - internal medicine,
 - surgery,
 - pediatrics,
 - women's health including prenatal and gynecologic care, and
 - behavioral and mental health care.
- ⁴⁰B3.04 *Supervised clinical practice experiences must* occur in the following settings:
- emergency department,
 - inpatient,
 - outpatient, and
 - operating room.
- ⁴¹A3.03 The program *must* define, publish, 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*.
- ⁴²A3.13e The program *must* define, publish, consistently apply and make *readily available* to *prospective students*, policies and procedures to include:
- admissions and enrollment practices that favor specified individuals or groups (if applicable),
 - admission requirements regarding prior education or work experience,
 - practices for awarding or granting *advanced placement*,
 - any required academic standards for enrollment, and
 - any required *technical standards* for enrollment.
- ⁴³A3.15 The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- any required academic standards,
 - requirements and deadlines for progression in and completion of the program,
 - policies and procedures for *remediation* and *deceleration*,
 - policies and procedures for withdrawal and dismissal,
 - policy for student employment while enrolled in the program,
 - policies and procedures for allegations of student mistreatment, and
 - policies and procedures for student grievances and appeals.
- ⁴⁴A3.15a The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- any required academic standards,
 - requirements and deadlines for progression in and completion of the program,
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- c) policies and procedures for *remediation* and *deceleration*,
 - d) policies and procedures for withdrawal and dismissal,
 - e) policy for student employment while enrolled in the program,
 - f) policies and procedures for allegations of student mistreatment, and
 - g) policies and procedures for student grievances and appeals.
- ⁴⁵A3.15g The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- a) any required academic standards,
 - b) requirements and deadlines for progression in and completion of the program,
 - c) policies and procedures for *remediation* and *deceleration*,
 - d) policies and procedures for withdrawal and dismissal,
 - e) policy for student employment while enrolled in the program,
 - f) policies and procedures for allegations of student mistreatment, and
 - g) policies and procedures for student grievances and appeals.
- ⁴⁶B4.01 The program *must* conduct *frequent*, objective and documented evaluations of student performance in meeting the program's *learning outcomes* and *instructional objectives* for both didactic and *supervised clinical practice experience* components. The evaluations *must*:
- a) align with what is expected and taught and
 - b) allow the program to identify and address any student deficiencies in a *timely* manner
- ⁴⁷B4.03 The program *must* conduct and document a *summative evaluation* of each student within the final four months of the program to verify that each student meets the program *competencies* required to enter clinical practice, including:
- a) clinical and technical skills,
 - b) clinical reasoning and problem-solving abilities,
 - c) interpersonal skills,
 - d) medical knowledge, and
 - e) professional behaviors.
- ⁴⁸A3.15a The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- a) any required academic standards,
 - b) requirements and deadlines for progression in and completion of the program,
 - c) policies and procedures for *remediation* and *deceleration*,
 - d) policies and procedures for withdrawal and dismissal,
 - e) policy for student employment while enrolled in the program,
 - f) policies and procedures for allegations of student mistreatment, and
 - g) policies and procedures for student grievances and appeals.
- ⁴⁹A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- a) that the student has met published admission criteria including advanced placement if awarded,
 - b) that the student has met institution and program health screening and immunization requirements,
 - c) of student performance while enrolled,
 - d) of remediation efforts and outcomes,
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- e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
- ⁵⁰A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.
- ⁵¹A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- a) that the student has met published admission criteria including advanced placement if awarded,
 - b) that the student has met institution and program health screening and immunization requirements,
 - c) of student performance while enrolled,
 - d) of remediation efforts and outcomes,
 - e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
- ⁵²A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.
- ⁵³A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- a) that the student has met published admission criteria including advanced placement if awarded,
 - b) that the student has met institution and program health screening and immunization requirements,
 - c) of student performance while enrolled,
 - d) of remediation efforts and outcomes,
 - e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
- ⁵⁴A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.
- ⁵⁵A3.15d The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- a) any required academic standards,
 - b) requirements and deadlines for progression in and completion of the program,
 - c) policies and procedures for *remediation* and *deceleration*,
 - d) policies and procedures for withdrawal and dismissal,
 - e) policy for student employment while enrolled in the program,
 - f) policies and procedures for allegations of student mistreatment, and
 - g) policies and procedures for student grievances and appeals.
- ⁵⁶A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- a) that the student has met published admission criteria including advanced placement if awarded,
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- b) that the student has met institution and program health screening and immunization requirements,
 - c) of student performance while enrolled,
 - d) of remediation efforts and outcomes,
 - e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
- ⁵⁷A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.
- ⁵⁸A3.15c The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- a) any required academic standards,
 - b) requirements and deadlines for progression in and completion of the program,
 - c) policies and procedures for remediation and deceleration,
 - d) policies and procedures for withdrawal and dismissal,
 - e) policy for student employment while enrolled in the program,
 - f) policies and procedures for allegations of student mistreatment, and
 - g) policies and procedures for student grievances and appeals.
- ⁵⁹A3.19 Student *health records* are confidential and *must* not be accessible to or reviewed by *program, principal or instructional faculty* or staff except for immunization and screening results, which may be maintained and released with written permission from the student.
- ⁶⁰A1.02 The sponsoring institution is responsible for:
- a) supporting the planning by *program faculty* of curriculum design, course selection, and program assessment,
 - b) hiring faculty and staff,
 - c) ensuring effective program leadership,
 - d) complying with ARC-PA accreditation *Standards* and policies,
 - e) conferring the credential and graduate level academic degree which documents satisfactory completion of the educational program,
 - f) ensuring that all PA personnel and student policies are consistent with federal, state, and local statutes, rules and regulations,
 - g) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs,
 - 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,
 - 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, and
 - k) defining, publishing, making *readily available* and consistently applying to students, its policies and procedures for refunds of tuition and fees.
- ⁶¹A3.15d The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- a) any required academic standards,
 - b) requirements and deadlines for progression in and completion of the program,
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- c) policies and procedures for *remediation* and *deceleration*,
 - d) policies and procedures for withdrawal and dismissal,
 - e) policy for student employment while enrolled in the program,
 - f) policies and procedures for allegations of student mistreatment, and
 - g) policies and procedures for student grievances and appeals.
- ⁶²A3.15g The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- a) any required academic standards,
 - b) requirements and deadlines for progression in and completion of the program,
 - c) policies and procedures for *remediation* and *deceleration*,
 - d) policies and procedures for withdrawal and dismissal,
 - e) policy for student employment while enrolled in the program,
 - f) policies and procedures for allegations of student mistreatment, and
 - g) policies and procedures for student grievances and appeals.
- ⁶³A1.11c The sponsoring institution *must*, in a manner consistent with its own mission and applicable laws demonstrate a commitment to student, faculty and staff *diversity, equity, and inclusion* by:
- a) supporting the program in having a documented action plan for *diversity, equity and inclusion*,
 - b) supporting the program in implementing recruitment strategies,
 - c) supporting the program in implementing retention strategies, and
 - d) making available, resources which promote *diversity, equity and inclusion*.
- ⁶⁴A2.05f *Principal faculty* and the program director *must* be responsible for, and actively participate in the processes of:
- a) developing, reviewing and revising as necessary the mission statement, *goals* and *competencies* of the program,
 - b) selecting applicants for admission to the PA program,
 - c) providing student instruction,
 - d) evaluating student performance,
 - e) academic counseling of students,
 - f) assuring the availability of remedial instruction,
 - g) designing, implementing, coordinating, and evaluating the curriculum, and h) evaluating the program.
- ⁶⁵A3.15c The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- a) any required academic standards,
 - b) requirements and deadlines for progression in and completion of the program,
 - c) policies and procedures for *remediation* and *deceleration*,
 - d) policies and procedures for withdrawal and dismissal,
 - e) policy for student employment while enrolled in the program,
 - f) policies and procedures for allegations of student mistreatment, and
 - g) policies and procedures for student grievances and appeals.
- ⁶⁶A3.17d Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
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- a) that the student has met published admission criteria including advanced placement if awarded,
 - b) that the student has met institution and program health screening and immunization requirements,
 - c) of student performance while enrolled,
 - d) of remediation efforts and outcomes,
 - e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
- ⁶⁷A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.
- ⁶⁸A3.01 Program policies *must* apply to all students, *principal faculty* and the program director regardless of location. A signed clinical affiliation agreement or memorandum of understanding may specify that certain program policies will be superseded by those at the clinical site
- ⁶⁹A3.02 The program *must* define, publish, make *readily available* and consistently apply its policies and practices to all students.
- ⁷⁰A3.06 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 profession students and practitioners.
- ⁷¹ A3.04 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.
- ⁷²A3.05 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 or *administrative staff*.
- ⁷³A3.15e The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- a) any required academic standards,
 - b) requirements and deadlines for progression in and completion of the program,
 - c) policies and procedures for *remediation* and *deceleration*,
 - d) policies and procedures for withdrawal and dismissal,
 - e) policy for student employment while enrolled in the program,
 - f) policies and procedures for allegations of student mistreatment, and
 - g) policies and procedures for student grievances and appeals.
- ⁷⁴B4.01 The program *must* conduct *frequent*, objective and documented evaluations of student performance in meeting the program's *learning outcomes* and *instructional objectives* for both didactic and *supervised clinical practice experience* components. The evaluations *must*:
- a) align with what is expected and taught and
 - b) allow the program to identify and address any student deficiencies in a *timely* manner
- ⁷⁵A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- a) that the student has met published admission criteria including advanced placement if awarded,
 - b) that the student has met institution and program health screening and immunization requirements,
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- c) of student performance while enrolled,
 - d) of remediation efforts and outcomes,
 - e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
- ⁷⁶A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.
- ⁷⁷A3.15g The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- a) any required academic standards,
 - b) requirements and deadlines for progression in and completion of the program,
 - c) policies and procedures for *remediation* and *deceleration*,
 - d) policies and procedures for withdrawal and dismissal,
 - e) policy for student employment while enrolled in the program,
 - f) policies and procedures for allegations of student mistreatment, and
 - g) policies and procedures for student grievances and appeals.
- ⁷⁸A2.05e *Principal faculty* and the program director *must* be responsible for, and actively participate in the processes of:
- a) developing, reviewing and revising as necessary the mission statement, *goals* and *competencies* of the program,
 - b) selecting applicants for admission to the PA program,
 - c) providing student instruction,
 - d) evaluating student performance,
 - e) academic counseling of students,
 - f) assuring the availability of remedial instruction,
 - g) designing, implementing, coordinating, and evaluating the curriculum, and h) evaluating the program.
- ⁷⁹A3.10 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 which may impact their progress in the PA program.
- ⁸⁰A3.17c, e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- a) that the student has met published admission criteria including advanced placement if awarded,
 - b) that the student has met institution and program health screening and immunization requirements,
 - c) of student performance while enrolled,
 - d) of remediation efforts and outcomes,
 - e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
- ⁸¹A3.17c Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- a) that the student has met published admission criteria including advanced placement if awarded,
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- b) that the student has met institution and program health screening and immunization requirements,
 - c) of student performance while enrolled,
 - d) of remediation efforts and outcomes,
 - e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
- ⁸²A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.
- ⁸³C1.01 The program *must* define its ongoing self-assessment process that is designed to document program *effectiveness* and foster program improvement. At a minimum, the process *must* address:
- a) administrative aspects of the program and institutional resources,
 - b) *effectiveness* of the didactic curriculum,
 - c) *effectiveness* of the clinical curriculum,
 - d) preparation of graduates to achieve program defined *competencies*,
 - e) *PANCE* performance,
 - f) *sufficiency* and *effectiveness* of *principal and instructional faculty* and staff, and
 - g) success in meeting the program's *goals*.
- ⁸⁴C2.01 The program *must* define and maintain effective processes and document the initial and ongoing evaluation of all sites and *preceptors* used for *supervised clinical practice experiences*, to ensure students are able to fulfill program *learning outcomes* with access to:
- a) physical facilities
 - b) patient populations, and
 - c) supervision
- ⁸⁵C2.01 The program *must* define and maintain effective processes and document the initial and ongoing evaluation of all sites and *preceptors* used for *supervised clinical practice experiences*, to ensure students are able to fulfill program *learning outcomes* with access to:
- a) physical facilities
 - b) patient populations, and
 - c) supervision
- ⁸⁶C2.01 The program *must* define and maintain effective processes and document the initial and ongoing evaluation of all sites and *preceptors* used for *supervised clinical practice experiences*, to ensure students are able to fulfill program *learning outcomes* with access to:
- a) physical facilities
 - b) patient populations, and
 - c) supervision
- ⁸⁷A2.05g *Principal faculty* and the program director *must* be responsible for, and actively participate in the processes of:
- a) developing, reviewing and revising as necessary the mission statement, *goals* and *competencies* of the program,
 - b) selecting applicants for admission to the PA program,
 - c) providing student instruction,
 - d) evaluating student performance,
 - e) academic counseling of students,
 - f) assuring the availability of remedial instruction,
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- g) designing, implementing, coordinating, and evaluating the curriculum, and h) evaluating the program.
- ⁸⁸A2.05g *Principal faculty* and the program director *must* be responsible for, and actively participate in the processes of:
- a) developing, reviewing and revising as necessary the mission statement, *goals* and *competencies* of the program,
 - b) selecting applicants for admission to the PA program,
 - c) providing student instruction,
 - d) evaluating student performance,
 - e) academic counseling of students,
 - f) assuring the availability of remedial instruction,
 - g) designing, implementing, coordinating, and evaluating the curriculum, and h) evaluating the program.
- ⁸⁹C1.03 The program *must* prepare a self-study report as part of the application for accreditation that *accurately* and *succinctly* documents the process, application and results of ongoing program self- assessment. The report *must* follow the guidelines provided by the ARC-PA.
- ⁹⁰C2.01 The program *must* define and maintain effective processes and document the initial and ongoing evaluation of all sites and *preceptors* used for *supervised clinical practice experiences*, to ensure students are able to fulfill program *learning outcomes* with access to:
- a) physical facilities
 - b) patient populations, and
 - c) supervision
- ⁹¹A1.11 The sponsoring institution *must*, in a manner consistent with its own mission and applicable laws demonstrate a commitment to student, faculty and staff *diversity, equity, and inclusion* by:
- a) supporting the program in having a documented action plan for *diversity, equity* and *inclusion*,
 - b) supporting the program in implementing recruitment strategies,
 - c) supporting the program in implementing retention strategies, and
 - d) making available, resources which promote *diversity, equity* and *inclusion*.
- ⁹²A3.10 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 which may impact their progress in the PA program.
- ⁹³A1.02g The sponsoring institution is responsible for:
- a) supporting the planning by *program faculty* of curriculum design, course selection, and program assessment,
 - b) hiring faculty and staff,
 - c) ensuring effective program leadership,
 - d) complying with ARC-PA accreditation *Standards* and policies,
 - e) conferring the credential and graduate level academic degree which documents satisfactory completion of the educational program,
 - f) ensuring that all PA personnel and student policies are consistent with federal, state, and local statutes, rules and regulations,
 - g) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs,
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- h) *teaching out* currently matriculated students in accordance with the institution's accreditor or federal law in the event of program closure and/or loss of accreditation,
 - 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, and
 - k) defining, publishing, making *readily available* and consistently applying to students, its policies and procedures for refunds of tuition and fees.
- ⁹⁴A3.07 The program *must* define, publish, make *readily available* and consistently apply:
- a) a policy on immunization and health screening of students. Such policy *must* be based on then current Centers for Disease Control and Prevention recommendations for health professionals and state specific mandates.
 - b) written travel health policies based on then current CDC recommendations for international travel for programs offering elective international curricular components.
- ⁹⁵A3.08 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 which would place 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.
- ⁹⁶A3.08b, c 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 which would place 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.
- ⁹⁷A3.09 The program *must* define, publish, make *readily available* and consistently apply policies that preclude *principal faculty*, the program director and the *medical director* from participating as health care providers for students in the program, except in an emergency situation.
- ⁹⁸A3.07 The program *must* define, publish, make *readily available* and consistently apply:
- a) a policy on immunization and health screening of students. Such policy *must* be based on then current Centers for Disease Control and Prevention recommendations for health professionals and state specific mandates.
 - b) written travel health policies based on then current CDC recommendations for international travel for programs offering elective international curricular components.
- ⁹⁹A3.17b Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- a) that the student has met published admission criteria including advanced placement if awarded,
 - b) that the student has met institution and program health screening and immunization requirements,
 - c) of student performance while enrolled,
 - d) of remediation efforts and outcomes,
 - e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
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¹⁰⁰A3.19 Student *health records* are confidential and *must* not be accessible to or reviewed by *program, principal or instructional faculty* or staff except for immunization and screening results, which may be maintained and released with written permission from the student.

¹⁰¹A1.02g The sponsoring institution is responsible for:

- a) supporting the planning by *program faculty* of curriculum design, course selection, and program assessment,
- b) hiring faculty and staff,
- c) ensuring effective program leadership,
- d) complying with ARC-PA accreditation *Standards* and policies,
- e) conferring the credential and graduate level academic degree which documents satisfactory completion of the educational program,
- f) ensuring that all PA personnel and student policies are consistent with federal, state, and local statutes, rules and regulations,
- g) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs,
- h) *teaching out* currently matriculated students in accordance with the institution's accreditor or federal law in the event of program closure and/or loss of accreditation,
- 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, and
- k) defining, publishing, making *readily available* and consistently applying to students, its policies and procedures for refunds of tuition and fees.

¹⁰²A1.02g The sponsoring institution is responsible for:

- a) supporting the planning by *program faculty* of curriculum design, course selection, and program assessment,
- b) hiring faculty and staff,
- c) ensuring effective program leadership,
- d) complying with ARC-PA accreditation *Standards* and policies,
- e) conferring the credential and graduate level academic degree which documents satisfactory completion of the educational program,
- f) ensuring that all PA personnel and student policies are consistent with federal, state, and local statutes, rules and regulations,
- g) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs,
- h) *teaching out* currently matriculated students in accordance with the institution's accreditor or federal law in the event of program closure and/or loss of accreditation,
- 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, and
- k) defining, publishing, making *readily available* and consistently applying to students, its policies and procedures for refunds of tuition and fees.

¹⁰³A3.15f The program *must* define, publish, consistently apply and make *readily available* to students upon admission:

- a) any required academic standards,
- b) requirements and deadlines for progression in and completion of the program,
- c) policies and procedures for *remediation* and *deceleration*,
- d) policies and procedures for withdrawal and dismissal,
- e) policy for student employment while enrolled in the program,
- f) policies and procedures for allegations of student mistreatment, and
- g) policies and procedures for student grievances and appeals.

¹⁰⁴A1.02j The sponsoring institution is responsible for:

- a) supporting the planning by *program faculty* of curriculum design, course selection, and program assessment,
- b) hiring faculty and staff,
- c) ensuring effective program leadership,
- d) complying with ARC-PA accreditation *Standards* and policies,
- e) conferring the credential and graduate level academic degree which documents satisfactory completion of the educational program,
- f) ensuring that all PA personnel and student policies are consistent with federal, state, and local statutes, rules and regulations,
- g) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs,
- h) *teaching out* currently matriculated students in accordance with the institution's accreditor or federal law in the event of program closure and/or loss of accreditation,
- 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, and
- k) defining, publishing, making *readily available* and consistently applying to students, its policies and procedures for refunds of tuition and fees.

¹⁰⁵A3.15f The program *must* define, publish, consistently apply and make *readily available* to students upon admission:

- a) any required academic standards,
- b) requirements and deadlines for progression in and completion of the program,
- c) policies and procedures for *remediation* and *deceleration*,
- d) policies and procedures for withdrawal and dismissal,
- e) policy for student employment while enrolled in the program,
- f) policies and procedures for allegations of student mistreatment, and
- g) policies and procedures for student grievances and appeals.

¹⁰⁶A1.02j The sponsoring institution is responsible for:

- a) supporting the planning by *program faculty* of curriculum design, course selection, and program assessment,
- b) hiring faculty and staff,
- c) ensuring effective program leadership,
- d) complying with ARC-PA accreditation *Standards* and policies,

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- e) conferring the credential and graduate level academic degree which documents satisfactory completion of the educational program,
 - f) ensuring that all PA personnel and student policies are consistent with federal, state, and local statutes, rules and regulations,
 - g) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs,
 - h) *teaching out* currently matriculated students in accordance with the institution's accreditor or federal law in the event of program closure and/or loss of accreditation,
 - 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, and
 - k) defining, publishing, making *readily available* and consistently applying to students, its policies and procedures for refunds of tuition and fees.

¹⁰⁷A3.15f The program *must* define, publish, consistently apply and make *readily available* to students upon admission:

- a) any required academic standards,
- b) requirements and deadlines for progression in and completion of the program,
- c) policies and procedures for *remediation* and *deceleration*,
- d) policies and procedures for withdrawal and dismissal,
- e) policy for student employment while enrolled in the program,
- f) policies and procedures for allegations of student mistreatment, and
- g) policies and procedures for student grievances and appeals.

¹⁰⁸A1.02j The sponsoring institution is responsible for:

- a) supporting the planning by *program faculty* of curriculum design, course selection, and program assessment,
- b) hiring faculty and staff,
- c) ensuring effective program leadership,
- d) complying with ARC-PA accreditation *Standards* and policies,
- e) conferring the credential and graduate level academic degree which documents satisfactory completion of the educational program,
- f) ensuring that all PA personnel and student policies are consistent with federal, state, and local statutes, rules and regulations,
- g) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs,
- h) *teaching out* currently matriculated students in accordance with the institution's accreditor or federal law in the event of program closure and/or loss of accreditation,
- 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, and
- k) defining, publishing, making *readily available* and consistently applying to students, its policies and procedures for refunds of tuition and fees.

¹⁰⁹A3.15f The program *must* define, publish, consistently apply and make *readily available* to students upon admission:

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- a) any required academic standards,
 - b) requirements and deadlines for progression in and completion of the program,
 - c) policies and procedures for *remediation* and *deceleration*,
 - d) policies and procedures for withdrawal and dismissal,
 - e) policy for student employment while enrolled in the program,
 - f) policies and procedures for allegations of student mistreatment, and
 - g) policies and procedures for student grievances and appeals.
- ¹¹⁰A1.04 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.
- ¹¹¹A1.08 The sponsoring institution *must* provide the program with the physical facilities to operate the educational program in accordance with the *Standards* and to fulfill its obligations to matriculating and enrolled students.
- ¹¹²A1.09 The sponsoring institution *must* provide the program with access to instructional and reference materials needed to operate the educational program and support evidence-based practice.
- ¹¹³A3.10 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 which may impact their progress in the PA program.
- ¹¹⁴A1.09 The sponsoring institution *must* provide the program with access to instructional and reference materials needed to operate the educational program and support evidence-based practice.
- ¹¹⁵A1.02h The sponsoring institution is responsible for:
- a) supporting the planning by *program faculty* of curriculum design, course selection, and program assessment,
 - b) hiring faculty and staff,
 - c) ensuring effective program leadership,
 - d) complying with ARC-PA accreditation *Standards* and policies,
 - e) conferring the credential and graduate level academic degree which documents satisfactory completion of the educational program,
 - f) ensuring that all PA personnel and student policies are consistent with federal, state, and local statutes, rules and regulations,
 - g) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs,
 - h) *teaching out* currently matriculated students in accordance with the institution's accreditor or federal law in the event of program closure and/or loss of accreditation,
 - 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, and
 - k) defining, publishing, making *readily available* and consistently applying to students, its policies and procedures for refunds of tuition and fees.
- ¹¹⁶ARC-PA Standards, 5th ed. edition first published September, 2019 with clarifications as of March 2024, [Standards 5th Edition \(arc-pa.org\)](https://www.arc-pa.org/standards)
- ¹¹⁷AAPA (2013). [Guidelines for Ethical Conduct for the Physician Assistant Profession](https://www.aapa.org/ethics). Retrieved April 30, 2024 from [16-EthicalConduct.pdf \(aapa.org\)](https://www.aapa.org/ethics)
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- ¹¹⁸A3.17 Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- that the student has met published admission criteria including advanced placement if awarded,
 - that the student has met institution and program health screening and immunization requirements,
 - of student performance while enrolled,
 - of remediation efforts and outcomes,
 - of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - that the student has met requirements for program completion.
- ¹¹⁹A3.19 Student *health records* are confidential and *must* not be accessible to or reviewed by *program, principal or instructional faculty* or staff except for immunization and screening results, which may be maintained and released with written permission from the student.
- ¹²⁰A3.15g The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- any required academic standards,
 - requirements and deadlines for progression in and completion of the program,
 - policies and procedures for *remediation* and *deceleration*,
 - policies and procedures for withdrawal and dismissal,
 - policy for student employment while enrolled in the program,
 - policies and procedures for allegations of student mistreatment, and
 - policies and procedures for student grievances and appeals.
- ¹²¹A3.17b A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- that the student has met published admission criteria including advanced placement if awarded,
 - that the student has met institution and program health screening and immunization requirements,
 - of student performance while enrolled,
 - of remediation efforts and outcomes,
 - of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - that the student has met requirements for program completion.
- ¹²²A3.19 Student *health records* are confidential and *must* not be accessible to or reviewed by *program, principal or instructional faculty* or staff except for immunization and screening results, which may be maintained and released with written permission from the student.
- ¹²³A3.17 A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- that the student has met published admission criteria including advanced placement if awarded,
 - that the student has met institution and program health screening and immunization requirements,
 - of student performance while enrolled,
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- d) of remediation efforts and outcomes,
 - e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
- ¹²⁴A3.19 Student *health records* are confidential and *must* not be accessible to or reviewed by *program, principal or instructional faculty* or staff except for immunization and screening results, which may be maintained and released with written permission from the student.
- ¹²⁵A3.15g The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- a) any required academic standards,
 - b) requirements and deadlines for progression in and completion of the program,
 - c) policies and procedures for *remediation* and *deceleration*,
 - d) policies and procedures for withdrawal and dismissal,
 - e) policy for student employment while enrolled in the program,
 - f) policies and procedures for allegations of student mistreatment, and
 - g) policies and procedures for student grievances and appeals.
- ¹²⁶A3.17b A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- a) that the student has met published admission criteria including advanced placement if awarded,
 - b) that the student has met institution and program health screening and immunization requirements,
 - c) of student performance while enrolled,
 - d) of remediation efforts and outcomes,
 - e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
- ¹²⁷A3.19 Student *health records* are confidential and *must* not be accessible to or reviewed by *program, principal or instructional faculty* or staff except for immunization and screening results, which may be maintained and released with written permission from the student.
- ¹²⁸A3.07a The program *must* define, publish, make *readily available* and consistently apply:
- a) a policy on immunization and health screening of students. Such policy *must* be based on then current Centers for Disease Control and Prevention recommendations for health professionals and state specific mandates.
 - b) written travel health policies based on then current CDC recommendations for international travel for programs offering elective international curricular components.
- ¹²⁹A3.17b A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- a) that the student has met published admission criteria including advanced placement if awarded,
 - b) that the student has met institution and program health screening and immunization requirements,
 - c) of student performance while enrolled,
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- e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
- ¹³⁰A3.19 Student *health records* are confidential and *must* not be accessible to or reviewed by *program, principal or instructional faculty* or staff except for immunization and screening results, which may be maintained and released with written permission from the student.
- ¹³¹A2.05d *Principal faculty* and the program director *must* be responsible for, and actively participate in the processes of:
- a) developing, reviewing and revising as necessary the mission statement, *goals* and *competencies* of the program,
 - b) selecting applicants for admission to the PA program,
 - c) providing student instruction,
 - d) evaluating student performance,
 - e) academic counseling of students,
 - f) assuring the availability of remedial instruction,
 - g) designing, implementing, coordinating, and evaluating the curriculum, and h) evaluating the program.
- ¹³²B3.03 *Supervised clinical practice experiences must* enable all students to meet the program's *learning outcomes*:
- a) for preventive, emergent, acute, and chronic patient encounters,
 - b) across the life span, to include infants, children, adolescents, adults, and the elderly,
 - c) for women's health (to include prenatal and gynecologic care),
 - d) for conditions requiring surgical management, including pre-operative, intra-operative, postoperative care, and
 - e) for behavioral and mental health conditions.
- ¹³³A3.15 The program *must* define, publish, consistently apply and make *readily available* to students upon admission:
- a) any required academic standards,
 - b) requirements and deadlines for progression in and completion of the program,
 - c) policies and procedures for *remediation* and *deceleration*,
 - d) policies and procedures for withdrawal and dismissal,
 - e) policy for student employment while enrolled in the program,
 - f) policies and procedures for allegations of student mistreatment, and
 - g) policies and procedures for student grievances and appeals.
- ¹³⁴A3.17f A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- a) that the student has met published admission criteria including advanced placement if awarded,
 - b) that the student has met institution and program health screening and immunization requirements,
 - c) of student performance while enrolled,
 - d) of remediation efforts and outcomes,
 - e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.
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- ¹³⁵A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.
- ¹³⁶A3.17c A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- that the student has met published admission criteria including advanced placement if awarded,
 - that the student has met institution and program health screening and immunization requirements,
 - of student performance while enrolled,
 - of remediation efforts and outcomes,
 - of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - that the student has met requirements for program completion.
- ¹³⁷A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.
- ¹³⁸A3.17c A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- that the student has met published admission criteria including advanced placement if awarded,
 - that the student has met institution and program health screening and immunization requirements,
 - of student performance while enrolled,
 - of remediation efforts and outcomes,
 - of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - that the student has met requirements for program completion.
- ¹³⁹A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.
- ¹⁴⁰A3.17e A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:
- that the student has met published admission criteria including advanced placement if awarded,
 - that the student has met institution and program health screening and immunization requirements,
 - of student performance while enrolled,
 - of remediation efforts and outcomes,
 - of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - that the student has met requirements for program completion.
- ¹⁴¹A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.
- ¹⁴²A2.05d, e, f *Principal faculty* and the program director *must* be responsible for, and actively participate in the processes of:
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- a) developing, reviewing and revising as necessary the mission statement, *goals* and *competencies* of the program,
 - b) selecting applicants for admission to the PA program,
 - c) providing student instruction,
 - d) evaluating student performance,
 - e) academic counseling of students,
 - f) assuring the availability of remedial instruction,
 - g) designing, implementing, coordinating, and evaluating the curriculum, and h) evaluating the program.
- ¹⁴³A3.10 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 which may impact their progress in the PA program.
- ¹⁴⁴A3.08 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 which would place 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.
- ¹⁴⁵A3.08 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 which would place them at risk. Those policies *must*:
- a) address methods of prevention,
 - b) address procedures for care and treatment after exposure, and clearly define financial responsibility.
- ¹⁴⁶A3.08 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 which would place them at risk. Those policies *must*:
- c) address methods of prevention,
 - d) address procedures for care and treatment after exposure, and clearly define financial responsibility.
- ¹⁴⁷A3.08 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 which would place them at risk. Those policies *must*:
- e) address methods of prevention,
 - f) address procedures for care and treatment after exposure, and
 - g) clearly define financial responsibility.
- ¹⁴⁸A1.02g The sponsoring institution is responsible for:
- a) supporting the planning by *program faculty* of curriculum design, course selection, and program assessment,
 - b) hiring faculty and staff,
 - c) ensuring effective program leadership,
 - d) complying with ARC-PA accreditation *Standards* and policies,
 - e) conferring the credential and graduate level academic degree which documents satisfactory completion of the educational program,
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- f) ensuring that all PA personnel and student policies are consistent with federal, state, and local statutes, rules and regulations,
 - g) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs,
 - h) *teaching out* currently matriculated students in accordance with the institution's accreditor or federal law in the event of program closure and/or loss of accreditation,
 - 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, and
 - k) defining, publishing, making *readily available* and consistently applying to students, its policies and procedures for refunds of tuition and fees.

¹⁴⁹A3.13e The program *must* define, publish, consistently apply and make *readily available* to *prospective students*, policies and procedures to include:

- a) admission and enrollment practices that favor specified individuals or groups (if applicable),
- b) admission requirements regarding prior education or work experience,
- c) practices for awarding or granting *advanced placement*,
- d) any required academic standards for enrollment, and

¹⁵⁰A3.19 Student *health records* are confidential and *must* not be accessible to or reviewed by *program*, *principal* or *instructional faculty* or staff except for immunization and screening results, which may be maintained and released with written permission from the student.

¹⁵¹A1.02h The sponsoring institution is responsible for:

- a) supporting the planning by *program faculty* of curriculum design, course selection, and program assessment,
- b) hiring faculty and staff,
- c) ensuring effective program leadership,
- d) complying with ARC-PA accreditation *Standards* and policies,
- e) conferring the credential and graduate level academic degree which documents satisfactory completion of the educational program,
- f) ensuring that all PA personnel and student policies are consistent with federal, state, and local statutes, rules and regulations,
- g) documenting appropriate security and personal safety measures for PA students and faculty in all locations where instruction occurs,
- h) *teaching out* currently matriculated students in accordance with the institution's accreditor or federal law in the event of program closure and/or loss of accreditation,
- 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, and
- k) defining, publishing, making *readily available* and consistently applying to students, its policies and procedures for refunds of tuition and fees.

¹⁵²A3.17c A3.17e Student academic records kept by the sponsoring institution or program, in a paper or electronic format, must be readily accessible to authorized program personnel and must include documentation:

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- a) that the student has met published admission criteria including advanced placement if awarded,
 - b) that the student has met institution and program health screening and immunization requirements,
 - c) of student performance while enrolled,
 - d) of remediation efforts and outcomes,
 - e) of summaries of any formal academic/behavioral disciplinary action taken against a student, and
 - f) that the student has met requirements for program completion.

¹⁵³A3.18 PA students and other unauthorized persons *must* not have access to the academic records or other confidential information of other students or faculty.

¹⁵⁴A3.02 The program *must* define, publish, make *readily available* and consistently apply its policies and practices to all students.